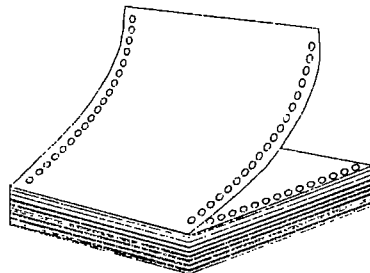


Susan Miller Dorsey  
High School

ACCREDITATION REPORT



JUL 05 2001

2000-2001

2000 — 2001  
ACCREDITATION

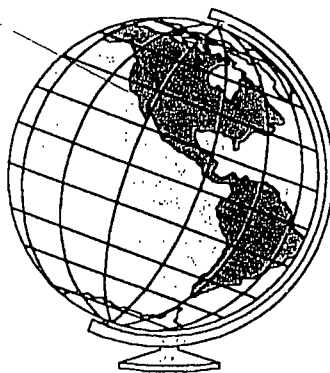
Susan Miller Dorsey  
High School



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5	Chapter Three: Progress Report
6	Chapter Four: Self-Study Focus Group Reports
7	Chapter Five: Action Plans
8	WASC 17052 Appendix

# INTRODUCTION

Dorsey High



**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**BOARD OF EDUCATION**

**Genethia Hudley Hayes, President**  
**Victoria Castro**  
**Caprice Young**  
**Valerie Fields**  
**David Tokofsky**  
**Julie Korenstein**  
**Michael Lansing**

**DISTRICT STAFF**

**Roy Romer, Superintendent**

**LOCAL DISTRICT G**

**Renee E. Jackson, Local District Superintendent**

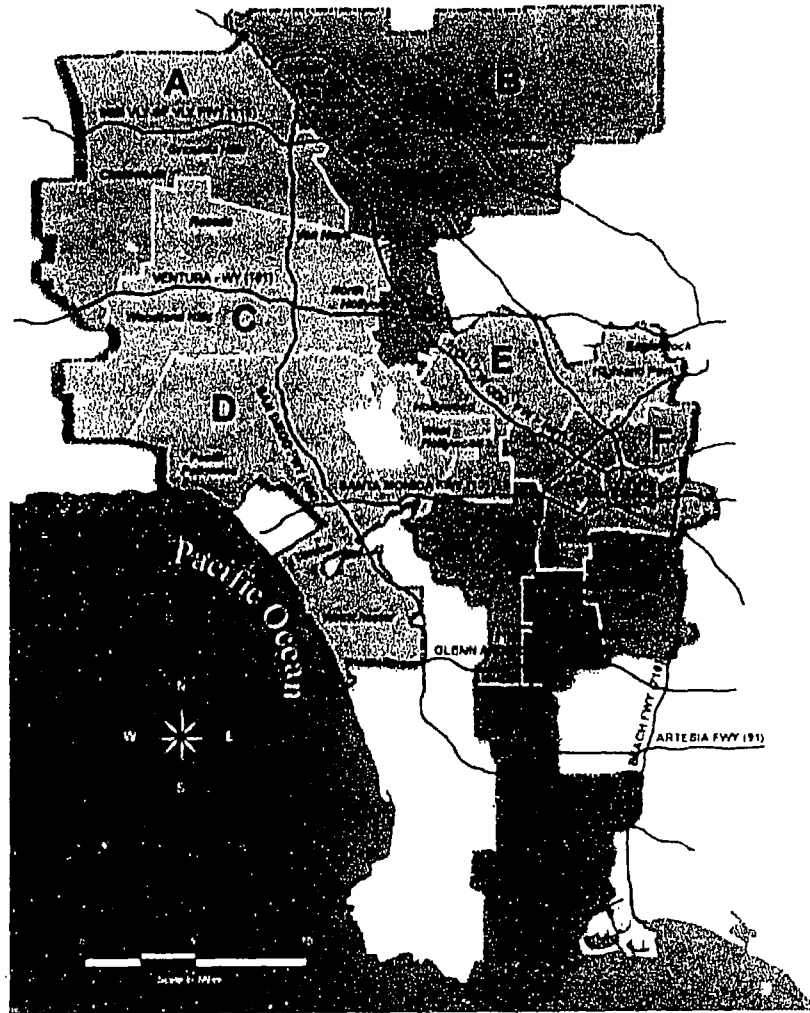
Charles G. Jackson, Director, Instructional Support Services  
Jorge Garcia, Director, School Services, Elementary Schools  
Andrea R. Gordon, Director, School Services, Elementary Schools  
Arne Rubenstein, Director, School Services, Elementary Schools  
Dr. Timothy Miller, Director, School Services, Middle Schools  
Dr. William Elkins, Director School Services, Senior High Schools

**Nicole D. Elam,**  
**Administrative Assistant to the Local District Assistant**

# Local Districts

*...The New LAUSD*

Susan Miller Dorsey High School.....District G



# Local District G

✓ -12 Enrollment (10/ 60,253

Number of Locations 70

Number of Schools 55

Ethnicity	Am Ind/ Alaska	Asian	Filipino	Pacif Isl	Hispanic	Black	White	Major Ethnicity
Total	94	199	96	49	31,302	28,175	261	Hispanic

Click on school name to view school's profile

## Elementary Schools

School	School	School	School
<a href="#">42ND ST EL (3959)</a>	<a href="#">52ND ST EL (3808)</a>	<a href="#">54TH ST EL (3781)</a>	<a href="#">59TH ST EL (3795)</a>
<a href="#">6TH AVE EL (6781)</a>	<a href="#">74TH ST EL (6644)</a>	<a href="#">74TH ST G/HG/HA MAG (6645)</a>	<a href="#">95TH ST EL (5521)</a>
<a href="#">ANGELES MESA EL (2123)</a>	<a href="#">BALDWIN HILLS EL (2274)</a>	<a href="#">BALDWIN HLS G/HA MAG (2275)</a>	<a href="#">BRADLEY ENV/HUMAN MG (7123)</a>
<a href="#">BRIGHT EL (7164)</a>	<a href="#">BUDLONG EL (2616)</a>	<a href="#">BUDLONG PC (2617)</a>	<a href="#">CENTURY PK EL (2945)</a>
<a href="#">CIENEGA EL (3068)</a>	<a href="#">CIMARRON EL (3082)</a>	<a href="#">COLISEUM EL (3178)</a>	<a href="#">FOSHAY LC (8132)</a>
<a href="#">HILLCREST CES/MUS MG (4529)</a>	<a href="#">HILLCREST DR EL (4528)</a>	<a href="#">HYDE PARK EL (4658)</a>	<a href="#">KING JR EL (6534)</a>
<a href="#">LA SALLE EL (4786)</a>	<a href="#">MAGNOLIA EL (5055)</a>	<a href="#">MANHATTAN EL (5110)</a>	<a href="#">MENLO EL (5247)</a>
<a href="#">NORMANDIE EL (5630)</a>	<a href="#">NORWOOD EL (5699)</a>	<a href="#">RAYMOND AVE EL (6219)</a>	<a href="#">VERMONT EL (7479)</a>
<a href="#">EW PK PREP CH SCH (2016)</a>	<a href="#">VIRGINIA EL (7575)</a>	<a href="#">WATTS LC (7620)</a>	<a href="#">WFEMES EL (7151)</a>
<a href="#">WEST ATHENS EL (7644)</a>	<a href="#">WESTERN EL (7671)</a>	<a href="#">WOODCREST EL (7863)</a>	

## Middle Schools

School	School	School	School
<a href="#">AUDUBON G/HA MAG (8029)</a>	<a href="#">AUDUBON MS (8028)</a>	<a href="#">CLAY MS (8099)</a>	<a href="#">HARTE PREP MS (8170)</a>
<a href="#">MANN MS (8236)</a>	<a href="#">MIJIR MATH/SCI MAG (8256)</a>	<a href="#">MIJIR MS (8255)</a>	

## Senior High Schools

School	School	School	School
<a href="#">32ND/JSC PER ART MAG (7137)</a>	<a href="#">CRENSHAW G/HG/HA MAG (8584)</a>	<a href="#">CRENSHAW SH (8596)</a>	<a href="#">CRENSHAW TCH TRN MAG (8595)</a>
<del><a href="#">DORSEY MATH/SCI MAG (8601)</a></del>	<del><a href="#">DORSEY MATH/SCI MAG (8601)</a></del>	<del><a href="#">DORSEY POLICE ACD MG (8604)</a></del>	<del><a href="#">DORSEY SH (8600)</a></del>
<a href="#">LAUSD/JSC MTH/SC MAG (8745)</a>	<a href="#">MANUAL ARTS COL PREP (8744)</a>	<a href="#">MANUAL ARTS SH (8743)</a>	<a href="#">MID-CITY MAGNET (3500)</a>
<a href="#">WASHINGTON COM MAG (8929)</a>	<a href="#">WASHINGTON M/SC MAG (8927)</a>	<a href="#">WASHINGTON MUSIC MAG (8926)</a>	<a href="#">WASHINGTON PREP HS (8928)</a>

## Multi-level Schools

School	School	School	School
<a href="#">ELLINGTON HS (8930)</a>	<a href="#">LANTERMAN HS (1919)</a>	<a href="#">MARLTON SCH (1949)</a>	<a href="#">MIDDLE COLLEGE HS (8760)</a>
<a href="#">OWENS OPP UNIT (8515)</a>	<a href="#">SALVIN SP ED CTR (1955)</a>	<a href="#">VIEW PARK CONTN HS (8602)</a>	<a href="#">YOUNG HS (8568)</a>

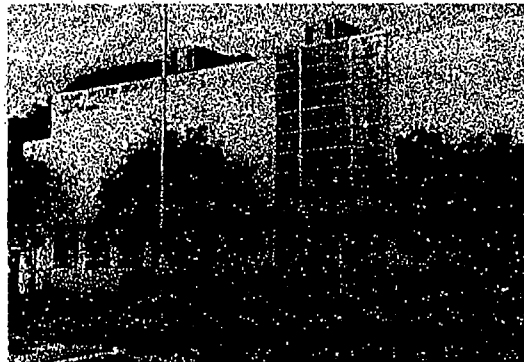
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WASC 17056

Susan Miller Dorsey High School  
3537 Farmdale Avenue  
Los Angeles, California 90016



<b>Evelyn Mahmud, Ph.D.</b>	<b>Principal</b>
<b>Elena Anthony</b>	<b>Assistant Principal</b>
<b>Earl Clopton</b>	<b>Assistant Principal Student Support Services</b>
<b>Elaine Isaacson</b>	<b>Assistant Principal Student Counseling Services</b>
<b>Catherine Webb</b>	<b>Assistant Principal Responsible for Accreditation</b>
<b>Yvette Larthridge</b>	<b>Sr. Administrative Assistant</b>



# GENERAL INFORMATION



WASC 17058



## ACKNOWLEDGEMENTS

Meaningful self-assessment of a school's academic and curricular program is vital for a faculty and administrative staff to determine whether the expected student learning results are being met. All stakeholders at Dorsey High School welcomed the opportunity to participate in the *Focus on Learning* accreditation process. This attitude of support toward evaluation grew out of the self studies and site action plans required under the District's LEARN (Los Angeles Educational Alliance for Restructuring Now) and school's mission. The Dorsey faculty and involved parents are committed to these programs and view *Focus on Learning* as yet another important means of improving student achievement.

Critical review of the school's goals, individual teaching methods, the rate of student academic success and social growth, effectiveness of support services, benefits of extracurricular activities, and the contributions of school governance have been seriously studied by the focus groups and are included in this report.

It is expected that the self-study this accreditation report requires will result in positive changes where needed and reaffirmation that the Dorsey academic program and mission statement are representative of the entire stakeholder groups, parents, students, teachers, classified and administrative staffs. Special gratitude is expressed to the accreditation leadership and writing team of Clemente Ainabe, Elena Anthony, James Berger, Heidi Bowton, Marlene Carter, Deborah Childs, Earl Clopton, Marietta Countee, Lynn Culp, Alfee Enciso, Elaine Isaacson, Marcia Kpodo, Melonee Simmons, Donald Singleton, Jesstine Washington, and Catherine Webb.

The dedication and professionalism of the entire Dorsey school community is greatly appreciated.

Dr. Evelyn Mahmud, Principal

## PREFACE

Susan Miller Dorsey High School was previously accredited in the 1993-94 school year, the last year that *Form C, Pursuing Excellence*, was utilized. At that time, the school was awarded a six-year accreditation with a three-year re-visit. Five areas of major improvement were to be addressed during the three-year period. When the two-member team returned in March, 1997, they validated the work that had been accomplished, and agreed with extenuating factors that led to the continuance of the custodial issues; however, the issues raised about counseling were still of concern.

For a significant part of the first semester of the 1999-2000 school year, many of our stakeholders had been involved in the process of updating our three-year Site Action Plan, which is required of all LEARN schools. As that core group of stakeholders made presentations to the Local Leadership Council, Curriculum Council, and curricular departments to gather additional information and input, we realized that many elements of accreditation were also a part of the process of developing the new Site Action Plan. Additionally, the staff was also involved during the second semester in preparing the documents for a Consolidated Compliance Review. All school year we had been involved in some facet of self-analysis. In June we met as expanded Curriculum Council to determine how to pull all of these pieces together, identify holes in our analysis, and establish the final timeline for accreditation.

The decision as made to establish the extended Curriculum Council as the Leadership Team for accreditation. Members signed up to chair and in some instances co-chair focus groups. The work done by the stakeholders who had written the Site Action Plan was analyzed using the "Suggested Progress to Date" chart provided by the state to determine where we were in the accreditation process and the next steps we would take. The Leadership Team determined that the next step would be to apprise department members of our progress in the accreditation process and to expand the membership of each committee. Parent members would be recruited through our Title One Community Representatives. Student members would be pulled from the Leadership class.

The Curriculum Council, Local Leadership Council, student Leadership class meetings, and Saturday Dorsey Parent Group meetings proved to be the best forums for getting consistent parent and student participation. Parents, students, and representatives of the classified staff attended meetings on shortened days and Buy-Back Days. However, work and other obligations for the most part were responsible for the frequent change in parent participants.

Our first task was to analyze our Student Outcomes (Site Action Plan language) to determine if they met the criteria for Expected School-wide Learning Results. After determining that they more than met the criteria, slight revisions were made for easy readability and the ESLR's were then prepared for dissemination. Laminated copies were provided for all staff members to post in classrooms and offices on campus. Plans were made to provide larger poster-size copies of the ESLR's in English for all classrooms and Spanish for school-wide posting. During this time, the focus groups were meeting and using the Essential Questions to focus and direct their discussions and work. Colleagues were observing in classrooms, collecting and analyzing class work produced in the classrooms of their colleagues, analyzing data provided by LAUSD, and surveying their colleagues. Parents, students, and classified staff were always a part of these discussions. (Not to the degree desired however)

In January 2001, each focus group submitted the first draft of their report, which was sent to the chairperson of the visiting accreditation committee. While waiting for feedback from the chairperson, the Leadership Team met to discuss the drafts, needed revisions, and to begin work on the action plan(s). Five areas were identified for development into action plans and a date was set for the Leadership Team to reconvene.

Prior to reconvening, the Leadership Team received feedback from the committee chairperson and a request for a meeting. During the meeting, the Leadership Team and the chairperson discussed the responses to his feedback and the chairperson provided additional clarification when needed. Additionally, he identified areas he felt were becoming evident as needing to be addressed in an action plan. At this meeting, the schedule for the on-site visit and the day for the delivery of the final document were established.

On the first day of the second semester, the focus groups met to prepare the final drafts of their reports. The date was also established for the Leadership Team to meet and discuss and begin the work of developing the action plans.

## **FOCUS ON LEARNING**

### **VISION, LEADERSHIP, AND CULTURE**

Donald Singleton, Chair; History/Social Science Teacher; LEARN Lead Teacher; Decathlon Coach  
Matthew Crehan, English Teacher SDC  
Vernice Forte', Paraprofessional, SDC  
Greg Heacock, English Teacher  
Sherlett Hendy, Physical Education Teacher  
Roxanne Ito, Teacher SDC  
Roberto Jimenez, Foreign Language Teacher  
Ardenia Johnson, History/Social Science Teacher  
Dewey Johnson, Parent  
Noah Lippe-Klein, History/Social Science Teacher  
Ervetta Marzette, Culinary Arts Teacher  
Sean Ramsy, Science Teacher  
Janis Nathan, English Teacher  
Jesse Parsons, Science Teacher  
Tamara Prescod  
Melissa Shelton, Physical Education & Dance Teacher  
Kenneth Turner, English Teacher SDC  
Jesstine Washington, Title One Parent Community Representative

### **CURRICULAR PATHS**

Heidi Bowton, Chair; National Board Certified English Teacher; Law and Public Service Magnet Coordinator  
Henry Etheredge, Business Science and Economics Teacher  
Elaine Isaacson, Assistant Principal, Student Counseling Services  
David Johnson, Student  
Joseph Marshall, Computer Science and Life Skills Teacher  
Joffrey Roberts, Music and Band Teacher  
Judith Schefke, English as a Second Language Teacher  
J. Sobel, English Teacher  
Jamie Talt, Business and Media Teacher

## **POWERFUL TEACHING AND LEARNING**

Elena Anthony, Assistant Principal  
James Berger, Co-Chair, History/Social Science Teacher/ Mentor Teacher  
Ralph Caldwell, Science Teacher SDC, Football Coach  
Charla Davis, Resource Teacher  
Irvin Davis, History/Social Science Teacher  
Alfee Enciso, Co-Chair, English Instructor and Department Chair/ National Board -  
Certified English Teacher  
Marquisha Flowers, English Teacher  
David Gordon, Physical Education Teacher  
Mary Hale, Foreign Language Teacher  
Karen Hammond, Librarian  
Sharonne Hapuarachy, English Teacher  
Linda Houtz, English and Reading Teacher  
Rebecca Kinney, English Teacher  
Paul Knox, History/Social Science Teacher/ Football Coach  
Jeanne Loh, English Teacher  
Sharlene London, English Teacher  
Victoria Neely, Foreign Language Teacher  
Chris Ott, History/Social Science Teacher  
Ron Schneck, History Social Science Teacher SDC  
Von Gretchen Shepard, Drama and Speech Teacher  
Robert Simmons, Graphics Art Teacher and Athletic Director  
Dr. Nigel Sylvester, Foreign Language Teacher and Department Chair  
Bernestine Taylor, SIS Coordinator  
Kristen Waller, English Teacher  
Paul Wisner, Science Teacher  
Angela Wittler, English Teacher  
Danielle Yamamoto, English Teacher

## **SUPPORT FOR STUDENT ACADEMIC AND PERSONAL GROWTH**

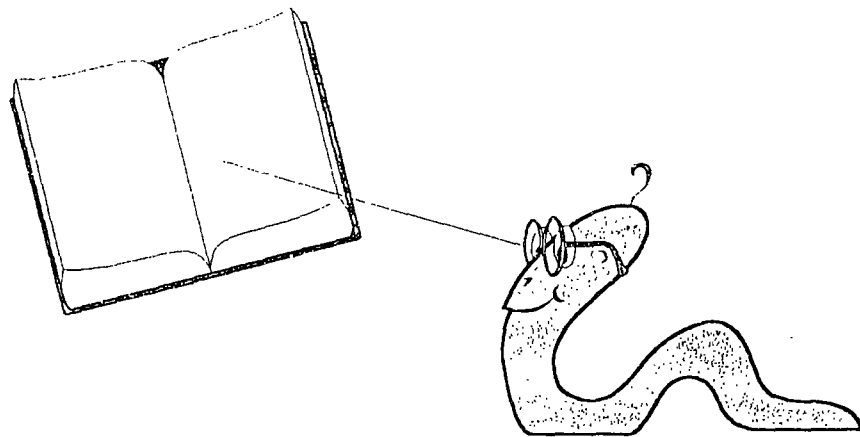
Dr. C. Ainabe, Counselor/ Testing Coordinator  
Gabrielle Bailey, Art Teacher  
Charles Bryan  
Joyce Butler, Parent  
Marietta Williams-Countee, Counselor  
Susan Coggins, Bilingual Coordinator  
Jilene Dachtler, CBI Teacher  
John Flynn, Driver Education and Life Skills Teacher  
William Graham, Science Teacher

Marcia Kpodo, Chair, English Teacher, Mathematics-Science Technology Magnet  
Coordinator  
Edward Lord, Mathematics Teacher  
Beverly Manuel, Dean  
Beverly Matthews, Parent  
Barbara Pohlman, Child Development Teacher  
Donna Richardson, Work Experience/Career Coordinator  
Etha Robinson, Health Teacher  
Miriam Graham-Rogers, English Teacher SDC  
Jacqueline Russell, PSA Counselor  
Joan Simpson, Counselor  
Stephanie Smiley, Paraprofessional SDC  
Martha Stenson, English Teacher  
Gloria Taylor, College  
Timothy Walmer, CBI Teacher

### **ASSESSMENT AND ACCOUNTABILITY**

Cosmos Anuluoha, English Teacher SDC  
Tina Bradford, English Teacher SDC  
Dr. Fahamisha Lura Butler, History/ Social Science Teacher/ Mentor Teacher  
Marlene Carter, Co-Chair, English Teacher and Department Co-Chair  
National Board Certified English Teacher  
Charles Clark, Mathematics Teacher  
Norman Codd, Mathematics Teacher  
Lynne Culp, Accreditation Coordinator/Digital High School Coordinator  
Dale Davis, Art Teacher  
Barbara Higgins, Mathematics Teacher  
Franklin Houseton, Dean/Mathematics Teacher  
Jane Kim, Mathematics Teacher  
Rufus Lamar, Mathematics Teacher  
Desiree McNeal, Mathematics Teacher  
Adrienne Mack, LA County Reading Teacher/English Teacher/ National Board-  
Certified Teacher  
Jaime Ortega, Mathematics Teacher  
Henry Ruiz, Science Teacher SDC  
Melonee Simmons, Mathematics Teacher  
Kimberly Tresvant, Teacher SDC  
Evelyn Weinstock, Art Teacher and Department Chair

# CHAPTER ONE



## Student/Community Profile

## Susan Miller Dorsey High School

### Home of the Dons

Susan Miller Dorsey High School is located in Local District G, one of eleven autonomous districts created when the Los Angeles Unified School district reorganized beginning with the 2000/2001 school year. Local district G is comprised of five (5) high schools, four (4) middle schools, thirty five (35) elementary schools, two (2) continuation schools, one (1) performing arts school, one (1) learning center, two (2) charter schools, one primary and one elementary, one (1) opportunity high school, and one (1) alternative magnet school.

Susan Miller Dorsey High School is a comprehensive high school built in 1937 in the inner city of Los Angeles, California. The school is located in a predominately residential area, with one boundary adjacent to a large city park/recreational complex. The community includes both affluent families and those with lower than average incomes. Occupations of the populations range from blue collar to professional. Within the community, there are numerous churches, medical facilities, and a variety of professional and retail services, including a shopping mall. There are also numerous single-family residences, as well as large numbers of multi-unit dwellings and condominiums. Section 8, federally subsidized housing, is also increasing.

One thousand eight hundred and fourteen students (1,814) constitute the economically and ethnically diverse population of Susan Miller Dorsey High School. The student population is primarily African-American with a growing number of Latino students. Dorsey is one of two remaining high schools in the Los Angeles Unified School District that has a primarily African-American student population. Both of these high schools are located in Local District G.

<b>Student Demographic Characteristics</b>		<b>Parents Education Level</b>	
Black, Not Hispanic	63%	Not high school graduate	25%
Hispanic	36%	High school graduate	22%
American Indian	0%	Some college	24%
Asian/Pacific Islander	0%	College graduate	24%
White, Not Hispanic	0%	Graduate school	4%
Filipino	0%		

<b>Percent in Free or Reduced Price Lunch</b>	<b>66%</b>
English Language Learners	21%

#### **Average Class Size**

Core Academic Courses Departmentalized Program 25



<b>School Mobility</b>	26%
<b>Average Daily Attendance</b>	84%
<b>Drop Out Rate</b>	14%

Susan Miller Dorsey High School is located in Area 6 of the 8 designated Los Angeles County Service Planning Areas. In each of these geographical areas, Los Angeles County personnel provide services that are designed to address the physical psychological needs of the children and their families who qualify for assistance. Although Service Planning Area 6 (SPA 6) ranks fifth in number on children, on virtually every measure Service Planning Area 6 numbers are strikingly high for most problem indicators.

**Health:** SPA 6 is highest in infant deaths, rate and number of teen births, and child deaths, and lowest in births at normal weight and children with health insurance.

**Safety and Survival:** SPA 6 is far higher than all other geographic areas in every measure of problems for child safety. SPA 6 has 39% of all children in long-term foster care, 20% of youths in Juvenile Hall, and has by far the highest rates of child and teen deaths from accidents and homicide.

**Economic Well-Being:** 51% of the children in SPA 6 are below the poverty level and a total of 79% are in low-income families, compared to countywide rated of 33% poor and 51% low income. SPA accounts for one in four of the county's children on public assistance. 83% of SPA 6 children receive school lunches compared to 59% countywide.

**Social and Emotional Well Being:** The highest number of single, female-headed families is in SPA 6.

**Education/Workforce Readiness:** Indicators of educational success vary significantly among SPAs. SPA 6 is lowest on two measures (graduation rate and SAT score) and second lowest on two others (student fluent in English and graduates taking the SAT).

**Poverty Level:** Predictably, the proportion of children in poverty varies among the eight Service Planning Areas with the highest rate, 51%, in SPA 6.

While high student performance expectations and instruction grounded in the state standards provide the structure for the educational program. The staff is cognizant of the fact that many of the students perform below grade level in mathematics and in reading; therefore, the following support to assist the students has been established: after school tutoring provided by the LA Cops Program, before and after school tutoring by individual teachers, ELSA Saturday School, supplementary resources funded by the Title One, and classes which stress test-taking strategies. A reading teacher was purchased utilizing Title One funds to address the needs of those students reading three or more levels below grade level: teaching assistants have been purchased utilizing Title One funds to lower the teacher/student ratio in mathematics and English classrooms; an interdisciplinary team of ten teachers began professional development with UCLA the summer of 2000 to become proficient teachers of reading and to serve as resources for their respective departments. They will continue the training throughout the 2000/2001 school year. A Los Angeles County Department of Education reading specialist has also been provided for the next two years to serve as a demonstration teacher and resource for professional development for the staff.

Additional plans for addressing the need to help all students become more proficient readers will be implemented beginning with spring semester of the 2000/2001 school year. All of the school will participate in "Dorsey Reads." For twenty minutes daily Dorsey High School will stop and read. A special bell schedule has been developed; materials are being purchased as a result of surveys given to all participants; teachers will be provided professional development in how to implement Sustained Silent Reading in their classrooms. Parents have been involved in the planning of "Dorsey Reads." Additionally, a pilot program, which will involve approximately sixty students in an intensive reading program, which will meet daily for ninety minutes, will begin in February. Student selection/recommendation for the program will be based on teacher recommendation, performance on Stanford Nine, attendance, discipline records, and parent approval.

Teachers analyze Stanford Nine results to identify student areas of academic weakness and have developed strategies to address the identified areas of weakness. The analysis of Stanford Nine results has resulted in collaboratively developed common assignments and assessments by teachers in the mathematics and English departments. Teachers with common classes teach these assignments at the same time and the work produced by the students is then analyzed to determine the impact of the lessons. The mathematics department has also adapted the time frame during which certain concepts are taught to assure that students are prepared for Stanford Nine.

Dorsey High School is also comprised of three magnet schools: Mathematics/Science/Technology, Law and Public Service, and the Police Academy.

The Mathematics/Science/Technology Magnet is designed for those students who desire careers in the mathematics, science, and technology fields. The goal of the magnet is to produce students who are mathematically and scientifically competitive in a highly technological society. The magnet is committed to academic excellence and preparing students for the challenges of the twenty-first century. This college preparatory magnet has a rigorous academic program that exceeds the A-G requirements of the California State and University of California systems.

Mathematics/Science magnet students are involved in the following programs:

- 30 hours of community service per school year
- weekly tutorial sessions sponsored by UCLA National Society of Black Engineers (NSBE)
- Mathematics, Engineering and Science Achievement program (MESA) is an integral part of biology and geometry classes. The MESA program prepares students to qualify for entry into the UC system.

The Police Academy Magnet has the goals of providing a rigorous academic curriculum, which prepares highly motivated young men and women for careers in law enforcement. Students take a law related curriculum and are provided opportunities to explore the broad range of careers within the field of criminal justice; to understand the relationship between academic achievement and success in the workplace; and to develop the skills necessary to make well-informed career choices. The students also participate in a physical training class each year. The Academy has high expectations for its students, which begin with the pledge that each student takes and is further, demonstrated by the high caliber of conduct, community service, and academics expected of each cadet. Additionally, merit system is used to reward good performance and provides demerits for unacceptable performance. Curricular trips include excursions to the Los Angeles Police Department Academy and fitness competitions. Drawing upon the diversity of our city, the Police Academy Magnet assists the Los Angeles Police Department in achieving effective community-based policing.

The Law and Public Service Magnet community seeks informed, active student participants who will learn to become agents of change in their own educational community as well as in their larger communities of work and culture. The Law Magnet curriculum connects justice, leadership, due process, individual rights versus group rights, and the right to voice by using literature, court cases and life experiences. Students learn an evidentiary approach to learning: the ability to

muster all available resources to a productive goal. Special programs and goals are

- Outward Bound, career and cultural experiences
- Teen court, students learn law and sentencing with actual juvenile cases
- Partnerships with Millbank, Tweed, Hadley and McCloy provide first hand experience with a global law firm
- Adoption by Gascon, Gemmill and Thorton, and Pepperdine Law School allows students to take part in a peer mediation program
- American Bar Association Law Day, students bring lessons on ethics and values to local elementary schools
- Translators Tours, students work as actual court translator

Dorsey High School has made progress in the number of Advanced Placement courses offered. Seventeen sections of a variety of Advanced Placement courses are presently offered in English, mathematics, Spanish, social studies, and science. Plans are in place for building courses to provide students with the skills to succeed in the Advanced Placement classes and to score three and above on the Advanced Placement examinations. A new program begun last year allows all students on the federal lunch program to take the AP examination for only five (5) dollars. Dorsey is also the recipient of an Advanced Placement Challenge grant.

The student's SAT scores are well below the district's level and programs are in place to improve these scores. Presently, we provide SAT preparation classes through the College Board after school and on Saturday with teachers trained in teaching test taking strategies. The College Board also provides professional development for the teaching staff and parent orientation. The professional development provided by the College Board has also included staff members of the middle schools from which our students come. ExPAN computerized college search is available for all students in the College Center. Last year more than three hundred fifty students took the PSAT, a higher percentage than many other LAUSD schools. Additionally, this school year we will offer the PSAT during the school day to provide more students with the opportunity to take the test. Student performance on the SAT Verbal during the last three years has changed from a mean score of 386 to 396 and from a mean score of 395 to 400 on the mathematics section.

The end of affirmative action programs has not deterred the determination of the Susan Miller Dorsey High School to provide our students with the necessary requirements to enter the University of California system. College admissions for the past three years have included the following categories of post secondary institutions.

<u>College Enrollment</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-2000</u>
University of California	5%	3%	3%
California State University	20%	25%	25%
Private Colleges	5%	5%	3%
Historically Black Colleges	10%	20%	9%
Community Colleges	35%	30%	25%
Military/Trade Schools	10%	7%	10%

Since 1998, the special education population has grown, which necessitated an increase in teaching staff from twelve to twenty positions. We have seven Resource, twelve Special Day classes, one Multiple handicapped (ER), and two Community Based Instruction classes. The following classes are offered in the core academic subjects for SDC, RSP, and MH diploma track students: science (life and physical), English (9, 10, Contemporary Composition, American Literature, Books for Pleasure, and Practical writing), mathematics (high school and basic mathematics), social studies (World History, U.S. History, Government, and Economics), Health, Life Skills, Introduction to Computers and Introduction to Art. Case Records Reviews are completed on a monthly basis to assure appropriate placement in the Search/Serve process.

The Career and Transition Services Program assists the special education population in the transition from school to careers. It is designed with an outcome-oriented process that promotes movement from school to post-school activities including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, independent living and community participation. Approximately fifty students are served on the campus of Dorsey High School. Students participate in Career Day activities, curricular trips, job fairs, guest speakers visit classrooms and students also visit colleges and vocational schools.

The Dorsey High School gifted and Talented Educational Program provides differentiated instruction to meet the needs of our ninety- (90) GATE students. The school proposal contains descriptions of differentiation for each course in the GATE program. Although the results of surveys of teachers, observations by parents and administrators and review of materials and instructional strategies show that differentiation is taking place, some GATE students are not enrolled in classes that provide two hundred (200) minutes of differentiated instruction per week. The school proposal and grades as well as the Stanford 9, SAT, and AP exam test data are used in curriculum planning and program evaluation. In addition, parents, students and teachers are asked to evaluate the program in yearly surveys. Differentiation takes place in honors and AP classes, where teachers plan lessons that allows for depth, complexity, novelty and acceleration. Learning environments include acceleration (honors courses), postsecondary (AP and community college courses), part-time grouping in after-school program (UCLA Career Based Outreach Program and Play My thing, a playwriting group sponsored by professional writers), and clustering students in regular classrooms.

The screening/identification program reviews data for students of all ethnicities and includes the screening of English language learners. Students in the regular school and in the magnet and academy programs are screened. Test data and/or recommendations from teachers, counselors and parents are used to initiate the screening process. Screening and identification continue throughout the school year.

Teachers are selected for the GATE program based on their experience in working with GATE students, the recency of training in the gifted/talented education, and expertise in their subject field. Those teachers selected for the program attend ongoing gifted/talented training through LAUSD Gifted/Talented Program and the College Board each year. Teachers also attend professional development that expands their knowledge in their subject fields. The entire staff is included in onsite GATE professional development provided by the College Board and LAUSD personnel.

Parents are notified in writing of GATE program opportunities and evaluate the program at the end of each school year. Expenditures are tied to the school proposal and allow teachers to attend professional development, order supplementary books, purchase equipment for innovate projects and plan curricular trips, which extend the instructional classroom for GATE students.

As part of the enrollment process, all students whose Home Language Survey indicates a language other than English are assessed for proficiency in English and their primary language. When appropriate parents are advised of the two (2) district models for English Language Learners. They are then given the district letter on which they indicate their choice of Model A or Model B. The letters are filed in the cumulative records. Thus far parents have selected Model A.

Within thirty (30) days of enrollment, students are tested on the Language Appraisal Scale (LAS) and parents are notified of the results once they are received. Students assessed as English Language Development (ELD) levels 1 and 2 participate in Structured English Immersion Model A. Advance English Language Development levels participate in ESL 3 and 4 while students being prepared for redesignation (PRPs) receive English Language Development through Specially Designed Academic Instruction in English (SDAIE) content classes.

English Language Learners at Dorsey High School have equal access to the curriculum provided all students. English Learners are enrolled in ESL English as a Second Language or Sheltered English classes. The core curriculum is offered using SDAIE techniques. The classes are provided supplemental support through materials and paraprofessionals purchased from the EIA/LEP budget. Instructional programs for English Language Learners follow LAUSD

and state guidelines. Ninety six percent of the staff providing ELD and /or SDAIE instruction to ELLs has a BCLAD, CLAD, or Teacher-in-Training Form on file.

At each reporting period, grades for ELLs are reviewed. Students obtaining two or more grades of fail in content areas are referred to one of the tutoring programs. ELLs who continue to manifest academic deficits are referred to the LAT (Language Appraisal Team).

A Human Relations Committee has been established to address diversity issues on campus. Additionally, conflict resolution training has begun for all stakeholders and is being broadened to include more members of the school community.

Resources have been identified and the Student Success Team is functioning. These two committees are two sub-committees of the Student support Team that has been organized to met the needs of students identified as being at risk for not successfully completing high school.

Fresh Team is a community service and dispute resolution organization, which was founded by the LAUSD Youth Relations, which also is the parent of HEART. Fresh Team assists students with their daily issues on campus, restore school spirit and pride, and bring cultural awareness through monthly lunches.

Susan Miller Dorsey High School is in the first year of three grants: the implementation year for Digital High School grant and the planning year for the Healthy Start and IIUSP grants. The Healthy Start grant totals one hundred fifty thousand dollars for the planning year and an additional one hundred thousand for three years if awarded the operational grant. The planning committee for Healthy Start has established four goals for the students and their families:

- Improved school attendance
- Improved academic achievement
- Improved physical and social health
- Improved level of family functioning

Digital High School is a state-funded program to implement technology use. Approximately sixty percent of the six hundred thousand dollars will be used to purchase equipment and forty percent will be used to provide training for teachers. Two hundred computers will be ordered this year and every teacher will begin technology instruction with an individual training plan. By September 2001, all incoming ninth graders will enroll in a ten-week course that will incorporate technology in six targeted areas: word processing, spread sheets, data base creation and management, Internet usage and research, multimedia production, and ethical use in the information age.

The Intermediate Intervention for Under-performing Schools (II/USP) Grant is a fifty thousand dollars grant for those schools that did not reach their academic performance index goal. Thirty thousand of the grant is allocated to an external evaluator who assists the school in identifying the issues that are preventing the school from better serving its students and in developing an action plan to address these issues. The process of developing the action plan requires that the external evaluator work with all stakeholders, i.e., school personnel, parents, students, and community members as they collect and analyze data. Action Learning System is the external evaluator that was selected by Local District G to assist all of the schools in the Local District G.



# CHAPTER TWO

## Expected Schoolwide Learning Results



## Development of Expected School-wide Learning Results

When the staff determined that Susan Miller Dorsey High School should become involved in the LEARN (Los Angeles Alliance for Restructuring Now) reform movement, the process was established for all decision-making. As a LEARN school community (certificated and classified staff, parents, students, community members), the school is charged with collaboratively defining its needs and coordinating efforts to meet them.

In the 1997/98 school year, we developed our first Site Action Plan. This was our first effort at collaboratively establishing statements of the school's vision, mission, and beliefs with clear, measurable goals, targets, and timelines which we held ourselves responsible for meeting. The school-wide outcomes, what students should know and be able to do upon graduation from Susan Miller Dorsey High School, were developed over a six-month period that began in September 1997. These school-wide outcomes, which later became our expected school-wide learning results formed the nucleus around which the Site Action Plan was developed.

The process for developing the school-wide outcomes began with the Curriculum Council which is comprised of the principal, all department chairpersons, assistant principals, counselors, magnet coordinators, the college counselor, career and work experience coordinator, LEARN Lead Teacher, and UTLA Chapter Chairperson. This council meets monthly to discuss all issues related to curriculum. Issues discussed in Curriculum Council are then taken to department meetings, faculty meeting as necessary and to Local Leadership Council.

In September 1997, the Curriculum Council under the leadership of the principal and the LEARN Lead Teacher began the dialogue about school-wide outcomes. The Council examined outcomes from other schools, discussed the

characteristics of a twenty-first century thinker and asked numerous questions, e.g., "What skills will a twenty-first century citizen need to lead a productive life?" "What jobs/professions/occupations will be in demand in the next century, millennium?" "What skills will no longer be valued or in demand?" The Council developed approximately eight school-wide outcomes that were taken to department meetings for discussion and input.

The department chairpersons returned to Curriculum Council with the suggestions from the individual departments, similar statements were combined and revisions were made. The process was repeated over several months with the Curriculum Council responding to department input and the departments then giving additional suggestions. Five school-wide outcomes were finally developed and taken to the school's governance council, Local Leadership Council.

The Local Leadership Council is comprised of certificated and classified staff members, parents, students, and community members. The principal and LEARN Lead Teacher presented the school-wide outcomes to the Local Leadership Council. In the process of their presentation, they also explained how the outcomes had been developed to date. Members of the Local Leadership Council gave their input. The suggestions made by the Local Leadership Council were then presented at Curriculum Council meeting. Curriculum Council adopted the changes, presented them to their departments and the school adopted the school-wide outcomes. The final version of the outcomes was then presented at a second Local Leadership Council meeting.

In the 2000/2001 school year, our school-wide student outcomes became our expected school-wide learning results for the accreditation process. We have just completed the renewal of our Site Action Plan, which is a three-year plan,

2000 to 2003, and we are still using these school-wide outcomes/expected school-wide learning results.

The school-wide student outcomes have been reintroduced to the school community as expected school-wide learning results. At each of the group meetings, the focus has been on semantics, the idea that the goals that we have been working toward since 1997 are still intact; they simply have been renamed. This discussion has been held in faculty meeting, focus group meetings, and Leadership Class meetings with students and additionally with parents at Saturday parent group meetings for parents who are not able to attend focus group meetings held during the school day.

On November 7, 2000, faculty meetings were held during the teachers' conference periods. The Expected School-wide Learning Results was one of the topics discussed. As a result of these meetings, the ESLR's were again modified.

## Expected School-wide Learning Results

Students at Dorsey High School will:

1. Read, write, and speak at or above grade level employing language appropriate for a variety of audiences and disciplines.
2. Exhibit information literacy by selecting appropriate problem-solving options and applying critical thinking skills.
3. Demonstrate responsibility and respect for themselves and others by working collaboratively in a culturally diverse environment.
4. Be prepared to transition to the next step in education: college, career, and other life experiences
5. Use technology as one tool to achieve the above outcomes as they participate in artistic, academic and world cultures, expanding their range and scope as ethical human beings and as students.

# CHAPTER THREE

## Progress Report:



## **PROGRESS REPORT**

Due to district allocations, Dorsey High School reduced the number of custodians since the last visit, but has not reduced the number of classrooms needing custodial services. Therefore, the concern regarding cleanliness, health, and safety continues to be an issue.

Dorsey High School staff felt that the District's allocation of custodial time was insufficient to maintain the campus. The review committee agrees with their findings after observing classrooms and the PE/locker area.

The following have been done to improve maintenance services:

- Dorsey has been designated a training center for Building and Grounds workers. We have acquired the services of three eight-hour trainees. These hours are not counted as part of our regular custodial allotment.
- The District G Area Operations Supervisor has assisted in completing a time-task survey to improve the effectiveness of the Building and Grounds workers' efforts.
- Training of new Building and Grounds workers and retraining of experienced custodians is ongoing. An incentive program has been established as part of our efforts to reduce work-related accidents.
- Weekly meetings are held with maintenance management to address areas of concern regarding cleanliness, health, and safety of staff and students.
- Proposition BB projects are completed during weekend hours. Contractors are required to pay for a custodian to be on site during working hours. This provides overtime opportunities for maintenance workers.

- We are seeking funds to replace outdated power equipment, such as floor strippers and buffers. This will improve the efficiency of our cleaning program.

Additional strategies utilized by the assistant principal responsible for the plant include the following:

- Continuous evaluation of the effectiveness of the custodial assignment and making of adjustments when necessary
- Reviewing inspection reports with the plant manager
- Weekly site walks with the plant manager
- Scheduling of specific assignments for completion utilizing overtime
- Coordinating with Student Government to get buy-in to maximize a clean campus campaign
- Providing teachers with flyers/posters encouraging students to participate in maintaining a clean campus
- Promoting "Dorsey Pride" as pride in the environment
- Reminding students and teachers of clean campus issues, e.g., not eating in class, placing trash in trash receptacles
- Making restrooms checks a part of daily supervision responsibilities for campus aides and other personnel
- Coordinating a campus cleanup day
- Encouraging students to participate in campus beautification to satisfy detention assignments or to serve as in-school suspension
- Permitting seniors to participate in campus beautification to work off absences affecting 90% in-seat attendance requirement
- Continuing to emphasize clean campus issues via bulletins, PA announcements, assemblies
- Continue to meet with the Facilities Committee to discuss issues and obtain feedback from the faculty



Although the counselors strive to work with all students to formulate a four-year plan which includes choosing the path to achieve the students individual goal, it is the opinion of the progress report committee and interviewed students that this is not practiced consistently.

Ninth graders are enrolled in a Life Skills class. A component of the curriculum includes education and career planning. This year, the Pathfinder: Exploring Career and Educational Paths series in conjunction with the Individual Career Portfolio has been included as a planning resource. The portfolio, which includes space for recording, storing, and updating career/education/personal interest and achievement information, will be a valuable tool for counselors as they help students set goals and make plans for post secondary education.

The Individual Career Portfolio is the student's four-year plan, which is being initiated in the Life Skills class. It will be maintained in the counseling office and referred to by individual counselors during planning/programming conferences.

In addition, graduation requirements are reviewed and checked off as they are completed. Parents met with counselors during parent conferencing to understand their child's progress.

A list of career strands has been developed so that counselors and students will be able to review and select appropriate classes. (See attached list.)

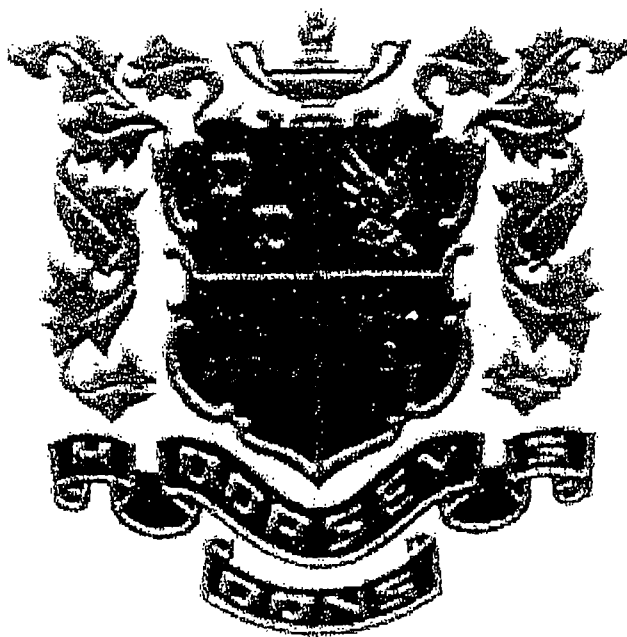
The career advisor coordinates the senior portfolio project, which is a culminating activity for members of the senior class. The final project, which includes the high diploma, transcripts, resume, autobiography, letters of recommendation, awards, and long-range career plans is presented to the student upon his/her graduation.

# CHAPTER FOUR:

## Self-Study Focus Group Reports



# VISION LEADERSHIP AND CULTURE



## **VISION, LEADERSHIP AND CULTURE**

### **VLC-A1: To what extent does the school have a clearly stated vision based upon its beliefs, student needs and current educational research?**

Mission: Dorsey High School's mission is to provide a clear, safe and nurturing environment that prepares its culturally diverse students for all aspects of life: college, career, school to work. A complete group of stakeholders: classified staff, certificated staff, parents, administrators, and students were surveyed to determine Dorsey's needs. The majority of students felt that the campus was unsafe and unclean. Stakeholders have also expressed concerns the curriculum prepares students for entry into the job market as well as entry into colleges and universities.

Vision: "The Dorsey High School Learning Community will strive for academic excellence by providing a rigorous curriculum, best educational practices, and extracurricular enrichment activities for all students." In some classes students experience the full range of Bloom's Taxonomy, but for some students the full range is not the norm. Currently the LLC (Local Leadership Council) is analyzing the master schedule to make changes for Fall2001. The changes instituted will further the goal of providing a rigorous curriculum for all students.

### **VLC-A1a: To what extent does the governing board and the central administration support the vision?**

The vision and mission statements were agreed upon by all stakeholders and included in the Site Action Plan. Stakeholders attended the Local Leadership Council meetings and were given the opportunity to contribute to the vision and mission statements. The Lead Teacher placed the tentative vision and mission statements in the boxes of all classified and certificated staff who were asked to make suggestions. Twenty-seven classified and certificated staff responded with suggestions, which were incorporated into the vision and mission statements and other parts of the School Site Action Plan.

Stakeholders used research-based information regarding teaching and learning in creating the mission and vision statements. The Lead Teacher published an article "Effect of Consistent Library Use on Standardized Test Scores of Linguistic Minorities," and shared the results with other stakeholders. The study showed the need for teachers to provide a nurturing environment in the classroom since many students lack library facilities and quality study time at home.

The stakeholders via the Local Leadership Council agreed upon six related achievement objectives which will guide instruction, assessment, and instructional support over a three-year period from Fall 2000 to Spring 2003:

- Improve reading comprehension, as assessed by reading scores on the SAT 9;
- Improve mathematical computation ability and mathematical analysis skills, as evidenced by SAT 9 math scores;
- Improve school attendance;
- Increase the number of students receiving a grade of "C" or better in core academic subjects leading to high school graduation.
- Increase the number of students receiving a grade of "C" or better in A-G course requirements leading to college matriculation;
- Increase the number of students taking college admission examination and Advanced Placement examinations.

Many advisory and school decision-making bodies were involved in the establishment of the school's vision/mission, including, but not limited to, Student Leadership Class, Discipline Committee, Staff Development Committee, and the Parent Advisory Committee.

The school has not shown a strong level of understanding and commitment to the vision/mission. Many students and staff are unaware of the school's vision and mission. Individual selection of Professional Development programs may be aligned to the vision, but the choice is not driven by it. Several stakeholders have conjoined to make the vision the driving force. The Parent representative created a mission banner; the certificated representative developed a mission statement contest in which students would compete for prizes for the best visual or oral expression of the mission statement. The winning expressions will be awarded prizes. In each classroom, the agreed upon best expressions of the mission statement will be featured prominently.

There is written evidence that District G, the office that governs Dorsey, supports Dorsey's vision/mission. The district has contracted with painters, roofers, and gardeners to provide a clean environment for the students. The outside buildings, the hallways and the classrooms have been recently painted. Storage spaces have been re-converted into student rest rooms.

The District G Superintendent, and the Senior High School Director have been instrumental in assisting Dorsey meet its mission of providing a clean, safe and nurturing environment. The District has also provided some support for instruction in the form of Standards-Based workshops with Coordinators of Instruction. Also, they have assisted with individual programs such as PSAT and Delta Coaches, a new teacher-training program. In a prior organizational form, the Cluster provided a series of colloquia to improve teaching through rubric design and development of lessons aligned with state standards.

Faculty members undergo CLAD, BCLAD certification and technology training as part of the credentialing process. SDAIE training is offered to teachers through the Los Angeles Unified School District.

Dorsey High School was selected to become one of the Digital High Schools in the district. The Digital High School Grant provided funds and support to expand the use of technology by students. Title I provided additional support to students. An example of a program funded by Title I is the Extended Schoolwide Learning Academy (ELSA) which provides Saturday school tutoring. As a LEARN school, funds are provided for the special needs of the students. The cluster and district offices have supported Dorsey in its efforts to improve student achievement; however, funding, teachers, and classroom space are insufficient.

**VLC-A1b: To what extent is the school's purpose defined by expressed schoolwide learning results?**

At Dorsey High School we believe:

- All students can learn and achieve their personal best.
- All students, teachers, and staff members are entitled to a clean, safe, nurturing environment.
- All students are capable of individual and community responsibility and pride.
- All teachers should be properly trained and participate in continuous professional growth.
- All learning must take place in a school culture based on discipline and respect for each individual.
- All parents are the first educators and valued members of the school community.

Members of the Curriculum Council and the Local Leadership Council developed the ESLR's with input from all stakeholders. The refined ESLR's were written after examining the language of the content standards. One of the activities of the Curriculum Council and Staff Development Committees was to align the ESLR's to the standards that form the curriculum. The ESLR's are used by administration

as a criterion to assist teachers in planning their units of study. Most teachers post ESLR's in their classroom; teachers discuss with students of the ESLR's and how they are connected to their daily instruction. The Dorsey Bulletin and P.A. announcements remind all stakeholders of the purpose of the school. The ESLR's continue to be used in conjunction with Standards Based Instruction are now being implemented at Dorsey. While we have made strides in making the ESLR's visible, we have a way to go to implement them.

**VLC-A2: To what extent does the school leadership make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results?**

The Local Leadership Council (LLC), which is composed of the following, governs Dorsey High School:

#### **Council Composition**

The LLC consists of twenty members with following breakdown of constituents: ten teachers (eight from the regular school and one from each magnet), five parents (five parent/community members, four must be parents with a student currently enrolled, the fifth position may be a community person elected by the parents), two students (student body president and one other), two classified, one administrator, and alternates.

An LLC member or alternate will serve as a liaison with each subcommittee to monitor whether it has a chairperson and whether records are being kept.



### **Council Leadership**

The Principal and the UTLA Chapter Chair are the co-chairs of the LLC. They carry out the following duties: plan and distribute agendas, preside over LLC meetings, promote consensus, form ad hoc committees, and notify members of emergency meetings.

### **Council Committees**

The LLC has the following eleven subcommittees:

- Scheduling Activities
- Discipline
- Technology Task Force
- Staff Development
- Curriculum Council
- Budget
- Attendance
- Facilities
- Staff Selection
- Alumni Affairs
- Human Relations Leadership

The following are the duties of the subcommittees:

**Scheduling Activities**-decides on activities that affect a large number of students and/or change the bell schedule.

**Discipline**-develops and formulates the student discipline guidelines and the code of student conduct.

**Technology Task Force**-responsible for bringing about greater integration of technology into the curriculum, in order to improve student achievement and increase the use of technology.

**Staff Development**-responsible for planning and implementing professional development activities for the staff. This committee is also responsible for submitting the SB 1882 plan and approving requests from staff members for SB 1882 funds for professional growth.

**Curriculum Council**-contains representatives from all stakeholder groups including department chairs, lead teacher, and full/part-time coordinators. This committee has the purview over instruction, call to action, school reform, standards, and AB 1274.

**Budget**-responsible for recommending to the LLC how nonrestricted budgets are dispersed, as well as coordinate al budgets.

**Attendance**-develops, formulates, and implements the attendance and tardy procedures and policies.

**Facilities**-responsible for campus cleanliness and environment, repair, room use and recommendations for purchase of needed equipment.

**Staff Selection**-makes decisions regarding the hiring of staff convene appropriate committees for selection of administration, departments, and classified personnel.

**Alumni Affairs**-generates a format to be used as a guide to involve alumni at all levels.

**Human Relations Leadership Team**-develops a time/task calendar to implement strategies and programs that maintain and improve the schoolwide MHREP (Multicultural and Human Relations Education Plan), and present an assessment and evaluation of the school-wide MHREP. The Human Relations Leadership Team is not operable at this time.

#### **Ad Hoc Committees**

The LLC may also establish ad hoc committees. Ad hoc committees shall serve only for the specific purposes for which they were established. To the extent

possible, they shall follow the same procedures as subcommittees. Each of the committees is directly involved in student achievement of the ESLR's. The Staff Development Committee and Curriculum Council have coordinated instruction through academic departments. Standards-based instructional units, developing reading and writing instruction, thematic units, and vertical teaming are just some of the strategies that have been utilized in the classroom as a result of the school leadership committees.

Recently, a group of teachers began training in the UCLA High School Literacy program. As a direct result of the strategies learned in program, the group, led by the County Reading Specialist, submitted a schoolwide learning strategy- Sustained Silent Reading (SSR). The SSR plan would require each teacher to implement SSR on selected days. The entire Dorsey campus would participate: classified staff and administrators as well as students and teachers. The plan will be submitted to Local Leadership Council within the next month.

The Professional Development Committee developed a nine-week Stanford Nine-Achievement Test Preparation program. During second period, each teacher spends fifty-five minutes reviewing the essential elements of one component of the Stanford Nine test. Students are given practice tests, and review correct answers and effective strategies for answering questions.

There are written policies, documents and memoranda that spell out the focus/responsibility of the leadership's role in meeting ESLR's. However, most staff and students are not cognizant of the roles of school leadership.

**Dorsey High Leadership** is comprised of Administrative, Certificated staff, Classified staff, student, and parent/community leadership.

**Administrative**-The Administrative leadership staff consists of one administrative assistant, four assistant-principals and one principal. The

assistant-principals are responsible for evaluating teachers, implementing discipline policies, monitoring grounds and facilities, ensuring school safety, providing textbooks for every classroom, monitoring student attendance, structuring learning opportunities for teachers and students, supervising school activities, participating in staff selection, and a myriad of other duties.

**Certificated staff**-Each department has a department chair who is responsible for reviewing instructional goals and strategies with his/her department. The department chair makes sure that every class in the department has textbooks and other instructional tools. The chair participates in Curriculum Council and Staff Development to keep abreast of state and local standards and then monitors the adherence of said standards in his/her department.

The Dorsey High School learning community is fortunate to have an active UTLA Chapter Chair. The union representative fields complaints by certificated staff of any adverse classroom conditions or barriers to improving student achievement. The representative endeavors to resolve problems involving teacher and administrators. The representative is an integral part of staff selection and policy implantation at Dorsey.

Dorsey High School has a **Lead Teacher** (according to LEARN governance structure) who is a liaison between teachers, students, parents, and administrators. The Lead Teacher endeavors to improve communication between all stakeholders. Recently, the Lead Teacher distributed information about the upcoming High School Exit Examination to all staff. Previously, the Lead Teacher conducted a "wish list" survey to all stakeholders: parent representative, certificated and classified staff, and students to determine the needs and desires of the entire Dorsey High learning community. The needs expressed were great; the Lead Teacher and the Principal are working together to address them.

**VLC-A2a: To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?**

The Dorsey High School Parent Center opened in April of 1997, with the vision to become an empowered, vital member of the educational process of preparing children for the future. The center is equipped with the resources needed to assist in the challenges through the use of the following materials:

- Aptiva IBM Computer
- Epson Printer
- Xerox copier
- CD ROM materials in English, Math, History, and Science; educational games, encyclopedias, dictionaries, PSAT and SAT instruction

Reading Library-Books are loaned out to parents and students for a period of two weeks. Topics include: parenting skills, career information, GED, Life Skills, and social issues relating to issues that affect high school students. Pamphlets are made available to the parents on health, marriage, and self-esteem.

Parent workshops allow the parents to receive the training to update skills and provide the support resources that parents need, such as Literacy, Human Relations, and Title I, Parent Summits, Child Abuse, CCR Review, Gifted/Talented, Conflict Resolution, Investment Banking, Volunteer Management, and Cultural Awareness. Future workshops will be conducted on issues, which affect the surrounding community.

Crime and related incidence and attendance are issues of students/parents awareness.

**Parent Volunteering.** Presently, eight parents have completed the process necessary to assist at Dorsey in the following areas: Attendance Office, Field

Trips, Committee Membership, translating Information, and Workshops Attendance. The goal is to increase the parents' perception of their role in the lives of their children once they enter high school. It is greatly needed as the youth transcend from the teen years into adulthood. The parents prepare flyers to place within the community advertising school and social events. Local businesses such the Air Force Recruiting Station located on Rodeo/La Brea, Subway, Albertson's Market, the Los Angeles Lakers, Hollywood Park RaceTrack and other local businesses have been sources of support for community activity funding. Councilman Nate Holden and County Supervisor Yvonne Braithwaite Burke have provided field trips for the students.

The parent group, which is an extension of the Parent Center, provides monthly meetings. Presently, at least forty or more parents meet on the third Saturday of every month from 10:00 A.M. to 12:00 P.M. in the teacher's cafeteria to receive information on LAUSD, Dorsey High, and any topic relevant to the empowerment of the parents. Workshop topics are gathered through parent surveys, and conference attendees are selected. The Parent Community unit of LAUSD conducts workshops.

Parent officers are elected and bylaws are established. The goal of the group is to involve additional male parent interest, and to provide positive role models. Parents are given updates from the various committees of Dorsey; several parents serve on the Local Leadership Council.

The Parent Center is located in bungalow 38 in the English area, a secure location> The Center is open for student use at lunch and nutrition.

**VLC-A3: To what extent is the staff supported, utilized and monitored to facilitate student achievement of expected schoolwide learning results?**

The staff is supported in a number of ways. Regular faculty and department meetings are scheduled every month. Their agendas include collaboration, sharing and exploring new ideas, and planning. The Stull evaluation procedure is the primary monitoring tool. The Stull conferences and evaluation assist teachers

in reflecting on their instructional strategies and making the appropriate changes in their instruction.

Teachers are encouraged to seek enrichment through conferences, college courses, and classroom observation. The College Board has provided training for our teachers in Pre-AP class, AP classes, Vertical Teaming, Language Arts, Math, Social Studies, and PSAT and SAT preparation. Funds are available especially for this type of learning for teachers. Teachers are given coverage for their classes on days in which they attend conferences. Recent district guidelines require all funded conferences to be directly related to literacy or mathematics. Teachers receive compensation to return to school on the weekend for inter and intra disciplinary planning. Local Leadership Council failed to approve "banking time" in order for teachers to have common planning time. This creates a problem because more teachers want to work on building an interdisciplinary program.

There are a number of mentors assigned to new teachers at Dorsey. Mentor teacher assists new teachers in lesson planning and classroom management. Monthly new-teacher meetings help new teachers learn roll book procedures, discipline strategies, and provide an additional forum for questions and concerns. New teachers are given time to observe veteran teachers to get ideas. However, they often have to spend their own money for resources and supplies until they build a cache of resources that are effective.

At Dorsey there are three Magnet programs: Law and Public Service, Math/Science, and Police Academy. Each magnet program is geared toward interdisciplinary teaching. In addition, some teachers team up to work on projects and share teaching techniques. However, not all students are involved in interdisciplinary programs on this campus. The majority of the students are in the regular program, which lacks interdisciplinary interaction. Scheduling students into academies remains a problem.

**VLC-3a: To what extent is leadership and staff a part of an organized structure committed to professional development?**

The principal has put Dorsey on a positive course to improve student achievement. With Asst. Principals, she has been proactive and progressive in supporting staff and students in reaching educational benchmarks. The principal has analyzed Stanford Nine scores and has written memoranda to teachers sharing her observations and suggesting strategies for improving student achievement. The Assistant Principal has been instrumental in ensuring that every classroom has textbooks, and every instructor has current and effective lesson plans. The Assistant Principal in charge of Student Services, has been instrumental in enforcing Dorsey's discipline policy and ensuring that students are in class when the bell rings.

The staff is encouraged to improve student achievement by posting ESLR's, mission statements, state standards, and local standards in the classroom. Ms. Webb has endeavored to provide laminated copies of ESLR's to every teacher. The principal makes regular classroom visits to observe powerful teaching and learning. She invites students to participate in their own learning by soliciting suggestions about subjects they would like to study. She empowers students to take leadership roles and set educational goals.

Stull evaluations and regular classroom observation as to their achievements towards improving student learning monitor staff. Students are given formal and informal surveys to determine whether they believe that their academic and school social needs are being met; the surveys are reviewed by the Principal, the Parent representative, and other stakeholders to make necessary changes to school policies or procedures.

Staff development in-services are planned and organized based on the perceived needs of the learning community. Because Dorsey High has very low reading



scores, Kaplan and the College Board were invited to give in-services on reading and improving standardized test scores. When parents complained of lack of communication with other stakeholders, a Mediation team provided an inservice on communication and listening skills. Because Dorsey has an extremely large special education population, an inservice was recently held to educate staff on the Individualized Education Program (IEP) process. Other inservices will likely be held to provide information and instruction about the upcoming High School Exit Exam, the Stanford Nine test and Advanced Placement examinations.

Teachers are hired on the basis of need. When there is an opening in any subject area, the Staff Selection Committee, which consists of Certificated, staff, Classified Staff, students, parent/community representatives, and administrators, advertise according to District guidelines. During the interview processes, the Selection Committee looks for candidates who will instruct students along Bloom's Taxonomy Scale and encourage them to reach academic, social and personal goals.

As part of the Digital High School Grant, teachers and staff will receive training in the use of technology as a tool to improve instruction. These classes will meet throughout the year after school and on Saturdays. Both certificated and classified staff will be compensated for their participation after a specified number of hours have been completed.

**VLC-A4: To what extent is the school a safe, clean, orderly place that nurtures learning?**

To keep the campus clean, the custodial staff regularly removes trash, leaves, and debris from the campus grounds. Graffiti removal is scheduled on a daily basis. Contractors have been employed to paint the classroom, and hallways. New lighting is being installed in each classroom and in the hallways. The blinds

in all of the classrooms are being replaced. Student rest rooms have been renovated and more rest rooms are being made available for student use. The interior and exterior of the school are being repainted. The school is being rewired to establish better communication through the Public Announcement system. Telephone and Internet lines are being placed in each classroom. To keep the campus safe, there is a staff of security employees equipped with radios and bikes roaming the campus; however, they need additional training to implement the security policies. Two LAUSD police officers are assigned to Dorsey. Deans and other supervision staff are seen patrolling the campus and have established a presence on campus, but additional deans and other supervision staff are needed to regularly supervise and patrol. Teachers are also receiving orientation on using referrals to the Dean's Office. However, on a limited basis Dorsey is still combating the related problems of truancy and tardiness among students. A school safety plan has been written and revised by the School Safety Committee, which meets monthly. Emergency procedures are planned and practiced to ensure that all involved will be able to respond effectively during an emergency.

Additional bungalows have been added to the Dorsey campus in an effort to reduce overcrowding. Administration is trying to group subjects together in various buildings on campus. Supervision staff is attempting to keep hallways clear and keep students in the classroom during class time; however, there are not enough campus aides to be effective.

**VLC-4a: To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students and a focus on continuous school improvement?**

The principal is open and honest when dealing with students' questions and concerns. Assemblies led by the principal have also increased student awareness and trust of the administration. Students also have a means to voice

any complaints as members of school governing bodies. However, more needs to be done to give students the feeling that their concerns are heard and that their ideas matter.

Some students participate in various extra-curricular organization and athletics. Students who in magnet programs are more involved in school activities. Many students, especially regular program students, are not involved in any aspect of the aspect of the school outside of the classroom. The Leadership Class makes P.A. announcements during homeroom and highlights sports events and other campus-wide activities. Leadership students sponsor lunch and after-school spirit activities. Recently, the Leadership Class coordinated a successful Canned Food Drive to feed the homeless. The House of Representatives is another student-driven group. Each teacher selects two students to represent the class. The Representatives participate in discussion about the needs of other students. They then report back to their classrooms with information and strategies to improve student activity and school spirit. However, the number of students involved in school governance and policies is still insufficient.

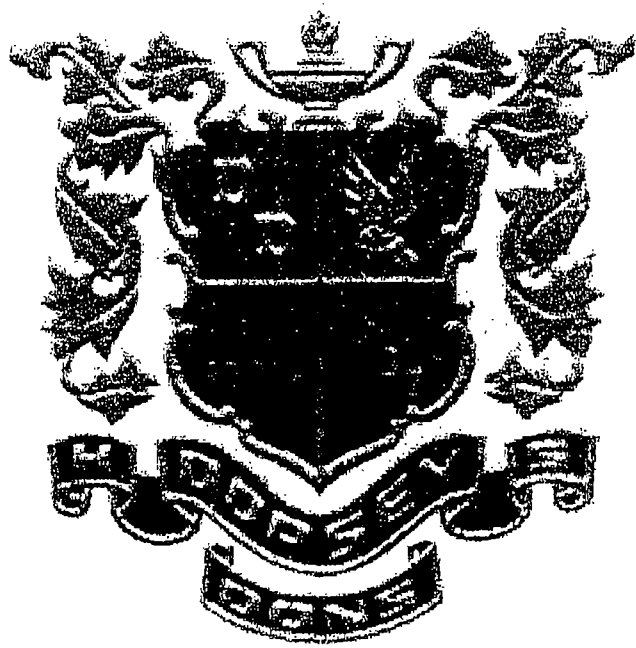
## **STRENGTHS**

- The Dorsey Community has made strides in organizing a Leadership Council that represents the stakeholders of our school community.
- The leadership has developed a vision, mission, and organization to carry forward high expectations for all students.
- The leadership and governance of the school work together in a broad array of endeavors to facilitate student achievement academically and as members of society.

## GROWTH AREAS

- While the school has made progress in in-seat attendance, attendance is an important aspect of the culture of school. In order to make greater progress, attendance must involve everyone.
- Revise and establish a truancy/tardy policy for all periods.
- Enforce tardy/truancy policy with a designated tardy/truancy dean
- Employ a full-time community liaison to interface with community groups to enhance the culture of the campus.
- Involve more students and teachers in learning academies and in "bridge" programs.

# CURRICULAR PATHS



## CURRICULAR PATHS

**CP- Criterion B1: To what extent do all students participate in rigorous, relevant and coherent curriculum that supports the achievement of the expected school-wide learning results?**

While subject discipline State Frameworks, LAUSD Standards, and the expected student learning results anchor school curriculum, individual departments and expanded curricular programs cultivate additional visions for student development and responsibility. To measure student involvement and curricular coherence, the committee used department goals, student participation in available curricular programs, career threads, common lessons for course continuity, and interdisciplinary coursework. We considered data reported in our School Profile and continued development of advanced placement and honors course offerings to plot paths of student interests and developing achievement.

Dorsey students build firm academic foundations around the five Expected School-wide Learning Results (ESLR's). As part of the Life Skills class (usually taken in the ninth grade), students are required to complete a resume and begin a long term education plan. This plan is to be updated during the tenth and eleventh grade. Seniors are required to complete a senior portfolio which includes a resume, an autobiography, letters of recommendation, career plan, transcripts, and certificates. The high school diploma is added to the portfolio and presented to the student at graduation. The school's academic program directed to graduation requirements, college readiness, and post-secondary opportunities attempts to prepare students for participation for the world of work and for post-secondary educational choices.

Dorsey's staff seeks to provide a critical thinking, meaning- centered curricular foundation for students with State Frameworks, district standards, and school ESLR's as guides. Language Arts, Social Science, Mathematics, and Science courses work to the expected learning results in a variety of ways.

To develop reading, writing, and speaking skills to reach and exceed grade levels, Dorsey staff:

- Include speaking projects (book talks, debates, Socratic seminars, skilled discussions, protocols) that allow students to develop language skills geared to a variety of audiences and situations. (Evidence on tape)
- require students ( in The Media Workshop class) to assemble information and draw conclusions for news stories and features. Stories and features are done individually and collaboratively (Projects on tape).
- systematically develop both creative, practical, and expository writing using the core literature as a base. (Language Arts classes)
- provide Core Literature lists at each grade level to create some consistency in the Language Arts curriculum. Shared cumulative assignments are increasingly used and developed.
- require students to use their repertoire of research skills
- prepare students for a written/presentation project. (Example: The Social Science department's Decade Project/ Era Project for U.S. History students)
- enable students in Integrated Science 1AB to participate in a Public Health/ Forensic project (the Dr. Snow project evidence) requiring a group diagnosis of a problem, a process essay of evaluation, and a discussion.
- coach students in Spanish I to present dialogues and begin writing in a second language.

Conclusions: While many staff members reflect frameworks, standards, and expected learning results in the course syllabus, more consistency is needed to ensure that all students and all teachers instruct and design tasks that encourage high level thinking and performance. (See course syllabus samples from all disciplines)

Dorsey students have opportunities to participate in Advanced Placement coursework, SAT preparatory classes, and courses that prepare them for career opportunities. We are working to include more students in the regular school program into honors and Advanced Placement classes. Supported by the College and Career Center, students are regularly provided with opportunities to develop their skills and to connect what occurs in classrooms with what occurs in the world of work.

- Dorsey increased the number of Advanced Placement sections and classes.
- Dorsey was cited by the district for increasing the number of students in AP classes as well as the number of students taking AP exams.
- Saturday SAT preparatory classes have been offered. SAT vocabulary is regularly incorporated into some Language Arts courses.
- Elective and required course offerings reflect nine career strands:  
1) Fine/Performing Arts, 2) Culinary Arts, 3) Technology, 4) Physical Science, 5) Biological Science, 6) Communications, 7) Law Magnet, 8) Police Academy, 9) Mathematics and Science Magnet. (See Career Strands Document)
- The Career Center supports real world connections with ROP, ROC, Work Experience, Workforce Investment Act, Retail Marketing, Internships, the Fox Mentor Program, and the Shell Program.
- The above courses and Career Programs include students from Special Education and Resource programs, the magnet programs, English language learners, and the traditional school (See Rosters-by program)
- Efforts are made to guide student goal setting and achievement by forming ties with colleges and universities through:
  - MESA program
  - CBOP/ UCLA
  - Upward Bound (USC and the CSU system)
  - Outward Bound trips to local colleges and universities (often conducted by Dorsey graduates attending the schools).



Dorsey staff continues to develop cohesion in the curriculum to encourage high expectations from all teachers, to encourage equity for students, and to engage students in worthwhile tasks.

- Curricular development opportunities occur in department meetings but not on a regular basis.
- The Math and Language Arts departments worked on scatter plot, line of best fit, and revision units, respectively, in anticipation of the 1999-2000 STEPS assessment.
- Surveys were distributed to staff in an effort to determine individual expertise in possible elective courses.

Conclusion: While Dorsey continues to work toward a rigorous, relevant, and coherent curriculum for its students, the lack of electives hampers student choice. More students need the foundation and encouragement to attempt advanced coursework in all subject disciplines. To ensure that all students receive valuable and important tasks, as well as coherent, integrated instruction, departments need more time for curriculum development and collective scoring of student work.

### **STRENGTHS**

- Students begin a career interest search initiated in the Life Skills course and submit a required career portfolio as seniors.
- Many departments actively develop student speaking, writing, and reading skills through a variety of instructional strategies and tasks.
- Language Arts teachers and Mathematics teachers continue to respond to assessment results by revising and developing teaching strategies.
- Opportunities for Advanced Placement coursework continue to expand.

### **GROWTH AREAS**

- Opportunities to take relevant electives need to include all students.
- Reinforcement and development of key reading, writing, and speaking skills needs inclusion in all subject disciplines and in all school programs.

- Students need interim development (beyond Life Skills and the Career Portfolio ) to develop, research, and make choices about their future.
- More students from the regular school program need to have the opportunity and encouragement to take honors and Advanced Placement classes.

## **EVIDENCE**

- Tapes of student work with a speaking emphasis.
- Samples of student work (interdisciplinary, ELD, resource, special programs) illustrating focus on State Framework Standards.
- Samples of grade nine and grade twelve career portfolios.
- Samples of student work on cooperative projects.
- Course syllabi from each subject discipline.
- Sample assignment/ task descriptions working to ESLR's and to State Frameworks.

### **CP- B2 To what extent do all students have access to the school's curricular paths, assistance with development and ongoing adjustment of a personal learning plan and knowledge of postsecondary opportunities?**

Each semester, students meet with counselors to determine schedules for the next semester. Counselors encourage students to make productive choices, but time and limited electives don't allow a great deal of choice. Expanding selection, encouraging students to challenge themselves early with advanced coursework, and encouraging students to pursue more years of math, science, and foreign language are needed. More input from the students and department is needed to create a master program responsive to students and equal in opportunities for all students.

Students in the Life Skills class do a skills inventory and preference assessment. (Samples included). Though students may select areas of interest or specific areas of study, the master schedule generally does not provide much range to

accommodate student choice or direct students to meaningful post-secondary preparation in a particular career (master schedule sample).

The College and Career Centers assist students by offering school to work and post-secondary activities, including:

- Career Center
- ROP
- Fox Mentor Program
- In class career speakers
- Senior portfolio development in conjunction with senior Language Arts instructors
- Shell Program
- Job Shadowing
- "on the Job" program for students interest in Law Related Careers
- "Translator's Tour" for students interested in working as translators in the county or federal court systems. College Center
- Application workshops
- Financial aid workshops for parents and students
- College fairs
- In class speakers from the UC system, the CSU system, historically black colleges, and private institutions
- Upward Bound programs
- Summer Bridge programs
- Trips to individual campuses, coordinated by Dorsey graduates
- Scholarship information
- Special program information
- College personal statement workshops with Language Arts teachers

In the interest of self study, we conducted a ten question student survey designed to reveal student goals, student participation in college and career programs, the degree to which students feel prepared to work or extend

schooling after four years of Dorsey, and the degree to which students feel guided by counselors and support staff.

According to our student survey, using classes from all grade levels and programs, 52% of students surveyed expressed intentions to go to a four-year college or university. 20% expressed interest in community colleges or vocational training programs. 77% of students surveyed stated that they had not met with a college counselor to discuss college/ career goals. 53% of students agreed that relevant information designed to help in good career decision making had been provided. 68% of students surveyed felt that their classes were preparing them for post high school success (See survey results).

Dorsey offers three magnet programs (Math and Science, Law and Public Service, Police Academy), an Access program, and a general school. College preparatory coursework is available for all students, though the concentration of magnet students in Advanced Placement classes far exceeds non-magnet students. Dorsey's curricular concentration is to prepare students for post-secondary education. As a result, vocational classes or other specialized electives are not available to most students

The Math. and Science Magnet is a college preparatory program recommending four years of science, four years of math, and three years of a foreign language. A MESA program exist to foster and support student interest in engineering and math-related careers (See program description).

The Police Academy Magnet requires eight semesters of physical training. Students work with a D.A.R.E. officer who helps instruct students in police protocols, report writing, and police discipline. Police Academy Cadets compete with cadets from other police academies in the district.

The Law and Public Service Magnet provides a college preparatory program with an emphasis on law-related themes and evidentiary writing. Students learn to

use many types of evidence, across the curriculum, to support ideas in Language Arts, Social Science, Math, and Science. Entering students take the magnet's foundation course, Introduction to Law. The on-campus courtroom provides a venue for debate, mock trials, and juvenile court with actual cases (See detailed program description).

The Access Program provides a college preparatory program for students. Students receive the benefits of CSU Outreach programs to assist in college planning and academic focus.

Each of these programs has its own counselor which allows individual attention to each student's program and progress. The magnet programs also plan extracurricular activities and Outward Bound opportunities that allow students a closer look at college campuses and career sites, including:

- Junior State
- Mock Trial Team
- Judicial Seminars with Superior Court Judges
- Teen Court
- Job Shadowing in private law offices
- Law Days
- Trial Procedure - class evaluation with USC
- Translators Tours
- Robot Building Competition
- Math/ Science Projects and Exhibitions
- Mesa
- Tutoring with the Black Engineers Association- UCLA
- Obstacle course competitions at the L. A. Policy Academy Training Site
- Alumni planned trips to UC campuses
- Alumni Speaker's Bureau with Dorsey graduates now attending four year colleges and universities.
- Project Unity's Israel Trip

Though many of these activities are open to a limited number of non-magnet students, the overwhelming number of participants are students in special programs. Fewer field trips, career development, and on-campus activities linked to classroom instruction are available to students who are not in magnet or specialized programs.

- ROP
- Fox Mentor Program
- In class career speakers
- Senior portfolio development in conjunction with senior Language Arts instructors
- Shell Program
- Job Shadowing
- LA Job Expo
- "Day on the Job" program for students interested in Law
- College Center
- Application workshops
- Financial aid workshops for parents and students
- College fairs
- In class speakers from the UC system, the CSU system, historically black colleges, and private institutions.
- Upward Bound programs
- Summer Bridge programs
- Trips to individual campuses: lead by Dorsey graduates
- Scholarship information
- Special program information
- College personal statement workshops with Language Arts teachers

According to our classroom survey (using classes from all grade levels and programs)50% of students surveyed expressed their intentions to go to a four

year college or university. 23% expressed interest in community colleges or vocational training programs. 78% of students surveyed stated they had not met with a college counselor to discuss college/ career goals. 56% of students agreed that relevant information designed to help in good career decision making had been provided. 69% of students surveyed felt that their classes were preparing them for post high school success.

### **STRENGTHS**

- The career programs offered through the Career Center include students from all programs.
- The College Center and college advisor offer speakers and representatives from a variety of institutions.
- The magnet programs provide outward bound programs for students to deepen their knowledge of specific professional areas, to interact with professionals, and to prepare for the challenges in a chosen area.

### **GROWTH AREAS**

- All students need assistance and regular input to make career decisions and to academically prepare for those choices.
- Cohesion in the Life Skills course might allow all students to begin decision-making about possible careers and investigate a chosen path thoroughly.
- While many magnet students participate in beyond the classroom experiences, with regard to a professional goal, many students outside of those programs do not have those opportunities.

### **EVIDENCE**

- Self- study survey (data included)
- Outward Bound activities for Law Magnet, Police Academy Magnet, Math/ Science Magnet.
- Career portfolios
- Rosters for existing curricular programs, programs through the Career Center , and programs through the College Advisement Office.

**CP-B3 To what extent are all students prepared upon graduation to continue their academic and occupational goals?**

Our goal is to provide a rigorous curriculum for all students; however, at this time, some students lack the encouragement and informed choice needed to make this a reality. The schedule includes honors and advanced placement classes for students in all programs and magnets. Students who have records of achievement are programmed into advanced classes, but some are not sufficiently prepared for advanced work and have difficulty making the transition to Advanced Placement or upper level classes. Students at Dorsey work toward three ends: graduation, college careers, or alternate training for the world of work.

Students have opportunities to explore real world applications of their educational interests. With assistance from the College and Career Centers the private business sector, alumni, and the Magnet Centers, students may visit colleges, visit businesses, link classroom work with workplace skills, and meet professionals in the student's area of interest. These opportunities include:

- Job Shadowing Days
- Fields trips to colleges and universities
- College speakers
- Alumni college speakers
- Work experience programs
- Law School Visits
- Courtroom Visits
- Field trips to Cal Tech with engineering contests
- Culinary Arts field trips
- On-campus catering events
- Planning events through the Leadership Program
- Professional Journalists working with the Journalism Program
- Creating a school paper that represents all stakeholders
- Generating a news show through the Media Workshop class
- Presenting dramas through the Play Performance Class



- Performing instrumental music through the School Band and Jazz Performance classes.
- Participating in police cadet training at L.A.P. D. academy training school
- Completing preference surveys
- Completing a senior portfolio

Dorsey students are beginning to reap the rewards of Dorsey Graduates. Through teacher and college advisor connections, many alumni return to encourage current students. Students currently attending four year colleges and universities regularly speak to students of all grade levels. Dorsey continues to increase college and career awareness. The following practices assist students in striving to excel and teachers striving to grow:

- UCLA : Career Based Outreach Program (CBOP)
- UCLA Center X Professional Development
- Summer workshops for students at UCLA
- Reading, Writing, and Subject Matter Summer Workshops at UCLA
- Reading Development Strategy Seminar at Dorsey through UCLA
- Upward Bound
- Parent Center Informational Workshops
- Parent Center brochures
- Parent Center Orientations
- Regular speakers from a variety of colleges
- Regular career speakers in small class settings
- Senior Portfolios

## **STRENGTHS**

- Students in the Magnet Programs attend college in higher percentages.
- The College and Career Centers offer programs to all students that allow students to develop professional skills.
- Beyond the campus experiences are offered to all students.
- Magnet Programs offer Advanced Placement coursework in

- more and more subject areas.

### **GROWTH AREAS**

- Students who are not included in magnet or special programs are not as represented in higher level mathematics and language arts classes.
- More scholarship monies go to Magnet students than students who are not in magnet programs.
- According to the student survey, a high percentage of students do not feel prepared for a chosen profession (especially students outside of the magnets).

### **EVIDENCE**

- Scholarship data
- Percentage of students who attend college (broken down by magnet programs)
- Rosters on speakers coming to talk to students about college.
- College Advisement Officer's Workshops on College Readiness.
- Brochures from the College Fairs.
- Summaries of Career Day Speakers
- Rosters of Professional/ Work opportunities for students- broken down by school program.
- Student survey results.

To consider career and personal interests, students complete an interest and career preparation portfolio to develop information literacy and to cultivate each student's ability to transition to career, to post-secondary education, and to life experiences. The College and Career Centers support students' post-secondary plans by providing a speaker's bureau, information, and outward bound activities in the form of work experience internships, and mentoring programs.

In the 1999/ 2000 school year, Dorsey expanded its Advanced Placement program, its honors program, and participation in those programs. Advanced Placement Language and Composition, Biology, and Chemistry courses were added. Increased numbers of students took exams in more subject areas.

Dorsey received district recognition for increased participation in its Advanced Placement programs. To build capacity for Advanced Placement courses, Language Arts and Social Science instructors worked with Ladders for Success and Building Success staff developments through The College Board.

To enrich student participation and to encourage opportunities to read, write, and speak to a variety of audiences and in a variety of situations, culminating tasks in academic classes encourage project work, presentations, and exhibitions.

Language Arts instructors work with Social Science teachers on interdisciplinary projects to expand pattern thinking and thematic coherence.

U. S. History classes research and present "Decade Projects." Social Science classes participate in a mock immigration project with ESL and Sheltered Language classes. (See appendix.)

The Law and Public Service Magnet, the Mathematics and Science Magnet, the Police Academy Magnet, and the Access programs provide interdisciplinary, career directed curriculum for students. Students may also choose to develop skills in the Fine Arts through Video Production, Advanced Art, and the Drama Performance programs. Introduction to Law, Law-based and science based Language Arts classes include themes pertinent to the respective program focus. Students in specialized programs take part in activities and tasks that encourage problem solving and critical thinking. Examples include:

- Mock trials and case studies in law-based Language Arts.
- Physical Training and teambuilding in PT for Police Academy
- Desktop Publishing
- Video Workshop

## Student Survey Results

### Question #1:

#### After high school:

- - 52% of students plan to attend four year colleges or universities.
- - 29% plan to attend community college or vocational education training program.
- - 5% of students plan to enter the military.
- - 4% plan to enter the workforce.
- - 19% are undecided.

### Question #2:

#### Have you met with your counselor to discuss your college/ career goals?

- -23% of students have met with a counselor.
- - 77% have not met with a counselor.

### Question #3:

#### Did you review your college/ career plans with your counselor when choosing classes each semester?

- - 25% of students answered in the affirmative.
- - 75% of students answered in the negative.

### Question #4: Have you been provided with the information necessary to help you make good decisions regarding post-secondary opportunities?

- - 14% of students strongly agree.
- - 46% of students agree.
- - 23% of students disagree.
- - 15% of students strongly disagree.

**Question #5: Have the classes you have taken prepared you for what you plan to do after high school?**

- - 15% of students surveyed strongly agree.
- - 53% of students surveyed agree.
- - 19% of students surveyed disagree.
- - 15% of students surveyed strongly disagree.

**Question #6: Have you taken ROP/ C classes?**

- - 13% of students surveyed answered in the affirmative.
- - 79% of students surveyed answered in the negative.
- - 8% of students surveyed registered but did not complete the process.

**Question #7: Have you had a job since you have been in high school?**

- - 28% of students surveyed answered "yes."
- - 22% of students surveyed answered "yes' and have participated in the work experience program.
- - 50% of students surveyed answered "no."

**Question #8: Have you completed community service hours?**

- - 4.5% of student have completed 1-10 hours of service.
- - 4.5% of students have complete 11-20 hours.
- - 15% have complete 21+ hours.
- - 76% have completed no hours.

**Question #9: Have you visited the college/career center to get information about college, careers, employment or special programs?**

- -47% of students have.
- -53% of students have not.

**Question #10: During the time you have been enrolled at Dorsey, your**

**grades have been:**

- - 24%, mostly A's.
- -39%, mostly B's.
- - 25% mostly C's.
- - 11% mostly D's.
- -

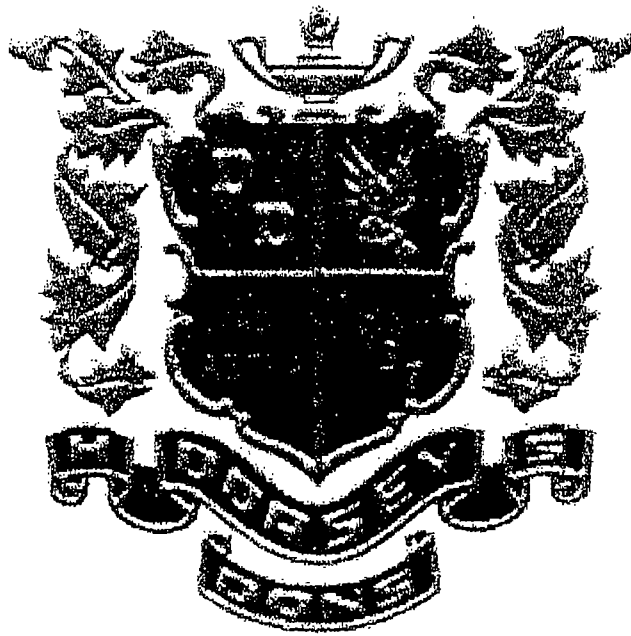
### **STRENGTHS**

- Students begin a career interest search initiated in the Life Skills course and submit a required career portfolio as seniors.
- Many departments actively develop student speaking, writing, and reading skills through a variety of instructional strategies and tasks.
- Language Arts teachers and Mathematics teachers continue to respond to assessment results by revising and developing teaching strategies.
- Opportunities for Advanced Placement coursework continue to expand.
- The career programs offered through the Career Center include students from all programs.
- The College Center and college advisor offer speakers and representatives from a variety of institutions.
- The magnet programs provide outward bound programs for students to deepen their knowledge of specific professional areas, to interact with professionals, and to prepare for the challenges in a chosen area.
- Students in the Magnet Programs attend college in higher percentages.
- The College and Career Centers offer programs to all students that allow students to develop professional skills.
- Beyond the campus experiences are offered to all students.
- Magnet Programs offer Advanced Placement coursework in more and more subject areas.

## **GROWTH AREAS**

- Opportunities to take relevant electives need to include all students.
- Reinforcement and development of key reading, writing, and speaking skills needs inclusion in all subject disciplines and in all school programs.
- Students need interim development (beyond Life Skills and the Career Portfolio ) to develop, research, and make choices about their future.
- More students from the regular school program need to have the opportunity and encouragement to take honors and Advanced Placement classes.
- All students need assistance and regular input to make career decisions and to academically prepare for those choices.
- Cohesion in the Life Skills course might allow all students to begin decision-making about possible careers and investigate a chosen path thoroughly.
- While many magnet students participate in beyond the classroom experiences, with regard to a professional goal, many students outside of those programs do not have those opportunities.

# POWERFUL TEACHING AND LEARNING





## POWERFUL TEACHING AND LEARNING

Criteria C-1 To Achieve The Expected School-wide learning results all students are involved in challenging learning experiences, teachers utilize a variety of strategies and resources, including technology, that actively engage students and help them succeed at high levels.

### **Professional Growth Opportunities:**

Many Dorsey High School teachers work hard to create and implement challenging curriculum for their students. Teachers collaborate with one another through department meetings, magnet programs, and e-mail in order to bring meaningful lessons to alignment with the State curriculum Standards to enhance student learning. On the faculty this year are three teachers who have been awarded National Board status and serve as mentors for the learning community. In various departments, teachers attend conferences and are engaged in collaborative activities. In the English Department, for example, teachers attend conferences together (CATE, Chancellor's Conference UCLA) and share lessons and ideas with each other. In the Social Studies Department teachers attend conferences and workshops such as The Southern California Social Science Association conference, the College Board AP Conference, and Social Studies School Service workshops. Discipline-based workshops and panels have included: *Conflict Resolution*, *Teaching Civics in Government*, *Credit Wise Teenager*, and *The Teaching of Economics*. Locally, too, teachers attend the Mentor Teacher's conference, *Building Success Training*, *Peacemaker's Program*, UCI course on *Nature and Literature*, the Chancellor's Conference, and the UCLA *Super 12 Initiative*, among others. Local district workshops include Multicultural Los Angeles, a course which focuses on different communities within the culturally diverse city in which we live. In the P.E. Department (as well as other disciplines) teachers have recently attended grant writing workshops and training that addresses specific community relationships such as *Team Heal*.

In addition to the above professional growth opportunities, Dorsey teachers have actively pursued opportunities for students to extend their learning into the communities in which they live. Dorsey Social Studies teachers participated in *E-Vote*, an electronic voting program this semester. Over several days students accessed the Internet on and off campus to take part in a national election in which K-12 voted for president. Similarly, *Los Angeles Student Voices* will focus students on the spring mayoral election.

Our teachers are involved with programs that directly address students academic success. Two current UCLA programs extend and broaden skills and learning for the classroom. The California Writing Project Subject A Improvement study drew four teachers into a year-long evaluation of student writing to prepare for college. Students took pre and post writing tests throughout a year of guided skills work. In the second program, three Dorsey teachers sat on the Planning Board of the UCLA Governor's Literacy Initiative, and twelve teachers from several departments including Special Ed and Physical Education, participated in two weeks of literacy staff development this summer with follow-ups at UCLA throughout the year. As a result of this program, teachers participate on campus in weekly planning sessions that stress reading progress across the curriculum, cooperative learning, and multiple assessment approaches.

Although a percentage of our staff is new (20%), many possess strong educational backgrounds and some are involved in the weekly planning sessions as well as department efforts to expand learning and assessment models.

Teachers have collaborated in analyzing test results (Stanford 9, STEPS, department evaluations), and several have collaborated to produce test preparation strategies and materials for all students. Evidence for student learning, however, is not restricted to standardized testing. New teachers as well as senior staff members have participated in other activities to assess the progress of Expected Student Learning Results and Standards-Based

Instruction. Surveys completed in departments showed that teachers and students assess learning by:

### **Specific Assessment Design**

- Portfolio Assessment
- Student made rubrics,
- metacognitive journals that reflect on learning
- Peer Evaluation and Feedback
- Observation
- Simulations
- Socratic seminar discussion

### **Independent/Performance-Based Projects**

Many of these projects enable students to pose their own area of study and individualize the learning process. Some examples include:

- Immigration Day Simulation, a January One Day event. Sheltered US History students create imaginary country. Visiting students simulate new arrivals. (article appeared in Los Angeles Times)
- Creative interpretations of text including performances in plays, poetry (Poetry Slam), and art exhibits.
- Student made videos
- Creative dialogues with historical figures
- Decade studies project/collaborative/group
- Using Literature in Science for Investigation of Subject
- Robot-Building Competition
- Environthon (Academic competition regarding environment questions)
- Family Science Day: Pre-K to Adult Activities held on Saturdays
- California Lab Specialist Program (Learning to be a lab assistant)

- Math: Assess and Analyze data from population census;
- Interdisciplinary math/English
- Measurement Project on site at School/ Student Teams

### **Independent projects**

These often provide alternative means to observe and document student learning in a variety of ways: critical thinking activities; group problem-solving; Socratic discussion; research paper writing. Alternative Ways to Learn which target the different "intelligences" of students include.

- -Scientific drawings and models
- -Technical drawings and models
- -Simulations
- -Graphs and charts
- -Creative problem solving
- -Analysis and construction of political cartoons
- -Group and Individual presentations
- -Scientific labs
- -Maps and time lines
- -Poster and collage construction
- -Games and puzzles
- -Journals
- -Realia
- -Calculators
- -Surveys
- -Mock events
- -Cooperative learning
- -Visits by Alumni, Successful Community Role Models

**Classroom Resources to expand learning:**

Students use a variety of resources to expand classroom learning, including newspapers, magazines, outside reading brought to class, interviews with family and community members, historical documents, and projects that involve Internet research and access.

While evidence indicates that many of Dorsey's teachers are using a variety of strategies to communicate subject matter to students, some students experience subject matter primarily through "paper and pencil" activities and limited textbook reading. This is a source of concern to teachers, students, and members of the Dorsey community.

The increasing availability of technology has opened up new roads of learning for teachers and students. Teachers use home computers, library facilities, the faculty workroom, and an expanding number of classroom computers. Implementation of Digital High School and future grant money will help make the resources of the Internet and technology available in all disciplines so that students use technology throughout the school day in a variety of ways.

Among the frustrations expressed by teachers:

- Overcrowded classrooms and misprogramming of students into classes for which they have not fulfilled prerequisites or for which they have no interest.
- Poor attendance/tardiness
- Lack of clerical support, specifically limited, inconvenient copying facilities on campus.
- Shortage of computers, televisions, vcrs, video projectors, movie cameras, digital cameras, audio equipment, and other technology that fosters powerful teaching and learning.

**Criteria C-2: All students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content. Collaboration about teaching and learning occurs 1) among staff; 2) between staff and students; 3) among students, and 4) between school and community.**

Course outlines, syllabi, and lesson planning indicate that higher order thinking skills are goals and objectives of teaching. Observations and student work show that some students experience instruction that emphasizes higher order thinking skills. Examples include:

- Collaboration between AP English /AP US History
- Law Magnet integrates English/Law
- Using Technology/Media/ in Content Courses

Advanced Classes that emphasize higher order thinking skills include the following courses offered at Dorsey:

- AP
- SAT preparatory
- Academic Decathlon
- Posted Performance standards

Collaborative Efforts which involve students and other stakeholders in the learning process include:

- Award-winning Newspaper
- Dorsey Community News Broadcast (National recognition 3 years running)
- Playwriting workshop
- Play production

- Choir
- Jazz Band
- Math-Science Extravaganza
- LEARN
- LA COPS
- Student Government
- Special Interest Clubs
- Speech
- Teen Court
- Impact
- Murals Project with ARTSHARE
- Junior State of America
- Close-Up Program to Washington, D.C.
- Sojourn to the Past Program to the Civil Rights areas of the South
- Academic Decathlon
- *Many Voices; Many Selves* a student/staff magazine

Applied Content coursework which enables students to extend their skills into the life of the community include:

- *Work Experience*
- *Speech Club*
- *Speech and Essay Contests*
- *LA Times in Education Programs*
- *Field Trips*
- *Computer Labs*
- *Parenting Program*
- *Career and Transition Services*
- *Fox Mentor Program*
- *Los Angeles County Student Poll worker Program*
- *Physical Education and Athletic Program*

Physical education and the athletic program provide students a unique opportunity to develop mind and body and to integrate skills for lifelong practice of health. These good habits support participants' ability in the work force, daily activities, and recreation. The PE classes have implemented Fitness Wednesday as a result of low scores on spring statewide fitness testing to improve student awareness and success in fitness maintenance. The class includes cardiovascular and aerobic exercise as well as discussion on general fitness.

Through the athletic program students participate in activities governed by California Interscholastic Federation (CIF), Los Angeles Unified School District, and Dorsey High School. Athletic programs are open to all student body, including all students with special needs who meet the eligibility as set by previously named governing bodies. The program is designed to promote development and leadership, scholarship, academic, and collaborative effort between student, faculty, and community. Consistently, the program includes (but is not limited to): baseball, tennis, boys' and girls' track, basketball, swim team, cross-country, softball, dance, and football. The athletic department has also partnered with Kerlin Job Orthopedic so that a full-time trainer offers classes in Sports Medicine and Athletic Training. Coaches are encouraged to attend 'clinics' or specific training to enhance their course offerings.

Our students are encouraged to enroll in AP, Honors, and SAT prep classes, although we need to expand the effort. In recent years, our school has been honored by the LAUSD for its increased number of students in AP classes and taking the AP exams. Most students in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>, took the PSAT test on campus for the first time in the 2000/2001 school year. We increased dramatically the number of students taking the test. In addition, students participated in Saturday SAT prep workshops. Efforts to enhance students' progress in academic achievement has included test prep that took place for six weeks prior to Stanford 9. Longer term benefits have also been sought by implementing SSR school-wide.



Student, staff, and community collaborative activities include competitive participation such as: the Academic Decathlon the Mock Trial, and speech tournaments. In fact, the Dorsey High School team won the 1990 Mock Trial Championship. Junior State program encourages students to debate and discuss political issues during week-end conventions. Students prepare for debates and thought-talks. Some students have been recognized and won awards through participation in these events.

Dorsey Community News, a video broadcast produced on campus by students, has competed nationally in the Panasonic News Program against 300 other schools. Dorsey has placed first for four years in several categories including newscast and documentary.

Students participate in a variety of community-sponsored political awareness activities. Each year, a group travels to Washington DC for one week of Close-Up to learn about our government, meet government officials, and interact with other students from other states and countries. In addition, some students participate in a student Poll-Worker Programs, sponsored by the LA County Registrar of Voters. These students assist at local elections helping voters at the polls. In August 2000, several students attended the Democratic National convention at the Staples Center in Los Angeles. They met conventional officials, government leaders, and media celebrities.

Although limited, field trips are an important supplement to classroom instruction. Recently, students visited Wyoming for a two-week, Outward Bound-Environmental experience that includes scientific field observation as well as camping arts. More locally, our students visit Olvera Street, the local Zoo, and the Radio -Television Museum, the Museum of Tolerance, the Getty museum.

Some field trips relate directly to community service and academic coursework. Students visited a Doctors Without Borders exhibit which focused on the plight of refugees around the world.

Action Plan suggestions for the future may broaden the effects of projects for student participation. In addition, departments may collaborate to produce some performance assessment standards such as guidelines and rubrics for achievement.

Some students do not participate in extra-curricular activities. Other students have difficulties with transportation and problems with long-distances. Not enough parent involvement. This may be a result of distances students and parents must travel and may also result from parents working during the evening. Our newly developed Parent Center facilitates community participation and disseminates information to all stakeholders. We trust that the program will expand parent participation and build other bridges to community resources.

**Criteria C-3: Students routinely use a variety of resources for learning and engage in learning experiences beyond the textbook and the classroom**

The resources employed by teachers and students in the classroom include:

- Alternative Learning Experiences such as ones previously cited
- Library (Recently renovated to provide 12 multimedia computers with Internet access and CD Rom programs)
- computer classrooms
- media center/television studio
- culinary arts center
- field trips
- guest speakers
- concurrent enrollment in college courses
- junior state summer symposium/summer school

Extra-curricular Activities also enrich the learning of Dorsey students who participate in:

- Academic Decathlon
- Band and Drama competitions and performances

- Essay, speech, art and poster contests
- Community service work
- Graduation portfolios
- Newspaper and Literary magazine
- Career Programs
- ROP classes
- Cisco Training Classes
- Work Experience Program
- Fox Mentor Program
- Education/Career Planning/ Parenting classes
- College Advisement

Our evidence shows that we are actively expanding the variety of resources and technology on our campus. Our Library has benefited from the installation of new, updated computers. We have a teacher resource center with Internet access so that teachers may find teaching resources while on campus.

We have an outstanding extracurricular program that encourages students to become involved in political, social, business, community, and artistic endeavors. Students are required to participate in community service activities for a graduation requirement. New opportunities continually arise for the students. This year the Police Academy will expand its involvement on Dorsey's Campus with the creation of a Police Roll Call Room/Repro Zone (to provide copying services throughout the school and community.) This center will train students in a valuable skill for post-secondary participation in college or the work world.

Stakeholders are concerned with technology resources provided for students. Though currently, Internet access is limited, e-rate guarantees school-wide access in the current school year. Digital High School, currently in the process of implementation, guarantees one computer per classroom. Additional computers are needed. In addition, audio-visual equipment is lacking and security needs

are prevalent. Many teachers and staff are constantly seeking resources through grants and partnerships.

## **STRENGTHS**

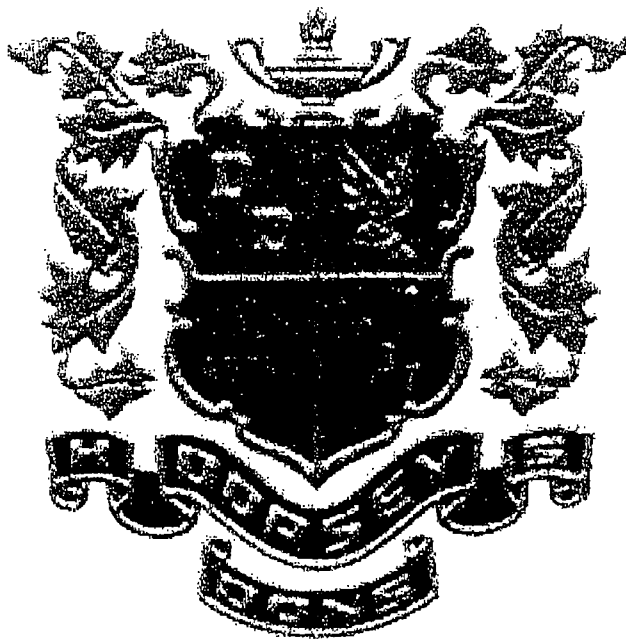
- Teachers have been active participants in workshops and conferences.
- SB 1882 funding has supported attendance in paid conferences, classes, and workshops.
- LEARN governance to develop a more cohesive learning environment involves more stakeholders: students, parents, teachers, staff, and community members.
- The magnet programs include Math-Science , Police Academy, and Law and Public Service provide unique learning opportunities for students.
- The number of students taking the SAT, the PSAT, and other tests that prepare them for college has increased.
- Faculty and staff are open to new approaches that involve everyone—SSR, for example.
- Unique programs and activities improve student attendance
- Students have benefited from contributions and programs that exist on Dorsey's campus. Among these are: the Culinary Arts program; the Fox mentor program; Mural development with ArtShare, and LA COPS. These programs provide a valuable infusion of goods and services.
- The College-Career center provides many students with a glimpse of the future that is possible through field trips, guest speakers, and activities that reinforce the work of the classroom teachers:

## **AREAS OF GROWTH**

- Increase collaborative time for faculty to work together to improve instruction (vertical teaming, focused skills, interdisciplinary instruction)
- Continue progress towards using and expanding alternate teaching strategies and assessment models so that all students experience academic success.

- Expand and coordinate existing programs so that student participation in various programs increases
- Increase the use of strategies that emphasize higher order thinking (Interdisciplinary approaches which emphasize subject matter connections: (Integrated math-sci/Vertical Teaming; Integrated math-English/Vertical Teaming)
- Develop Interdisciplinary course offerings and team teaching further.
- Examine alternative schedules as a possible means of greater academic achievement.
- Expand the unique and student-centered instruction provided by the magnets to all students.
- Improve articulation with elementary, middle-schools, college, and university programs to expand learning resources and support systems.
- Explore on-line resources and mentoring programs (as school-wide network becomes available).

**SUPPORT FOR STUDENT  
PERSONAL  
AND  
ACADEMIC GROWTH**



## **SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**S-D1 To what extent do all students receive appropriate support to help ensure academic success?**

Susan Miller Dorsey High School offers many services and programs that support the academic success of a diverse and changing student population. Our curriculum incorporates the requirements of the State Curriculum Framework and the Los Angeles Unified School District's learning standards while reflective of Dorsey High School's school-wide data, performance assessment and ESLR's. The services and programs available are the support mechanisms that we have established to assure access to and success within an integrated curriculum for all our students.

### **Support Services**

There are three guidance counselors and two advisors. The caseload is divided as follows:

- Last names A-C, Law & Public Service Magnet, and Police Academy
- Last names D-G and Special Education
- Last names H-N
- Last names O-Z
- Math/Science Magnet and ACCESS

The counselors/advisors have a myriad of duties and responsibilities. In addition to programming students for academic success, several are Impact trained for group/individual counseling. They are involved with conflict resolution and parent/teacher consultations. Our counselors have a lower caseload than district averages; however, because of the demographics of our school population, our students have excessive needs and issues. Programs such as the Student Success Team, Healthy Start and our Pupil Service and Attendance counselor will provide assistance. Every effort is made to inform students of alternative

instructional options and to provide referrals as necessary. This promotes a more personalized approach to learning and assures that all students receive support to better ensure both their personal well being as well as academic growth as they prepare to transition to college, career, and other life experiences.

The college counselor provides additional support for the college bound student. These students have an opportunity to become familiar with colleges and universities and their requirements for admission as well as an opportunity to apply for financial assistance. There are regularly scheduled presentations by college representatives, classroom visitations and field trips to campuses. The college counselor coordinates several college outreach programs and hosts a College Night in the fall.

The 1999-2000 school year college enrollment was as follows:

University of California	- 3%
California State University	- 25%
Private College/University	- 3%
Historically Black College/University	- 9%
Community College	- 25%

The career advisor who provides information related to career pathways and job opportunities is an invaluable resource for the 9<sup>th</sup> grade Life Skills class (formerly called Education and Career Planning or ECP). The advisor is also responsible for disseminating information and collecting the seniors' portfolios. The advisor provides career speakers and programs on vocations, the military, summer academies, work experience, and Regional Occupational Programs (ROP). On site, we currently have ROP classes in Sports Medicine and CISCO Program. Approximately 10% of our students go to the Military Service or trade schools



after graduation, and the support of the career advisor has been instrumental in ensuring success in their endeavors.

A full time school psychologist provides psycho-educational assessment and re-evaluation of students with need of an individualized educational plan (IEP). Students with special needs are then assured of the most appropriate academic program to ensure their success.

The attendance personnel follow district guidelines for enrollment, absences, readmits, and tardies. The Phone Master system is used to notify parents/guardians of student absences from their record room and to remind them to provide a note of excuse upon the student's return. Students who need to leave school early must bring a note from a parent/guardian. A telephone contact is then made to verify permission to leave school early. Period 1 tardy sweeps are held daily and random tardy sweeps are held throughout the day. Students who are habitually caught in tardy sweeps receive a home phone contact and are assigned detention. The support of the attendance staff plays a vital role in ensuring the academic success of students. Historically the magnet schools' have a high rate of attendance and predictably these students are more successful academically. Since the 98/99 school year, a full time Pupil Services and Attendance Counselor is employed, attendance incentive programs (i.e. Attendance Jam, Awards Assembly, and recognition for Perfect Attendance) have been implemented and the collaboration between the attendance, counseling and deans' office has increased. We have developed a 90% In-Seat Attendance policy (this equates to 9 absences per semester). Students who exceed 9 days of absence will not participate in designated activities (such as the prom). There is an Appeals Committee to hear exceptional cases. As a result, the traditional high school and the (3) magnet schools have improved in seat attendance for the past two years, with the greatest gains in the traditional high school.

There are several tutoring programs available on our campus. These offer another source of support service to help ensure the academic success of all students. The L.A. Community Outreach Programs (COPS) provides academic support through its extensive after-school tutoring and enrichment service. This service is available Monday through Thursday from 3:00 to 5:00 p.m. There are two part time program coordinators, teachers, college students and peer tutors available. Tutoring is available in most subjects to reinforce academic concepts. Individual teachers also offer tutoring in the classroom. Teachers notify students of classroom tutoring which may be held before school, at lunch or after school. This promotes a more personalized approach to learning. Another program is SAT Prep and tutoring which is offered on Saturday.

The Library provides resources for both the student and for the classroom. Materials have been selected to appeal to the personal interests of our students and to support the curriculum. The hours are 7:30 a.m. until 5:00 p.m. including lunch and nutrition. Computers and Internet service is available.

### **Support Programs**

**College Outreach Programs** provide the opportunities and the support college bound students need to ensure their academic success at the high school level and beyond. Some are instructional options that allow access to and progress in a rigorous and accelerated curriculum. The following programs are available:

**ACCESS** - 75 students in grades 9-12 presently participate. This program is a partnership with California State University at Los Angeles, which focuses on the "C" average student. The students are enrolled in identified classes at each grade level and make a commitment to complete the university's requirements for admission. Academic support is provided through tutors, enrichment activities and a program coordinator.

**ACE/PACE** – is an alternative instructional option that allows concurrent enrollment of high school students at California State University at Los Angeles.

**Career Based Outreach Program (CBOP)** – 40 students in grades 9-12 presently participate. CBOP is a partnership with University of California at Los Angeles. Students in the program meet regularly with undergraduate students from the University who are trained in the Personal Academics Learning System. They are provided guidance, mentoring and information making them competitive for entrance into the UC system and eligible to participate in a summer workshop held on UCLA campus. CBOP provides support to disadvantaged and underrepresented minority groups who possess high academic potential.

**College Board** – provides parent and teacher training to prepare students for higher achievement on the Scholastic Achievement Test. To build test awareness and knowledge of personal strengths and weaknesses, students' 1999 PSAT results were analyzed by the College Board. The purpose was to help develop test taking skills and strategies in preparation for both the PSAT and the SAT and to increase an awareness of college preparation. All students in grades 9-11 were eligible to take the PSAT free of charge in October 2000.

**Jump Start** – is an instructional option that allows high school students to take college courses either on our campus or on the campus of West Los Angeles Community College.

**Mathematics, Science and Engineering Achievement (MESA)** - MESA is a University of California at Los Angeles partnership. There are currently two sections of students - one section of 9<sup>th</sup> graders and one section of 10<sup>th</sup> graders. MESA students are Math/Science Magnet students who are academically on track for college entrance with strengths in those areas. To qualify for this program, 9<sup>th</sup> graders must be ready for Honors Geometry and Honors Biology. Tenth graders must take Honors Chemistry. The program has a coordinator and

three teachers who provide direct instruction. In class, these students participate in math and science activities and prepare for competitions held at UCLA in the spring.

**Pre-Collegiate Academy** – one student is selected from the sophomore class to participate in the University of California at Berkeley summer session. The selected student is then mentored and monitored through high school graduation. Successful participation guarantees admission and a scholarship to UC Berkeley.

**Students Heightening Academic Performance through Education (SHAPE)** – 54 students are participating in a program offered through University of California at Los Angeles. The program empowers students intellectually, politically, socially and culturally through peer and academic counseling, tutoring, mentoring and workshops.

**Upward Bound** - students participate in an outreach program available through the University of Southern California. The program includes tutoring, summer camp on college campuses and scholarship opportunities.

**English Language Learners (ELL)** participate in the district designed English Language Development program. Once students are assessed, they are placed in ESL or sheltered English classes. Their math, social science and science classes are sheltered and are taught by teachers with a Certificate of Language Acquisition Development (CLAD ) credential or are in Teachers-In-Training Program. The coordinator meets regularly with students and parents to discuss appropriate support needed to ensure the academic success of ELL students in the core curriculum courses. Once identified as Redesignated Fluent English Proficient (RFEP), these students are eligible to participate in the regular school programs as well as the three magnet school programs.

**Gifted and Talented Education (GATE)** provides mentally gifted minors opportunities for differentiated instruction, acceleration, and academic support. This is possible through Honors classes, Advanced Placement classes, and concurrent college enrollment. The coordinator also provides gifted students with access to local university libraries. We offer six honors courses and nine advanced placement courses. The major responsibilities of the coordinator are to develop the program to meet state guidelines, identify new students who meet the qualifications, and provide information to parents for additional enrichment resources. There are 92 state identified gifted students at Dorsey High School. We plan to designate psychologist time to identify others who meet the criteria. Dorsey is a recipient of the AP Challenge Grant. The grant will enable us to expand the number of identified gifted students who participate in the Advanced Placement Program and to build capacity for higher school enrollment through middle school articulation and curricular support.

**Reading Seminar** gives additional academic support to those students who are weak in the areas of reading vocabulary and/or comprehension. Students are identified through administration of a diagnostic reading test, standardized tests, and/or teacher referrals. We have college tutors from West Los Angeles Community College and UCLA who tutor 9<sup>th</sup> graders in reading classes. It is the school's goal to improve our literacy scores. In the spring, we will begin a school-wide Silent Sustained Reading (SSR) program to emphasize the importance of reading

**The Special Education** department has a commitment to serve students with disabilities and to eliminate hostile environments by offering academic support to students with special needs. The staff includes a special education compliance facilitator, a Career and Transition teacher/advisor, an adaptive physical education teacher, and classroom teachers (the majority of whom are emergency credentialed). In January 2001 there was training to make the special education staff aware of the new Individualized Education Plan (IEP) process. The total

staff was in-serviced in February 2001 regarding special education needs. There has been a significant increase in the number of students with special needs. Consequently, we are working to make sure all IEP's are current. The Department informs the teachers of students who are mainstreamed of modifications needed; however, more needs to be done in this area. Special education teachers are assisted by para-professionals and aides in monitoring and tutoring to ensure success. The Community Based Instruction (CBI) includes everyday life skills training. Students in the Special Day Class (SDC) take the academic core with special education teachers and electives and physical education with the general population students. The Resource Specialist Program (RSP) students receive the support of the special education teachers for one or two of their academic courses while enrolled in the traditional or special interests/college bound magnet schools for the remainder of their academic program. Special education students are mainstreamed into the general population as feasible.

### **Support for Student Personal and Academic Growth**

**S-D2 To what extent do students have access to a system of personal support service, activities and opportunities at the school and within the community?**

Dorsey High School students have access to professional support personnel within the school community and have numerous opportunities to engage in many activities which promote self-esteem and enhance personal growth.

#### **Teachers**

Currently, there is a high level of teacher involvement with students, not only in a formal classroom setting, but also during extended instruction time. Teachers are actively involved in tutoring students before and after school, and during nutrition and lunch.

Teachers often find themselves as primary mediators for students with personal and family problems. They maintain communication with parents/guardians by way of phone calls, special written communication, Back to School Night, Parent Conference Night, attendance at student-centered school activities, and classroom visitations. The faculty and administrative staff are concerned about the number of parent participants involved in these meetings and are working to ensure that both the total faculty and more parents are present at Parent Conference and Back to School Night.

Teacher sponsored clubs, academic and social activities nurture students' interests and enrich lives. Teachers sponsoring the Academic Decathlon, special service clubs and organizations, and those teaching Advance Placement Classes, often meet with their students during holidays, and winter/spring breaks, in an effort to ensure proper preparation and/or participation.

Teachers also help to prepare students for college by tutoring for the SAT on Saturdays, assisting students with their portfolios, the college application process, and writing letters of recommendation.

(USP Survey)

### **Classroom settings**

The academic climate in most classrooms is one whereby teachers have set student expectations of which students are aware. These expectations are standards based and incorporate the ESLR's. Many teachers have provided students and administration with course syllabi and rubric scoring guides that enable students to keep abreast of class requirements and have knowledge of grading instruments utilized. However, all teachers do not follow this procedure, although this is our goal. Students are given report cards every five weeks to delineate the extent of the student's mastery of the subject area.

(USP Survey)

For students with learning disabilities, an individualized education program (IEP) addresses each student's specific needs. The IEP is a legally binding contract of services provided by a school district for children who have been identified, assessed and have met the criteria as having a disability and a need for services. In addition to the CBI, SDC, and RSP Programs, the CATS (Careers and Transition Service) program is designed for students with special needs to promote movement from school to post-school activities (including supported employment), continuing and adult education, independent living and community participation. Some of the activities on the Dorsey campus include, Career Day, guest speakers, field trips, and job fairs. There are approximately 19 designated special education classes serving approximately 261 students with varying disabilities.

For the aggressive, motivated learner, the Gifted Program offers a rigorous program of honors and Advanced Placement courses in math, science, social studies, English, and Spanish. Last year, of the 17 students who took the AP Spanish Language examination, the passing rate was 100%. There are currently 92 identified gifted students. However, not all of the identified students are enrolled in our honors and AP courses. One reason is because of student underachievement, another reason is that students were misprogrammed during first semester and then programmed correctly for second semester. All gifted students are invited and strongly encouraged to participate in our after school, early outreach, enrichment program, however, we want to motivate all students. Our goal is to identify and multiply the number of currently identified gifted students and those participating in our AP Program, for the coming school year. Our AP Challenge Grant will address this issue. We will offer pre AP enrichment courses for students during the summer session and a Summer Bridge Program. We are creating a culture of gifted students.

For students who are not proficient in English, the bilingual program addresses the needs of ELL students. Students participating in this program are at varying



levels of English proficiency. As students increase in proficiency, they take sheltered classes in English and content area, and when re-designated, are mainstreamed. This program has a coordinator and serves approximately 380 students. More needs to be done in supplying bilingual and technological assistance to this program.

For motivated students with special career interests, the Magnet Programs afford students opportunities to participate in a specialized education experience, which provides curricular courses and activities strengthening students' career goals. All students are eligible to apply for these programs through the district application process. For students in the regular school, best practices of the magnets will be replicated and plans are being made to develop special interests academies to meet the needs of all students.

Currently, there are three magnets at Dorsey High School:

**The Law and Public Service Magnet** has a coordinator and counselor and serves approximately 169 students. This is a college bound program with curriculum that addresses the legal issues of society. The program allows students the opportunity to participate in actual legal proceedings such as, Teen Court and USC's Moot Court and students make binding, legal decisions.

**The Math/Science/Technology Magnet** has a coordinator and counselor and serves approximately 245 students. This is also a college bound program with curriculum that strengthens and nurtures students' interests with a proclivity towards math and science career goals. Students are enrolled in advanced classes in these areas and are afforded hands on experiences through membership in the Future Scientists and Engineers of America Club, Math/Engineering/Science Achievement Program (MESA), and medical internships through the Gene Black Summer Career Program and others.

**The Police Academy Magnet** is designed for those students interested in some area of law enforcement. The academic program of study also includes instruction in police policies, investigative work and forensics. The cadets are involved in a rigorous physical fitness program, which includes participation in the 26K bike ride, LA Marathon Run, and a self-defense class. This magnet has a coordinator and serves approximately 79 students.

### **Counselors**

There are 3 guidance counselors and 2 advisors. One guidance counselor and one advisor also serve as magnet counselors. All students see their counselors at least twice a year for academic counseling and programming. However, the goal of the counselor is to work with the whole child. Therefore, in addition to academic counseling, some students see their counselors more frequently for behavior modification, retention counseling and resolution to personal challenges. Most magnet students see their counselors more frequently for academic guidance and college prep information. It is anticipated that with the addition of more student-centered academies, the disciplinary counseling will decrease and the academic counseling will increase for all students.

All students have access to the college counselor, whose office is the hub for college representatives, tutors, Early Academic Outreach Programs, SAT and ACT information, information about specific colleges, college applications, filing applications, grants and scholarships. The office is open before school, after school, during nutrition and lunch for student drop-in visitations. The counselor also sponsors classroom speakers and student college visitations.

### **Student Intervention Personnel**

Currently, there are two deans serving the total school population. The role of this support service is to assist students who are in behavioral crisis by way of behavior modification programs, which could include programs of self-esteem, anger management, drug counseling, academic tutoring, and family counseling. The goal of this support system is to facilitate ameliorating obstacles in students'

lives, which hinder their academic, emotional and social growth. As our enrollment grows, we need to consider the possibility of a third dean or support person.

There is one Pupil Services and Attendance Counselor, who works closely with teachers, school counselors, the nurse, psychologist, school administrators, and functions as a liaison between the home, school and the community. This counselor helps students who exhibit school attendance problems, or students who are impeded by barriers in the home or in the community. The counselor visits students' homes and provides direct services to students and their families, in an effort to provide an opportunity for each student to receive the best education possible. Parents are given a list of referrals to community partners, which facilitate families achieving wholeness. The numerous attendance incentive awards programs have motivated students to attend school regularly. Since 1998, through the efforts of this support staff, Dorsey has had consistent, improved student attendance, has received attendance commendations from the LAUSD Cluster Administrator for excellence and was awarded 2<sup>nd</sup> place district wide for most improved attendance. This support service has proved invaluable.

Dorsey has one school psychologist whose primary responsibilities include, scheduling and conducting initial and follow-up IEP's, student referrals, and crisis intervention. We find that our student population is very complex and is in dire need of varied, consistent services from the psychologist. Although our psychologist is scheduled to spend 80% of the time working with special education students and 20% with the regular school population, presently, the school psychologist works with special education students 100% of the time. It is imperative that the needs of the total student population be addressed.

The school nurse sees ill students, makes health referrals, counsels students and parents, conducts health screening, handles school health emergencies, and keeps accurate, up-to-date student health records. The addition of a full or part-

time assistant would allow more comprehensive service to all students. There is a need for more efficiency in student services.

The **Healthy Start** program is a statewide initiative identifying comprehensive support services for children and families at or near schools. Schools, in partnership with public and private service providers, restructure systems to better meet the needs of children and families. The Superintendent of Public Instruction awards **Healthy Start** grants to schools and their collaborative partners to integrate health, mental health, social, educational, and other support services. The goal of **Healthy Start** is to produce measurable improvement in outcomes for students and their families in school attendance, academic performance, physical and social health status and level of family functioning. This school year, Dorsey was awarded a planning grant to begin work on such a project. The project has a part-time coordinator and will require participation and support of all stakeholders in a collaborative mission to develop a plan for delivering services that meet community needs. We feel confident that this program will support our educational goals for all students.

### **Support for Student Personal and Academic Growth D-2**

The **LA Cops Program** is an enrichment/remediation extra-curricular program. The program is designed to provide students of Dorsey and the surrounding schools with safe, violence and drug-free sites for study, remediation and development of personal abilities and self-esteem. Computers are a major theme in the LA Cops Program. Ten computers, funded by the program, have been installed in the library, called the "Connection Zone". Approximately 12 Dorsey teachers are after school tutors in this program, serving approximately 200 students per week. In addition, the COPS program offers instruction in illustration and Art History, musical instruments, and SAT preparation on Saturday for four hours. The program supports library, computer repair, and culinary arts personnel and offers childcare services. The addition of this

comprehensive program on our campus appears to have made a positive impact on students' approach to academics. Beginning spring semester, Dorsey will offer Saturday classes in English and math for high school credit.

### **Work Experience/Career Advisor**

All students have access to the Career Advisor/Work Experience Coordinator. The Coordinator facilitates and serves as liaison for programs, which support and enhance the total school program. The following programs have supported student personal and academic growth:

- ROP/C – Regional Occupational Programs/Centers (recruitment, registration, follow-up)
- Work Experience- includes weekly meetings, student advisement sessions, work permit processing, workplace visitation
- WIA – Workforce investment Act – Federally funded Employment Program
- Special Programs – Fox S.T.A.R. Mentor Program, Shell Youth Training Academy – Employment Preparation, YW Teens – Economic Empowerment for Young Ladies, Unite L.A. School-to-Career Programs, Educators in the Workplace (staff), Job Shadowing (students)
- Summer Programs – ACAP – Accounting Career Awareness Program, Y>E>S> to Jobs – Employment Training, Kaiser Medical Care Program – Employment Training, Academy of Business Leadership
- Military Recruitment
- Career Days
- Senior Portfolio Project
- Job Search
- Career Search and Research
- School-to-Work/Career field trip planning

As a result of this comprehensive program for both staff and students, the following businesses/organizations have partnered with Dorsey High School:

- Shell Oil Youth Training Academy
- Twentieth Century Fox Film Corporation – Fox S.T.A.R. Mentor Program
- State Farm
- YWCA
- One Hundred Black Women
- Ladies With A Vision
- Hughes/Boeing – Youth Motivational Task Force
- TTOI (The Telecom Opportunity Institute)
- National Association of Black Accountants (ACAP)
- Our Author's Study Club
- Junior Achievement
- Lawry's
- Black Restaurant Association
- SCALL (Southern California Association of Law Libraries)
- Friends of Dorsey/Crenshaw (adult mentoring program)
- Dorsey Alumni

### **Community Service**

All magnet students are encouraged to volunteer in the community in which they live. Community service builds character, enhances self-esteem, teaches responsibility, time management skills, presents new career choices, and allows students to have a stake in the community outcome. Both the Law and Public Service and Math/Science/Technology Magnets require students to perform community service as a condition for receiving graduation tassels. Regular school students are not required nor do they collectively perform community service. We must encourage all students to perform community service for the reasons aforementioned and to be more competitive when applying for college.

### **Circle of Scholars Honor Society**

This honor society is open to all Dorsey High School students who are of sound character, possess academic integrity, and are college bound. To qualify, students must meet minimum requirements of a 3.0 GPA every semester, beginning in grade 9 and earn a score of 1000 on the SAT or a commensurate

score on the ACT. Last year was the first year for this society. Only 12 students qualified. However, this year, the number has possibly doubled. The increase in the number of qualified students demonstrates the effectiveness of the program as it relates to our ESLR's.

### **Clubs and Leadership Organizations**

There are a variety of clubs, special interests classes and service organizations available to all Dorsey High School students. Students may participate in the following:

- Young Black Scholars, college prep organization
- Black Student Alliance, cultural pride organization
- Latino Student Union, cultural pride organization
- French Club, special interest
- Junior Statesmen Club, special interest
- Chess Club, special interest
- Future Scientist and Engineers of America, special interest
- Knights and Ladies, scholastic service organization
- Journalism class, special interest
- Speech club, special interest
- Leadership, special interest class
- Cheerleaders, school spirit organization
- Pep Squad, school spirit organization
- Band, special interest
- Jazz Band, special interest
- Academic Decathlon, special interest
- C.B.O.P. (career-based outreach program)
- Athletic Teams
- MESA (Math/Engineering/Science Achievement)
- Friends of Crenshaw and Dorsey
- Fresh Team

- Fox Mentors
- (Julie Silver) Get Out the Vote
- Yes Teams
- Students For Equity
- Playwright's Club
- Murals Project
- Eco Club
- Peer Mediation Group

Membership in these clubs and organizations has strengthened peer relationships, enhanced student self-esteem, encouraged improved academic performance, and has exposed students to new environments and perhaps career choices.

**S-D3 To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement?**

The leadership of Dorsey High School employs strategies to encourage parental and community involvement. Thus, the entire school community has an opportunity to become involved in supporting the personal and academic growth of our students.

Dorsey High School's Parent Center has proven to be an effective strategy in encouraging parental and community involvement. Open daily, it has become a center of activity. The Parent Center is more than a social setting which simply welcomes parents, it is a resource center which explains the role of parents and community members as stakeholders and promotes other opportunities for parental and community involvement. The Parent Group, which is an extension of the center, holds monthly meetings. Presently, at least 40 or more parents come together every third Saturday. Parents and community have participated in parenting workshops, institutes, and conferences to better understand how to share the responsibility for student learning. Several of the parents have made a



further commitment by volunteering their service. Presently, eight parents have completed the process necessary to assist. The goal is to increase the parents' perception of their role in the lives of their children and to incorporate school-wide involvement. A telephone is needed in the Parent Center to enable greater outreach and provide for even more effective communication with parents. There is a need for a budget and for a larger, more inviting facility.

Dorsey is a **LEARN** (Los Angeles Alliance for Restructuring Now) school. Our Local Leadership Council is comprised of all stakeholders (administrators, certificated staff, classified staff, students, and parents/community members) who work collaboratively in defining needs and in coordinating efforts. The Parents as stakeholders are represented on the School Based Management team. There are five parent/community members. They are members of all advisory and school decision-making bodies. Parents hold membership and/or office on the following Councils/Committees: Title 1 Advisory, Bilingual, Curriculum, Local Leadership, Technology Task Force, Facilities, Discipline, Budget, Staff Development, Accreditation, Attendance, Human Relations Leadership, Staff Selection, Alumni Affairs, and Scheduling Activities. In these school-governing bodies, parents and community members share decision-making and responsibility for student learning. With other LEARN schools in the Crenshaw-Dorsey Cluster, we were granted a Los Angeles Annenberg Municipal Project (LAAMP) Grant.

As Dorsey High is a Predominantly Hispanic, Black, Asian, and Other (PHBAO) school, we welcome our parents not only at Open House and Back to School Night, but also at regularly scheduled Parent Conference Nights. Parents receive reports of student progress and confer with teachers and staff. An average of twenty-five to thirty parents per teacher attends this activity. The parents sell refreshments on these evenings. This gives parents an opportunity to socialize, communicate and share the experiences of the evening. The school leadership encourages the participation of all of the parents of our diverse community and

has made student translators available to those parents and teachers who need this service.

Dorsey High School received a grant to begin the Los Angeles Community Outreach Program (L.A. COPS) on our campus. This is another strategy to encourage community involvement. It is the vision of the Program to become a resource for the community. COPS provides support through its extensive after-school tutoring and enrichment service. This service is available Monday through Thursday from 3:00 to 5:00 p.m. The Careers with Children program provides our students, under the supervision of a credentialed teacher, with hands on experience with pre-school children while providing a service to parents in the community. Childcare is available Monday through Thursday as well as on Saturday from 9:00 a.m. to 1:00 p.m. L.A. COPS has two program coordinators, teachers, college students and peer tutors available.

The College Counselor has played a vital role in involving the community in Dorsey High School. Several College Outreach Programs are available to our students. A partnership has been established with California State University at Los Angeles, University of California at Los Angeles, University of California at Berkeley, University of Southern California and West Los Angeles Community College. These Programs provide opportunities for the colleges within the community to offer additional support to college bound students. College Night is held annually in the fall. Students, parents and the community were invited to this event. Additionally, the College Counselor has had a great deal of success in utilizing local resources from within our community to provide financial support in the way of scholarships for seniors. More than \$500,000 in scholarships and grants was distributed to seniors last school year. Contributors present awards on Senior Awards Night.

**The Career Advisor/Work Experience Coordinator** facilitates and serves as liaison for programs that support and enhance the total school program. Military

personnel are invited to inform students of opportunities and the ASVAB is administered. School-To-Career speakers from within our community visit our campus regularly and make classroom presentations. We have established a relationship with several corporations/organizations that provide career training, mentoring, and job opportunities. These include Shell Oil Company, Twentieth Century Fox Film Corporation, State Farm, Hughes/Boeing, Lawry's, YWCA, One Hundred Black Women, Ladies with A Vision, The Telecom Opportunity Institute, Southern California Association of Law Libraries, National Association of Black Accountants, Junior Achievement, and Our Author's Study Club.

**The Bilingual Coordinator** encourages the parents of our growing Latino community to be involved with the school community. The Bilingual Advisory Committee holds monthly meetings to provide parents another opportunity to be involved.

Dorsey High School has been awarded a planning grant to begin work on The **Healthy Start** program. This program provides support services for children and families in our community. In collaboration with public and private service providers, we will work to provide and improve physical and mental health, social, education, and other support services to better meet the needs of children and their families.

Parents are involved with the planning and implementation of the **Gifted and Talented Education (GATE)** Program. Parents are notified of program opportunities for the students and evaluate the Program in annual surveys.

*Friends of Crenshaw-Dorsey* is made up of Dorsey graduates and community people who are developing strategies for increased support for Dorsey programs. The goal of this group is to provide mentorships, tutoring, and other support.

Recent Dorsey graduates are encouraged to maintain their relationship with their high school. They return to campus during winter and spring breaks from college to motivate those still in school to stay in school and to further their education after high school graduation. We plan to organize a process through our college advisor to log those recent graduates who return.

Another form of community outreach is the link with the alumni of Dorsey High School. In February we held a breakfast with the classes of 1964, 1965, 1976, and 1980. Plans were made to incorporate an Alumni Association and fund raise for Dorsey.

The Math/Science Magnet staff and parents coordinated an Academic Extravaganza last spring. The highest level of functioning on Bloom's Taxonomy was demonstrated by the students' projects. The Extravaganza showcased students' work in academic subjects including mathematics, science, English, social studies, and foreign languages. Held on a Saturday, this was an opportunity for parents and the community to view students' performances, projects, demonstrations, and displays. It is to be held annually during the spring semester..

The school leadership is attempting to improve our image within the community. Achievements of our students and our school are highlighted in local community papers such as *the Sentinel*, *The Wave*, and *The Los Angeles Times*, *Herald Dispatch*, and *USA TODAY*. Additionally, leadership has implemented a school-wide newsletter which was mailed to all Dorsey stakeholders. It will be mailed quarterly.

Community members now use Dorsey High School as a resource when in need of volunteer service. While all students are encouraged to volunteer their service

to their community, the Law and Public Service and the Math/Science/Technology Magnets have a required community service component.

Even with these opportunities for involvement, we are not satisfied with the number of parents actually involved. We understand some parents work a second job, some have transportation problems, and some have childcare concerns. Our communication with parents relies on the marquee, Sprintel phone system, personal calls, school mailings and bulletins in the appropriate home language, which are sent home with students and mailed. As we become aware of incorrect student information, we make every effort to ascertain student information to maintain parent contact.

**SD 4: To what extent are the human, materials, and financial resources as well as facilities available to the school?**

To What extent are these resources sufficient and effectively used to support all students in accomplishing the expected school-wide learning results?

Some of Dorsey High School's human, materials, financial resources, and facilities available are insufficient to effectively meet the needs of all students, in support of their personal and academic growth. Although we have made notable progress with special academic programs, our concerted effort remains with our regular school.

**Human Resources**

Our administrative staff includes one principal who is responsible for the overall effective operation of the school and four assistant principals in charge of academics, student services, counseling, and athletics.

There are a total of 120 faculty members and approximately 30 teaching assistants. Four of our teachers are National Board certified and approximately

three additional teachers anticipate applying during the next school year. We are confident that additional teachers will be applying and awarded certification each succeeding year. The knowledge of best practices and expertise of our certified National Board teachers and our seven mentor teachers is invaluable to both our new and experienced teaching staff.

The average class size in the regular school is 28 and is approximately 23 in the magnets. The smaller class size obviously allows for more individualized instruction, which is an overall goal for the school. Additional classroom aides and more parent involvement could facilitate this.

There is one school nurse and one school psychologist. On an uneventful day, the services of the nurse are possibly sufficient. However, if the nurse is off campus, the students must rely on the assistant principal in charge of counseling or their individual counselors for assistance. In addition to seeing ill students, the nurse is responsible for making student health referrals, counseling parents and students, health screening, and handling school health emergencies. A permanent nurse's assistant would allow students daily access to the nurse's office. The school psychologist is scheduled to spend 80% of the time with special education students and 20% with the regular student population. However, currently the psychologist works with the special education students 100% of the time. Students in the regular school with emotional challenges are either not seen or are referred to their counselors. Our student population comes with many special needs, and our goal is to ensure that the general population receives the 20% time allocated by the state. We have taken steps to remedy some of this by applying for the **Healthy Start** grant, funded under the SB 620 **Healthy Start** Support Services for Children Act. Local **Healthy Start** collaborative works with families to tailor services to meet their individual needs. These services include mental health, physical health, health education, academic/educational, basic needs, family functioning, income maintenance, legal aid, gang prevention, and employment training. As soon as the program

becomes fully operational it will add tremendously to the resources that are currently available to the school and community.

To prevent and address some of the behavioral challenges facing our student population, IMPACT, a Los Angeles Unified School District's prevention and early intervention program, was inceptioned. The program provides a systematic approach for the identification, referral, and support of students who are in need of counseling in a variety of areas. A coordinator and a core team of teachers and other trained staff members are responsible for implementing and maintaining the program. The inclusion of more trained teachers and staff will make a greater impact in this area on our campus.

*LA COPS* is another resource available in the school for supporting students learning as they strive for academic excellence. The program nurtures academic achievement through homework assistance and tutoring in specific subjects, when needed. It is designed to help students of all ages from the school and the neighboring community, and opens after school, from 3:00pm to 5:00pm, Monday through Thursday, and Saturdays, 9:00am to 1:00pm.

### **Material Resources**

In addition to human resources, the school also has material resources to assist and support student education. At hand are the Cisco Training class, the Internet Publishing class and two other computer classes. These classes are utilized by students to acquire technological skills necessary to be successful in most computer-related businesses/careers. The Digital High school implementation, slated for Fall 2001, helps students become competent in word processing, spreadsheet, database, Internet use, and multimedia. In the Internet Publishing lab, students learn the history and function of the Internet and develop skills in Internet publication and solicitation of information. The long-term goal is for students to be able to design and manage multi-page websites. Basic keyboarding is a component of the other computer classes.

Additional aids to students' learning at Dorsey are vocational and academic programs that may assist students in transitioning from high school to work: a Courtroom, in the Law & Public Service Magnet, used as a teaching resource and for adjudicating real cases referred by youths to be presided over by their peers; a Media Workshop where students are taught video-production through the Dorsey communication news station; a Jewelry class where students learn how to make jewelry, and a Design Craft class that teaches design, using different media; a culinary art lab, equipped with modern cooking utensils, comparable to industrial standards; film production, where students learn the art of movie production; and a securities class, where students learn banking and securities investment.

In addition to the above, we have a relationship with the adjacent park, Rancho Cienega. This provides us with a football and baseball field, tennis courts, a running track, and access to a swimming pool. In addition, we have two small gyms on our site.

The computer labs are a major area of concern in the school. The concern stems mainly from the ratio of students to computers. There are not enough computers to meet the demands of students. Evidence substantiating this problem abound. Complaints logged by the computer teachers, difficulty of finding enough seats in the master schedule for students who need to take a computer class, and visits to the computer classes attest to the foregoing. We are currently implementing our Digital High School, which should remedy this problem.

In the spring, Dorsey will begin the Connection Zone, sponsored by the L.A. Cops program. This will provide a state of the art mass production of materials and will enhance the graphic arts program.

Another very important resource for our student learning is the library. Although in this last school year the school has made some progress such as acquiring 10



new computers, purchasing over 500 books, and offering extended hours - until 5:30 p.m. for students, one area where improvement is long overdue is the student to book ratio. The recommended ratio is 18 books to one student. Currently we have 5 books to one student. Our current librarian has ordered over \$17,000 dollars worth of books for the library.

### **Financial Resources**

All of our programs support literacy, technology, and standards-based instruction. The following financial resources fund our educational programs: SB 1882; Healthy Start; Title I; Special Education (Chandra Smith); and, Digital High School.

### **School Facilities**

The addition of three new bungalows, during this school year, to our facilities has helped accommodate the increase in the special education student population.

The lack of cleanliness on our campus has been of major concern. Initially, during the day, we had three custodial staff persons. The district, recognizing this as inadequate, named our school a district custodial training site. This gave us 4 or 5 extra staff personnel. We are presently creating a culture of student ownership, concern and pride regarding the learning environment. We have noticed an improvement in the campus since the addition of the custodial staff.

## Strengths

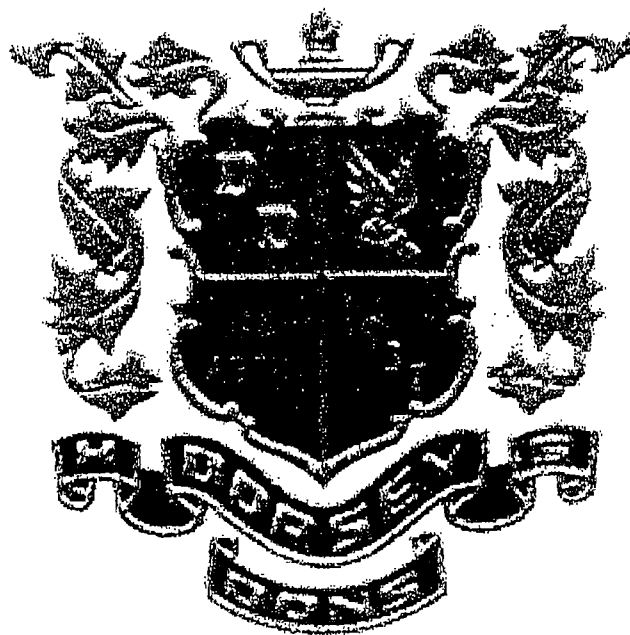
- Our numerous clubs and special interests classes have enhanced student self-esteem, improved academic performance and have exposed students to new environments and perhaps career choices.
- We must continue to strengthen and increase the number of intervention programs available to students and their families. Present programs have proved invaluable to our school.
- The number and quality of our gifted and advanced placement classes have insured that Dorsey students have competitive, educational experiences.
- The magnet programs are meeting individual student goals and objectives.
- Digital High School implementation will develop available technology.
- Custodial training program adds staff and services.
- Over \$17,000.00 has been spent for books for the library.
- Additional educational funding beyond the basic program has been made available.
- The Circle of Scholars Honor Society has been a stimulus rewarding students for academic excellence and encouraged other students to strive for the same. We must increase the number of qualifying students.
- The offices of both the college career and work experience/career advisor has supported student personal growth, by providing job placement, providing additional classes and coursework, and providing enrichment college and community visitations.
- The community service requirement for magnet students, has helped students focus on career choices; gain a greater sense of responsibility and commitment to their community and society at large.

## **GROWTH AREAS**

- It is crucial that we have more parent/teacher involvement in school activities, so that all persons involved in the student's life can be knowledgeable and supportive of the educational program.
- We must re-establish an active Student Success Team. This team was organized and operated successfully for a short period of time during last school year; however, staff personnel involved felt a need for further training.
- All teaching staff must provide students and administration with course syllabi and rubrics that incorporate the ESLR's, district, and state standards.
- We must have an increase in the number of students who are academically eligible to take honors and advanced placement classes.
- We must ascertain the academic records of all gifted students, so that they receive the special academic program mandated by the state. Of course, this is true for all students.
- We must make certain that all students who need the services of the school psychologist receive same.
- We must make certain that student physical health needs are being met, by finding additional resources to fund the nurse's office.
- It is important that we re-establish the Crisis Team.
- There is a need for more group counseling for student intervention.
- There needs to be improved in-seat attendance in the 8600-school population.
- There is a need to enhance the Parent Center. This could include a larger more inviting facility with a phone and a budget for materials and other supplies.
- There is a need to better inform teachers of special education modifications and work towards acquiring fully credentialed special education staff.

- There is a need to enhance the communication between the teaching staff and the Latino community i.e., offer a Conversational Spanish class to teachers on campus.
- There is a need for the master schedule to provide access to the core curriculum for all students.

**ASSESSMENT  
AND  
ACCOUNTABILITY**



## ASSESSMENT AND ACCOUNTABILITY

**E1: To what extent do teachers employ a variety of assessment strategies to evaluate students and to modify curriculum and instructional practices?**

The teachers at Dorsey High School (DHS) use a variety of formal and informal assessments to evaluate student learning, improve instruction, and develop goals for curricular development. A survey of teachers (see survey chart) shows that teachers school-wide use information from the following formal assessments: Stanford 9, Proficiency test (SHARP, WRITE, TOPICS), SAT/PSAT, Language Arts Performance Assignment/Assessment (District math and language arts assessment).

In addition, individual departments use information from formal assessments to place students in classes and to inform their teaching practices (survey chart). These assessments include the UCLA Mathematics Diagnostic Testing Project (math department); SAT II Written Composition (English department); Kaufman Test of Educational Achievement (special education department); State Physical Fitness Test (Physical Education department); AP exams (English, foreign language, mathematics, science, social science departments), and Golden State Exams.

*Individual teachers use a variety of formal and informal assessments in their classrooms. These include but are not limited to teacher created objective tests, teacher made essay exams, laboratory experiments, journals, notebooks, portfolios, oral reports and speeches, performance based assessments, projects, and class participation. (see Appendix, course outlines)*

Dorsey Survey of Classroom Assessment Measures:

Number of respondents: 46

		Sometimes	Often	Rarely	Never	No Frequency Stated
Classroom Assessments						
Pre & Post Tests		6	6	3	8	
Writing Assessment		5	3	4	11	
Reading Tests		10	21	2	1	
Student Generated Text Book		5	8	4	12	
Performance Testing						
Student Portfolios		1	18	3	9	
Performance Based Projects		2	17	3	4	
Students as teachers		2	7	5	12	
Students as experts		14	11	8	4	
Student Assessments						
Self-Assessment		8	20	0	3	
Peer Assessment		5	19	0	3	
Student Led Conferences/		12	10	4	5	
Standardized Tests						
Stanford 9		10	11	9	4	
STEPS test		10	9	5	5	
Special Ed Assessment						
IEP		10	13	1	5	
Other						
Art & Writing		0				1
ESL Drawing/Writing		0				1

\* Survey conducted Fall Semester 2000

### **How is growth determined and how is that information used?**

The staff of Dorsey High School determines student growth by using norm-referenced and criterion referenced assessments. School-wide, the staff meets at the beginning of each year to analyze Stanford 9 test scores. We determine, for example, growth in the class of 2001 by comparing their 2000 test scores to those the class posted in 1999 and 1998 (professional development agenda). Individual teachers are given print outs showing test scores for two years. Teachers use this information as one indication of student growth. (computer print outs). Some teachers also use this information to determine areas of student weakness and to note both areas where additional attention is needed and areas where material has been mastered. (Stanford 9 scores attachment) Once determinations have been made, departmental discussions yield strategies for improvement in target areas and methods of implementation.

English and math teachers give assessments department-wide in September to provide a baseline that teachers use to determine growth for the year. Students in all English classes take a writing assessment and a reading assessment early in the school year. The writing exam is scored using the SAT II Writing exam rubric. The reading and writing assessments help teachers locate students who should be recommended for honors classes and those who need additional support through our reading classes. (department data from test scores) Math students take a diagnostic test, the MDTP, offered through UCLA. The results from the MDTP are received by each teacher, for every student. Teachers use this information to assist in development of syllabi and course progress. They also utilize the results to determine where supplementary assistance is needed and which students will benefit the most. Additionally, teachers use the result summaries to plan instruction in new topics as well as allot sufficient time for review of material thought to be previously taught. Some math teachers also administer the MDTP at the end of the semester to determine not only how



students have grown in certain areas but also which instructional strategies were effective.

District proficiency tests are further evidence of student growth. Students who do not pass proficiency exams (SHARP, WRITE, TOPICS) are given additional opportunities to do so. Teachers need to be made aware of students who need to pass these tests so the students can receive the appropriate instruction.

Individually, teachers embed a combination of assessments continuously into the curriculum to determine student growth in their subjects. For example, science teachers evaluate student notebooks, laboratory experiments, projects, and criterion reference tests to determine if student have mastered scientific concepts. (course outlines) Social studies teachers use class participation, homework, projects, and tests to determine if students have acquired historical concepts and facts. (course outlines) As part of the writing process, many English teachers have students do peer editing using teacher and or student generated rubrics. Students provide feedback to their classmates who then revise their writing before submitting it to the teacher for evaluation. (course outlines)

**What are the bases upon which student grades and performance levels are determined?**

Typically, student grades are determined by their performance on a variety of assessments used continuously throughout the year. Teachers are required to send course outlines home to parents at the beginning of the semester. The outline states how grades are determined and gives the percentage of the grade that is based on tests and quizzes, projects, class participation, homework etc. On objective assessments, most teachers determine performance levels through percentages (i.e. a student must get 80% of the answers correct to receive a B). Other types of assessments are evaluated using a rubric or checklist in which required elements of the assignment and expected levels of competence are

included. Some rubrics are generated by the school district. Others are generated by the teacher to determine performance on writing assignments and projects.

**What are examples of assessment embedded in the curricula?**

Assessment occurs daily on an informal basis via teacher observations. Embedded assessment occurs during teacher-student interaction in the form of student and teacher generated questions, class discussions, and group work. For example, teachers use "Levels of Questioning" strategies learned at a College Board professional development workshop attended by all teachers. By asking Level 1 (literal interpretation), Level 2 (analytical interpretation), and Level 3 (beyond the text) questions, these teachers can better assess student reading. In addition, students are taught to ask all levels of questions. (professional development agenda) Through oral comments, teachers give students feedback that guides student learning. (classroom observations) Student comments and questions provide one of the most common forms of embedded assessment, as their thoughts and suggestions more than adequately indicate the degree of their comprehension. Homework assignments which require students to make notes about their reading, work mathematical problems, answer questions about information in their textbook is used frequently by most teachers to track student progress. Teachers also use quizzes to determine if students have acquired information. Home economics teachers and physical education teachers embed performance assessments in the curriculum. For example, catering students are evaluated on their ability to plan, prepare and serve a meal to a client. (survey)

**What are examples of assessment for students whose primary language is not English?**

English Language Learners are assessed upon arrival at Dorsey to determine their proficiency in English and their first language. Students placed in ESL classes are monitored throughout the year using ELD (English Language Development) portfolios. When students complete ESL classes, they are placed

in sheltered core subject classes. Once students demonstrate proficiency in English by scoring at the 36<sup>th</sup> percentile in reading and language on the Stanford 9, have a "C" or better in their sheltered English class and/or are recommended for assessment they are given the LAS Redesignation test. Students who pass this test and who have at least a "C" average in academic classes are redesignated as fluent English proficient (RFEP).

**How are assessment results used as the basis for reevaluation of instructional approaches and curricular objectives?**

In response to our low reading scores, the English department was granted funds to purchase classroom libraries by a state block grant. The goal has been to increase the amount of time all students spend reading each day in order to build reading fluency. In addition, most English teachers require outside reading and book reports and/or reading logs as evidence of student reading. Most English teachers have included Silent Sustained Reading (SSR) in their classes as a way to guarantee that students are spending time reading each day. (English department meeting) A school-wide SSR program will begin in spring of 2001 during an augmented period 3 each day.

In response to low math scores, the math department reorganized the curriculum to insure that certain required concepts were presented before the Stanford 9 test dates. (math department meeting). At the end of the year in which the realignment occurred, math Stanford 9 scores rose five points. (Stanford 9 test scores).

To address our students' low scores on standardized tests, we are incorporating test-taking strategies and specific discipline related tasks that improve students skills and augment their knowledge. For example, in 1999 and 2000 we implemented STAR Wednesdays, an hour in which all students learned and practiced test-taking skills. Teachers are embedding more rigorous tests into their curriculum. (course outlines)

### **How are teachers involved in creating rubrics and standards?**

The Dorsey High School teachers were involved in developing the ESLR's which are in alignment with district and state standards. Teacher focus groups provided feedback in the development of our ESLR's. Using state, subject matter and district standards as a foundation, some teachers and departments develop their own standards and rubrics. Our cluster provided a full day of professional development focusing on how teachers and students can create rubrics (cluster professional development agenda). Some teachers are creating their own rubrics.(rubrics collected from teachers) Many teachers, however, rely upon the rubrics and standards that are generated by the district and state. Doing so allows teachers to be consistent with expectations and performance standards already in place.(district rubrics, district and state standards) For example, a team of teachers attended a Literacy Institute at UCLA and used a rubric generated by the California Writing Project to score assessments given to their own students. On a personal level, teachers were recently asked at a staff meeting to note their thoughts on the strengths and weaknesses present on campus. Areas of immediate need were also noted (See appendix: Strengths & Barriers). This information was summarized by administrators and disseminated to the faculty, with timelines for addressing the issues and the foundation for improving the lacking areas.

### **What are examples of students involved in creating rubrics and standards?**

Some students have been involved in creating rubrics and standards at Dorsey. At a school-wide level, some students were involved in the creation of the ESLR's. Additionally, a recent meeting involving students and administrators focused on the ESLR's and their implementation. Students were reminded of the ESLR's and voiced their opinions on what would contribute to an improvement in Dorsey academics. In the classroom, some teachers have the class help create scoring guides for assignments. For example, students are asked to provide ideas on what is acceptable and what should be required in completion of major projects. (focus group discussion)

**What evidence is there of students using assessment to enhance learning?**

Students respond to continuous assessment as well as the overall assessment that occurs during grading periods. Immediately after students receive report cards, there is an increase of students who take advantage of the LA COPS after-school tutoring program. (LA COPS attendance records) Similarly, after 9<sup>th</sup>, 10, and 11<sup>th</sup> grade students received the results of the school-wide PSAT, there was an increase in student interest for SAT workshops offered at Dorsey on Saturdays.

In the recent Student Forum 400 randomly-selected students looked at data about student achievement, discussed the data, and made recommendations.

In class, students use feedback from teachers and peers to improve drafts of writing assignments. Oral critiquing of performance based assessments often motivates students to make significant improvements in the future.

**What are other examples of assessment strategies used by teachers?**

Teachers employ a multiplicity of assessment strategies in accordance with what they deem most appropriate for their classes and their students. For example, during the interim between school progress reports and report cards, a number of teachers correspond with parents regarding student progress, growth and or need. In addition, a recent mailing went out to students performing at or below the 20<sup>th</sup> percentile on the Stanford 9. Parents were reminded of the free after-school tutoring. The school and individual teachers communicate assessment results to parents via letters home. For example, letters informing of the program were sent to parents of students who performed poorly and those parents were asked to require their children to attend.

**To what extent do students use assessment results to modify their learning in order to enhance their educational progress?**

The extent to which students use assessment results to modify their learning correlates directly with not only the validity and quality of the assessment but also

with the value placed on the assessment by instructors. When assessments are emphasized, regardless of format, students begin to see their value as a gauge of their progress and as a starting point for any needed improvement. With the renewed emphasis on the ESLR's and the constant references to subject matter, district and state standards, students can examine assessments to determine how well they are achieving the stated goals and objectives.

**To what extent is assessment used to improve instruction for students?**

Assessment, in its peak state, is designed to provide feedback to both teacher and student with regards to student progress. Assessment results inform both parties, and students can assume more active roles in their education and instruction. By assuming greater responsibility in the instruction process, such as asking more questions and initiating more discussion, students demand that teachers improve the quality of what and how students are taught. Additionally, teachers use assessments to determine the depth of student understanding. By asking higher level questions, such as those referenced in the College Board presentation, teachers require that students think and process information beyond a level of shallow comprehension. They must know and understand a variety of approaches to solve a problem or resolve a situation as well as know which application is appropriate and relevant to each problem. This speaks directly to the development of information literacy stated in the ESLR's. In examining what was asked and what they delivered, students can view for themselves how well they think and what critical thinking strategies they need to learn and incorporate into their daily academic walks. Once students begin to reason and grapple with concepts, they observe new, intriguing aspects. In bringing this intrigue into the classroom, the level and quality of instruction will naturally rise.

The English Department participated in the CRESST pilot program for the state performance assessments in Language Arts and Mathematics. The departments participated in the creation of the assessment prompts. (1998-1999, 1999-2000).

Department members taught revision skills to all 9<sup>th</sup> grade students as a means of focusing instruction and skill development on the test target. The Math department taught probability skills and graphing as a prep measure for the STEPs Performance Assessment. This year there will be a Language Arts in-service for the assessment and training in the use of the exam rubric.

**What student work demonstrates the degree to which assessment allows students to apply knowledge and skills to complete real-life performance based tasks?**

Student work in a variety of classes demonstrates real-life applications and skills. In LPS classes all students engage in peer teaching to develop speaking and research skills. In math classes, students researched desired careers as well as what steps must be taken in order to achieve those career goals. Then, students choose and decorate their living arrangements and decide upon transportation. Using the average salary of their desired profession, students create budgets, determine their spending habits, review credit information, and examine practices detrimental to and helpful for their respective community. In social science classes, students write letters to government officials concerning current affairs and world issues. (Real life project)

In social studies classes they simulate the historical events. For example students experience the immigrant experience at Ellis Island through a simulation in the library. There ESL students speak their native language as they take on the role of immigration officials while English only students attempt to navigate their way through the system. (See: Los Angeles Times article) In science classes, students perform labs revolving around chemistry, biology physics and environmental science issues. They make connections between what they learn in class and real world situations. (course outlines)

In addition to paper and pen activities, English student have many opportunities to apply their learning to real-life based activities. They act out scenes from

plays, give speeches and oral reports, create newspapers and literary magazines, role play (becoming characters from the novels they read), act out court trials in our Law Magnet courtroom (putting characters on trial) and engage in Socratic Seminars. (course outlines).

Students in the Sports Medicine class assist the trainer in working with athletes during practices and games. Students in the Catering class actually run a business in which they contract with the community to cater events. Students also work at the African Market Place, a community event held at the park next to our school. (newspaper articles).

**E2: To what extent do the school, district and community regularly review student progress toward accomplishing the expected school-wide learning results? To what extent are assessment results reported regularly to the entire school community?**

**What are examples of how progress of all students toward accomplishing the expected school-wide learning results is monitored?**

The school engages in review of student progress in a number of ways during the school year. At faculty meetings at the beginning of the year, the entire staff reviews Stanford 9 test scores. In departments, teachers examine the information for their subject fields in more detail. Each department selects particular areas of strength and targets areas for growth. The information is given to the administration and then forwarded to the local district office. (Forms showing department strength and growth areas)

Some teachers are involved in regular review of student progress as members of their departments and/or as members of a literacy team. These teachers bring student work to meetings each month to discuss student progress. (English department meeting agenda and literacy team agenda) Teachers of special education students attend IEP meetings to evaluate student progress as specified in the Individual Educational Plan.



In Local Leadership meetings, results of Stanford 9, AP exams and other assessments are discussed with all stakeholders. LLC approved the plan to prepare students for the Stanford 9.

The district also monitors Stanford 9, SAT and AP exam scores and has targeted our school to receive additional support to help student achievement. The district keeps a record of the number of AP classes offered and the number of exams taken and passed by students each year. The district and state are supporting our school's effort to improve the AP and pre-AP program by awarding our school an AP Challenge grant to allow for vertical teaming in our high school and with our feeder middle schools. (AP Challenge Grant Application). As the grant is implemented over the next four years, teachers will plan ways to improve instruction in pre-AP and AP classes in grades 6-12. Presently, teachers in the gifted/talented program are apprised of AP exam results and use that information to improve instruction.

**How is growth determined and monitored?**

Growth is determined in some departments through progress on pre and post-tests given in departments. (English writing assessment, math pre-test). The school also tracks student growth by noting changes in scores on standardized tests. Teachers determine growth by using rubrics to evaluate student writing, presentations and portfolios. Teachers also use objective assessments and laboratory experiments to evaluate student progress and monitor growth. Grades are also used as evidence of student growth.

**What is the extent to which parents and other community members are involved in the review process?**

In addition, information about standardized test result are shared with parents and the community through the Parent Center. (Parent Center flier) Parents also receive information about Stanford assessment through school newsletters. At Back to School Night, Open House, and two Parent Conference Nights each

year, parents and the community are made aware of student progress. At these events, report cards as well as samples of student work displayed on bulletin boards and in portfolios help communicate the extent of student progress toward accomplishing the ESLR's. In addition, teachers talk with parents about student progress.

**By what means is student progress toward the expected school-wide learning results reported to the community?**

Stanford 9 test scores are reported to the entire school community once each year in the major newspaper for our city. In addition, the school's API (Academic Performance Index) is also reported in the newspaper each year. The principal also informs parents of assessment results through meetings with the staff and through a newsletter to parents.

**E3: To what extent does the assessment of the expected school-wide learning results drive the school's program development and resource allocation?**

At Local Leadership Council meetings, which include all stakeholders, the principal presented assessment data to parents, students, community members, and school staff. At school sponsored events geared towards parents (such as Open House and Back to School Nights) some Math teachers use the diagnostic tests administered at the start of the year to show parents their students' current academic achievement levels as well as areas needing additional emphasis.

**What are examples of how assessment results have caused recent change in the school's program?**

Because improving reading skills is one of our ESLR's, Title I funding is used to support efforts to increase student literacy. Teachers request funding for books and materials. Title I funding supplemented state block grant funding so that each English classroom would have a library of 250 books and a carousel. Easier access to books has encouraged students to read more often. English

teachers incorporate Silent Sustained Reading into the curriculum to build reading fluency and stamina.

Title I also funds five periods of reading classes to support students who read several years below grade level. Students take this class in addition to their regular English class. Teachers work to help students learn the skills that will enable them to read at or above grade level. This spring we add special intervention classes for students who received several fails on their report cards. Ninth grade intervention classes are a double period in which English and reading are taught by the same teacher.

In response to low pass rates on the AP English Literature exam ( usually taken by seniors), we have added an AP English Language to the 11<sup>th</sup> grade year. This allows students to have a two year advanced placement experience so they are better prepared for the exam. As a result of low PSAT/SAT scores, the Saturday school has offered an SAT workshop. Additional test preparation sessions have been planned during winter and spring break to give students further opportunity to practice their test-taking skills. Recently, three periods of speech were added to the master schedule so that students could improve oral language skills (ESLR 1).

**What are examples of how professional development activities and topics have been determined by school-wide assessment result?**

SB1882 Professional Development funds support teachers who attend conferences to update their knowledge and skills in reading, composition, math, and technology, the focus of the ESLR's and district mandates. In addition, an Annenberg grant supports AP and pre-AP teachers who attend College Board workshops.

**Evidence of Assessment Methods Referred to in This Section:**

Standardized test results	Scoring rubrics
Surveys	Written assignments and portfolios
Technology based assessment (calculator based exams and activities)	Peer grading, based on stated requirements
Visual representations and aids from presentations and projects	Course outlines Final Culminating projects

**STRENGTHS**

- Teachers use many types of assessments to determine student growth. Formal and informal assessments are used continuously by teachers to determine student progress. Teachers use written assessments as well as performance based assessments.
- Standardized test score results are reviewed by the school and parents to determine overall student progress. Each department targets areas for growth and makes changes in instruction to target those areas.
- The staff is knowledgeable about rubrics and uses them to determine student growth.
- The math and English departments use department-wide assessments as pre-tests to determine instructional needs.

**AREAS OF GROWTH**

- The school needs to do more to communicate assessment results to the community and within the community. At present we rely on the Los Angeles Times to communicate results and have no way of helping the community to analyze the test results.
- We need better communication with the district and within the school about testing dates. The dates need to be communicated to all staff, students and parents so that everyone has time to prepare for the

assessments. The school needs a test coordinator who is given time to oversee all areas of assessment.

- Test results on assessments (in addition to the Stanford 9) need to be shared with the staff, students and parents in a timely manner. Teachers need additional time to plan how to use the information from assessments to set goals and adapt instruction. More teachers need to incorporate the data into lesson planning and curriculum selection.
- Counselors need to review and monitor student grades each quarter so that they may make appropriate interventions such as directing students to LA COPs, Saturday school, or on-line tutoring. This intervention should be communicated to parents.
- More teachers need to incorporate effective teaching strategies shared in College Board and on campus professional developments in order to improve student achievement.

# CHAPTER FIVE

## Action Plan



**Action Plan 1:**

All students will make progress toward meeting district and state standards in reading, writing, listening and speaking to achieve Expected Schoolwide Learning Results, meet or exceed SAT 9 target growths, and meet or exceed performance standards as measured on the High School Exit Examination.

**Rationale:**

As reported in the self-study, an analysis of SAT 9 results, teacher-made tests, standardized tests, performance tests, portfolios, and grades students are performing below expected levels.

**Growth Target:**

Students will meet the California Department of Education Academic Performance Index Growth Target, High School Exit Examination standards, distinct performance standards, and course objectives.

**ESLR's Addressed:**

1 and 2

Task	Responsible Person	Resources	Timeline	Means to Assess Improvement	Means to Report
1. Meet with 8 <sup>th</sup> Grade Counselors at Feeder schools  2. Review and train staff in regard to self-study findings  3. Identify reading levels of all incoming 9 <sup>th</sup> graders  4. Meeting of all 9 <sup>th</sup> grade English Teachers, Literacy Team, For Accelerated Reader presentation	<ul style="list-style-type: none"> <li>o Reading Coach</li> <li>o 8<sup>th</sup> Grade Counselors</li> <li>o English Teachers</li> <li>o Literacy Team</li> <li>o Title 1 Committee</li> <li>o Accelerated Reader Personnel</li> <li>o Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>o Title 1</li> <li>o SB 1882</li> </ul>	<ul style="list-style-type: none"> <li>o Spring, 2001</li> </ul>	<ul style="list-style-type: none"> <li>o Stanford 9</li> <li>o Reading Diagnostic Test</li> <li>o Mathematics Diagnostic Test</li> </ul>	<ul style="list-style-type: none"> <li>o Memo to teachers</li> <li>o Memo to parents</li> <li>o Local Leadership Council</li> <li>o Parent Meeting</li> <li>o Staff Meeting</li> <li>o Department Meetings</li> <li>o Curriculum Council</li> <li>o House of Representatives</li> <li>o Title 1 Committee</li> </ul>

Task	Responsible Person	Resources	Timeline	Means to Assess Improvement	Means to Report
5. Create and maintain Vertical Teams with Middle schools with A literacy focus	<ul style="list-style-type: none"> <li>Administrators responsible for English and mathematics departments (all involved schools)</li> <li>Reading Coach</li> <li>LA County Reading Specialist</li> <li>Title 1 Coordinators</li> <li>English and mathematics department chairs</li> </ul>	<ul style="list-style-type: none"> <li>Title 1 Funds</li> <li>SB 1882 Funds</li> <li>Local District G Funds</li> <li>AP Challenge Grant</li> </ul>	<ul style="list-style-type: none"> <li>Spring, 2001 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Development of standards for expected grade-level reading and mathematics performance</li> <li>Development of criteria for measuring attainment of standards</li> <li>Development of interventions for students identified as having difficulties meeting standards</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Council</li> <li>Local Leadership Council</li> <li>House of Representatives</li> <li>Local District G</li> </ul>
6. Train staff for implementation of Accelerated Reader Program	<ul style="list-style-type: none"> <li>Reading Coach</li> <li>APSCS</li> <li>Counselors</li> <li>Title 1 Coordinator</li> <li>Accelerated Reader Personnel</li> </ul>	<ul style="list-style-type: none"> <li>Title 1 Funds</li> </ul>	<ul style="list-style-type: none"> <li>Fall, 2001 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Assessment tools that accompany program</li> <li>Student-led conferences</li> <li>Performance-based assessment</li> <li>Progress Reports and Final Report Cards</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Council</li> <li>Local Leadership Council</li> <li>Title 1 Advisory Council</li> <li>House of Representatives</li> </ul>
7. Mathematics Department participate in Accelerated Mathematics presentation	<ul style="list-style-type: none"> <li>Mathematics Department Chairperson</li> <li>APSCS</li> <li>Counselors</li> <li>Title 1 Coordinator</li> <li>Accelerated mathematics personnel</li> </ul>	<ul style="list-style-type: none"> <li>Title 1 Funds</li> </ul>	<ul style="list-style-type: none"> <li>Spring, 2002 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Assessment tools that accompany program</li> <li>Student-led conferences</li> <li>Performance-based assessment</li> <li>Progress Reports and Final Report Cards</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Council</li> <li>Local Leadership Council</li> <li>Title 1 Advisory Council</li> <li>House of Representatives</li> </ul>



Task	Responsible Person	Resources	Timeline	Means to Assess Improvement	Means To Report
8. Training of mathematics teachers for implementation of Accelerated Mathematics	<ul style="list-style-type: none"> <li>o Administrator responsible for mathematics department</li> <li>o Mathematics Teacher</li> <li>o Accelerated mathematics personnel</li> </ul>	<ul style="list-style-type: none"> <li>o Title One funds</li> <li>o SB 1882 Funds</li> </ul>	<ul style="list-style-type: none"> <li>o Fall 2001 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Assessment tools that accompany the program</li> <li>o Performance-based assessment</li> <li>o Teacher-created assessment tools</li> <li>o Student led conferences</li> </ul>	<ul style="list-style-type: none"> <li>o Curriculum Council</li> <li>o Local District G</li> <li>o Local Leadership Council</li> </ul>
9. Accelerated Reading and Accelerated Mathematics training for parents	<ul style="list-style-type: none"> <li>o Accelerated mathematics personnel</li> <li>o Accelerated Reading personnel</li> <li>o Reading Coach</li> </ul>	<ul style="list-style-type: none"> <li>o Title One funds</li> <li>o SB1882 Funds</li> </ul>	<ul style="list-style-type: none"> <li>o Fall 2001, and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>o Local Leadership Council</li> <li>o Local District G</li> <li>o Newsletter</li> </ul>
10. Expand Extended Learning Opportunities	<ul style="list-style-type: none"> <li>o Title One Coordinator</li> <li>o Administrators responsible for Title I and LA Cops Tutoring program</li> <li>o Saturday Success Academy Coordinator</li> <li>o Counselors</li> <li>o APSCS</li> </ul>	<ul style="list-style-type: none"> <li>o Title One</li> <li>o LA Cops</li> <li>o ELSA</li> </ul>	<ul style="list-style-type: none"> <li>o Fall 2000, and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Attendance rosters for each program</li> <li>o Grade reports for participants</li> <li>o SAT 9 Results</li> <li>o High School Exit Exam results</li> <li>o Competency Tests results</li> <li>o SAT/PSAT Scores</li> </ul>	<ul style="list-style-type: none"> <li>o Local Leadership Council</li> <li>o Newsletters</li> </ul>

Task	Responsible Persons	Resources	Timeline	Means to Assess Improvement	Means To Report
11. Develop new attendance/tardy policy	<ul style="list-style-type: none"> <li>◦ APSSS</li> <li>◦ Attendance Committee</li> <li>◦ Leadership Class</li> <li>◦ House of Representatives</li> </ul>	<ul style="list-style-type: none"> <li>◦ Part of Governance Structure</li> </ul>	<ul style="list-style-type: none"> <li>◦ Spring 2001 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>◦ ADA</li> <li>◦ Tardy Room Rosters</li> </ul>	<ul style="list-style-type: none"> <li>◦ Local Leadership Council</li> <li>◦ Newsletter</li> <li>◦ House of Representatives</li> </ul>
12. Develop strategies to motivate students	<ul style="list-style-type: none"> <li>◦ Administrator responsible for student activities</li> <li>◦ House of Representatives</li> <li>◦ Mentors from School Community</li> <li>◦ Association of Black Psychologists</li> </ul>	<ul style="list-style-type: none"> <li>◦ IU/SP Grant</li> <li>◦ Health Start Grant</li> </ul>	<ul style="list-style-type: none"> <li>◦ Spring 2001 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>◦ Suspension numbers</li> <li>◦ Numbers of referrals to deans and counselors for behavior infractions</li> </ul>	<ul style="list-style-type: none"> <li>◦ Local Leadership Council</li> <li>◦ House of Representatives</li> <li>◦ Newsletter</li> </ul>

**Action Plan 2:** To provide a strong, focused, academic foundation in an enriched learning environment that allows all students access to various curricular strands, post secondary and career education.

**Rationale:** Research has demonstrated that the individual academic and social needs of students are better met in smaller learning communities. On our campus, magnet students perform better on Stanford 9, receive most academic scholarships, and have better attendance.

**Growth Target:** Dorsey will reorganize into small specialized schools to provide all students with the opportunity to participate in educational experiences, which provide curricular programs, and school-to-work experiences and activities that strengthen the students' career interests

**ESLR's Addressed:** All

Task	Responsible Person	Resources	Timeline	Means to Assess Improvement	Means to Report
1. Align instructional program with standards and ESLR's	<ul style="list-style-type: none"> <li>o APSCS</li> <li>o AP responsible for curriculum</li> <li>o Curriculum Council</li> </ul>	<ul style="list-style-type: none"> <li>o Standards Frameworks</li> <li>o ESLR's</li> <li>o Standards-based Instruction Funds</li> <li>o SB 1882 Funds</li> <li>o IUUSP Grant</li> <li>o AP Challenge Grant</li> <li>o Title 1 Funds</li> </ul>	<ul style="list-style-type: none"> <li>o Fall, 2001 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Classroom Observations</li> <li>o Survey of stakeholders</li> <li>o Annual Review</li> <li>o Stanford 9 Performance</li> <li>o API Score</li> </ul>	<ul style="list-style-type: none"> <li>o Curriculum Council</li> <li>o Local Leadership Council</li> <li>o House of Representatives</li> <li>o Administration</li> <li>o Parent Meetings</li> </ul>
2. Reorganize schedule to provide common planning time for staff to meet in teams	<ul style="list-style-type: none"> <li>o APSCS</li> <li>o Curriculum Council</li> <li>o Local Leadership Council</li> </ul>	<ul style="list-style-type: none"> <li>o Title 1 Funds</li> <li>o SB 1882 Funds</li> <li>o IUUSP Grant</li> </ul>	<ul style="list-style-type: none"> <li>o Fall, 2001 ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Lesson plans developed by teams</li> <li>o Interdisciplinary projects exhibited</li> <li>o Annual Review</li> <li>o Professional Development Sought</li> <li>o Classroom Observations</li> </ul>	<ul style="list-style-type: none"> <li>o Teams, Magnet staff meetings</li> <li>o Staff meetings</li> <li>o Local Leadership Council Meetings</li> <li>o Professional Development Committee Meetings</li> <li>o IUUSP Team Meeting</li> <li>o Parent Newsletter</li> <li>o Local District G</li> </ul>

Task	Responsible Persons	Resources	Timeline	Means to Assess Improvement	Means to Report
3. Reorganize school into academies each with a career focus	<ul style="list-style-type: none"> <li>o APSCS</li> <li>o Curriculum Council</li> <li>o AP Instruction</li> <li>o Local Leadership Council</li> <li>o Career/Work Experience Advisor</li> <li>o College Advisor</li> </ul>	<ul style="list-style-type: none"> <li>o Title One Funds</li> <li>o SB1882 Funds</li> <li>o IMA</li> <li>o IUUSP Grant</li> </ul>	<ul style="list-style-type: none"> <li>o Spring, 2001 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Student Exit Survey</li> <li>o Surveys (all stakeholders)</li> <li>o Post-secondary tracking</li> <li>o Anecdotal Reports</li> </ul>	<ul style="list-style-type: none"> <li>o Parent Meetings</li> <li>o Local Leadership Council</li> <li>o House of Representatives</li> <li>o Academy Meetings</li> <li>o Staff Meetings</li> <li>o District G Report</li> </ul>
4. Provide a rigorous standards-based A-G required curriculum for all students and increase the number of students eligible for AP courses	<ul style="list-style-type: none"> <li>o Principal</li> <li>o APSCS</li> <li>o AP Curriculum Council</li> </ul>	<ul style="list-style-type: none"> <li>o Title I Funds</li> <li>o IUUSP Grant</li> <li>o SB 1882 Funds</li> <li>o IMA Funds</li> <li>o AP Challenge Grant</li> </ul>	<ul style="list-style-type: none"> <li>o Fall, 2001 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Performance assessments</li> <li>o Observations</li> <li>o Interviews</li> <li>o Stakeholder surveys</li> <li>o Increased number of students passing A-G courses</li> <li>o Increased number of classes preparing students for AP classes</li> <li>o Increased number of students scoring 3 and above on AP examination</li> <li>o Stanford Nine</li> </ul>	<ul style="list-style-type: none"> <li>o Curriculum Council</li> <li>o Local Leadership Council</li> <li>o Student Council</li> <li>o House of Representatives</li> <li>o Parent Meetings</li> <li>o Newsletter</li> </ul>

**Action Plan 3:** To develop a monitoring system that reviews outcome data for the purpose of addressing student achievement, student support services, collaboration and making adjustments when necessary.

**Rationale:** There are a variety of assessment tools utilized at Dorsey High School to monitor student progress, but there is a need to insure that student achievement and support, communication and collaboration, and the learning environment are effectively consistent and occurring throughout the system.(school)

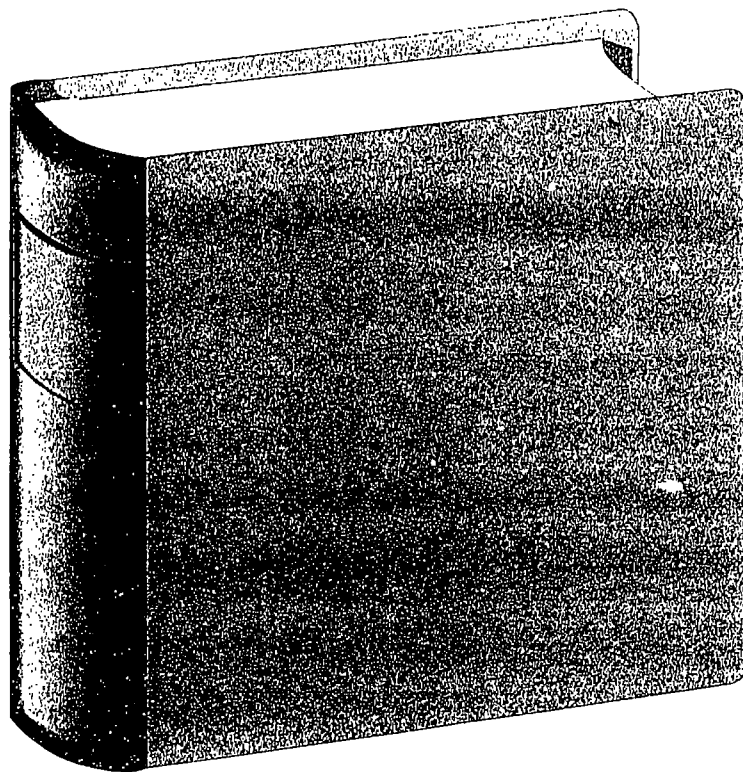
**Growth Target:** The implementation of an assessment process to insure that there is an accountability and monitoring system for all of the action plans in place.

**ESLR Addressed:** All

Task	Responsible Person	Resources	Timeline	Means to Assess Improvement	Means to Report
1. Establish and train a data team to assess school-wide data	<ul style="list-style-type: none"> <li>o Principal</li> <li>o Local Leadership Council</li> <li>o Curriculum Council</li> </ul>	<ul style="list-style-type: none"> <li>o SB 1882 Funds</li> <li>o HUSP Funds</li> <li>o Title I Funds</li> </ul>	<ul style="list-style-type: none"> <li>o Spring, 2001 ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Annual review</li> </ul>	<ul style="list-style-type: none"> <li>o Administration</li> <li>o Local Leadership Council</li> <li>o Curriculum Council</li> </ul>
2. Establish an annual assessment of school wide programs and student achievement	<ul style="list-style-type: none"> <li>o Principal</li> <li>o Curriculum Council</li> <li>o Local Leadership Council</li> </ul>	<ul style="list-style-type: none"> <li>o SB 1882 Funds</li> <li>o HUSP Funds</li> </ul>	<ul style="list-style-type: none"> <li>o Fall, 2000 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Observation</li> <li>o Review of data</li> <li>o Annual review</li> </ul>	<ul style="list-style-type: none"> <li>o Local Leadership Council</li> <li>o Curriculum Council</li> <li>o Administration</li> </ul>
3. Integrate post-secondary planning with core curriculum. Suggestions include relate curriculum to career interests	<ul style="list-style-type: none"> <li>o APSCS</li> <li>o Counselors</li> <li>o Curriculum Council</li> </ul>	<ul style="list-style-type: none"> <li>o Title I Funds</li> <li>o SB 1882 Funds</li> </ul>	<ul style="list-style-type: none"> <li>o Fall 2002 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Student exit survey</li> <li>o Annual review</li> </ul>	<ul style="list-style-type: none"> <li>o Curriculum Council</li> <li>o Local Leadership Council</li> <li>o House of Representatives</li> <li>o Administration</li> </ul>
4. All students should have a post-secondary plan by the end of their sophomore year	<ul style="list-style-type: none"> <li>o APSCS</li> <li>o Counselors</li> <li>o Curriculum Council</li> </ul>	<ul style="list-style-type: none"> <li>o Title I Funds</li> <li>o SB 1882 Funds</li> </ul>	<ul style="list-style-type: none"> <li>o Fall, 2002 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>o Student exit survey</li> <li>o Annual review</li> </ul>	<ul style="list-style-type: none"> <li>o Curriculum Council</li> <li>o Local Leadership Council</li> <li>o House of Representatives</li> <li>o Administration</li> </ul>

Task	Responsible Person	Resources	Timeline	Means to Assess Improvement	Means To Report
5. Yearly monitoring through formative and summative evaluative reports of action plan progress	<ul style="list-style-type: none"> <li>External Evaluator</li> </ul>	<ul style="list-style-type: none"> <li>IIUSP Grant</li> </ul>	<ul style="list-style-type: none"> <li>Spring, 2002 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Standardized Tests</li> <li>Observations</li> <li>Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Local Leadership Council</li> <li>Newsletter</li> </ul>
6. Review and train staff in interactive strategies for language arts and mathematics development	<ul style="list-style-type: none"> <li>Curriculum Council</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>IIUSP Grant</li> <li>SB1882 Funds</li> <li>Title One Funds</li> </ul>	<ul style="list-style-type: none"> <li>Fall, 2001 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics and Language Arts Assessment Tools</li> <li>Standardized Tests</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Council</li> <li>Local Leadership Council</li> </ul>
7. Review and train staff to enhance the language development of English Language Learners and African-American students	<ul style="list-style-type: none"> <li>Project Director</li> <li>Teacher Advisors</li> <li>Teacher Mentors</li> <li>Association of Black Psychologists</li> </ul>	<ul style="list-style-type: none"> <li>IIUSP Grant</li> <li>SB1882</li> <li>Title One</li> </ul>	<ul style="list-style-type: none"> <li>Fall, 2000 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Surveys</li> </ul>	<ul style="list-style-type: none"> <li>Parent Meetings</li> <li>Local Leadership Council</li> <li>Curriculum Council</li> </ul>
8. Review the A-G requirements and train staff in strategies to assist students in meeting the requirements	<ul style="list-style-type: none"> <li>Project Director</li> <li>APSCS</li> <li>Administration</li> </ul>	<ul style="list-style-type: none"> <li>IIUSP Grant</li> <li>SB1882 Funds</li> <li>Title One Funds</li> </ul>	<ul style="list-style-type: none"> <li>Fall, 2001 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Surveys</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Local Leadership Council</li> <li>Curriculum Council</li> <li>Parent Meetings</li> </ul>
9. Review and train staff in intervention strategies that motivate students and are aligned to identified student needs	<ul style="list-style-type: none"> <li>Project Director</li> <li>Administration</li> <li>Healthy Start Coordinator</li> <li>Association of Black Psychologists</li> </ul>	<ul style="list-style-type: none"> <li>IIUSP Grant</li> <li>SB 1882 Funds</li> <li>Title One Funds</li> <li>Healthy Start Funds</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2001 and ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Surveys</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>Local Leadership Council</li> <li>Parent Meetings</li> <li>House of Representatives</li> </ul>

# APPENDIX



# Appendix

Stanford Nine Data

District G SAT Data

Redesignation Data English Language Development Program

Student Interest Survey

Career Strands

Certificated Staff Profile

Bell Schedule

School Map

Calendar of School Events



State: California

County: Los Angeles

County Code: 19

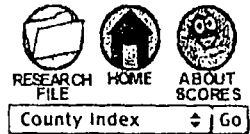
Total Number Tested: 849

District: Los Angeles Unified

District Code: 64733

School: Dorsey (Susan Miller) Senior II

School Code: 1932383



**STAR Score Summaries Report for Economically Disadvantaged Students**

Total All Students Tested: 1,278

Spring 2000

**STANFORD 9 SCORES**

	2	3	4	5	6	7	8	9	10	11
<b>Total Reading</b>								N=119	N=259	N=167
NPR for "Avg." Student Score								15	17	20
% Scoring Above 75th NPR								1	4	5
% Scoring At or Above 50th NPR								7	16	18
% Scoring Above 25th NPR								27	32	37
Mean Scaled Score								659.4	671.3	678.4
<b>Total Math</b>								N=339	N=248	N=167
NPR for "Avg." Student Score								27	23	25
% Scoring Above 75th NPR								2	2	7
% Scoring At or Above 50th NPR								14	11	17
% Scoring Above 25th NPR								46	45	44
Mean Scaled Score								665.5	674.9	680.0
<b>Language</b>								N=328	N=241	N=152
NPR for "Avg." Student Score								26	21	30
% Scoring Above 75th NPR								4	4	8
% Scoring At or Above 50th NPR								20	16	23
% Scoring Above 25th NPR								45	40	51
Mean Scaled Score								647.3	652.4	664.8
<b>Spelling</b>										
NPR for "Avg." Student Score										
% Scoring Above 75th NPR										
% Scoring At or Above 50th NPR										
% Scoring Above 25th NPR										
Mean Scaled Score										
<b>Science</b>								N=331	N=242	N=165
NPR for "Avg." Student Score								24	26	23
% Scoring Above 75th NPR								2	5	3
% Scoring At or Above 50th NPR								11	24	19
% Scoring Above 25th NPR								50	47	45
Mean Scaled Score								651.7	661.1	663.2
<b>Social Science</b>								N=337	N=240	N=153
NPR for "Avg." Student Score								24	19	35
% Scoring Above 75th NPR								1	3	13
% Scoring At or Above 50th NPR								17	13	38
% Scoring Above 25th NPR								54	38	58
Mean Scaled Score								634.0	637.2	652.1

**CALIFORNIA CONTENT STANDARD SCORES**

<b>English/Language Arts Total</b>			
Reported Enrollment	600	494	375
Number Tested	288	216	138
Avg. No. Correct/No. Possible	37.4/ 90	42.3/ 90	42.2/ 90
<b>Mathematics Total</b>			
Reported Enrollment			375
Number Tested			139
Avg. No. Correct/No. Possible			18.2/ 65
Number Tested-Algebra I	79	64	
% of Enrollment-Algebra I	13%	13%	
Avg. No. Correct/No. Possible-Algebra I			
Number Tested-Integrated 1	9	6	
% of Enrollment-Integrated 1	..	..	
Avg. No. Correct/No. Possible-Integrated 1	..	..	
Number Tested-Geometry	12	3	
% of Enrollment-Geometry	2%	..	
Avg. No. Correct/No. Possible-Geometry	21.3/ 65	..	
Number Tested-Integrated 2	34	63	
% of Enrollment-Integrated 2	6%	13%	
Avg. No. Correct/No. Possible-Integrated 2	23.6/ 65		
Number Tested-Algebra II	5	4	
% of Enrollment-Algebra II	..	..	
Avg. No. Correct/No. Possible-Algebra II	..	..	
Number Tested-Integrated 3	9	15	
% of Enrollment-Integrated 3	..	3%	
Avg. No. Correct/No. Possible-Integrated 3	..	23.9/ 65	

1. NPR stands for National Percentile Rank.

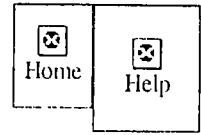
2. The National Percentile Rank is based on the mean NCE score for each group.

3. Mean scaled scores for groups in counties, districts, or schools whose student scores are based on limited numbers of days of instruction should not be used to compare the performance of one school, district, or county with another.

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All Students and Students by Economic Status

State: California  
 County: LOS ANGELES County Code: 19 Total Enrollment Reported: 1,455  
 District: LAUSD District Code: 64733 Total Number Tested: 1,319  
 School: DORSEY HS School Code: 1932383



**STAR Score Summaries Report for All Students**  
 Total All Students Tested: 1,319

Spring, 1999

**STANFORD 9 SCORES**

	Grades										
	2	3	4	5	6	7	8	9	10	11	
<b>Total Reading</b>								N= 503	N= 380	N= 281	
NPR for "Avg." Student Score								17	15	20	
% Scoring Above 75th NPR								2	2	5	
% Scoring At or Above 50th NPR								12	13	13	
% Scoring Above 25th NPR								34	28	41	
Mean Scaled Score								663.4	668.3	679.0	
<b>Total Math</b>								N= 500	N= 381	N= 278	
NPR for "Avg." Student Score								28	22	25	
% Scoring Above 75th NPR								5	2	5	
% Scoring At or Above 50th NPR								18	13	15	
% Scoring Above 25th NPR								47	43	45	
Mean Scaled Score								666.8	674.3	680.0	
<b>Language</b>								N= 492	N= 365	N= 264	
NPR for "Avg." Student Score								26	20	29	
% Scoring Above 75th NPR								3	3	6	
% Scoring At or Above 50th NPR								21	18	29	
% Scoring Above 25th NPR								47	37	55	
Mean Scaled Score								647.2	651.3	664.3	
<b>Spelling</b>											
NPR for "Avg." Student Score											
% Scoring Above 75th NPR											
% Scoring At or Above 50th NPR											
% Scoring Above 25th NPR											
Mean Scaled Score											
<b>Science</b>								N= 497	N= 369	N= 270	
NPR for "Avg." Student Score								27	26	24	
% Scoring Above 75th NPR								2	3	5	
% Scoring At or Above 50th NPR								16	19	19	
% Scoring Above 25th NPR								54	46	50	
Mean Scaled Score								656.0	661.7	665.1	
<b>Social Science</b>								N= 495	N= 366	N= 270	
NPR for "Avg." Student Score								25	21	32	
% Scoring Above 75th NPR								2	3	10	
% Scoring At or Above 50th NPR								16	15	32	
% Scoring Above 25th NPR								54	41	56	
Mean Scaled Score								635.2	638.7	649.1	

**CALIFORNIA CONTENT STANDARD SCORES**

<b>English/Language Arts Total</b>											
Reported Enrollment								625	460	370	
Number Tested								436	322	244	
Avg. No. Correct/No. Possible								38.3/ 90	42.3/ 90	40.9/ 90	
<b>Mathematics Total</b>											
Reported Enrollment											370
Number Tested											237
Avg. No. Correct/No. Possible											13.8/ 50
Number Tested-Algebra I											3
% of Enrollment-Algebra I								9			8
Avg. No. Correct/No. Possible-Algebra I											5
Number Tested-Integrated 1											163
% of Enrollment-Integrated 1								26%			28%
Avg. No. Correct/No. Possible-Integrated 1											
Number Tested-Geometry of Enrollment-Geometry											1
Avg. No. Correct/No. Possible-Geometry											4
Number Tested-Integrated 2											30
% of Enrollment-Integrated 2								5%			8%
Avg. No. Correct/No. Possible-Integrated 2								20.2/ 50			19%
Number Tested-Algebra II											4
											2

% of Enrollment-Algebra II  
 Avg. No. Correct/No. Possible-Algebra II  
 Number Tested-Integrated 3  
 % of Enrollment-Integrated 3  
 Avg. No. Correct/No. Possible-Integrated 3

*	*
-	-
5	28
1	6%
-	-
18 8/ 50	

**STAR Score Summaries Report for Economically Disadvantaged Students**  
 Total Economically Disadvantaged Students Tested: 761

Spring, 1999

**STANFORD 9 SCORES**

	2	3	4	5	6	7	8	9	10	11
<b>Total Reading</b>								N= 304	N= 230	N= 163
NPR for "Avg." Student Score								16	13	18
% Scoring Above 75th NPR								1	2	6
% Scoring At or Above 50th NPR								9	10	13
% Scoring Above 25th NPR								30	27	39
Mean Scaled Score								661.5	666.6	676.0
<b>Total Math</b>								N= 298	N= 224	N= 160
NPR for "Avg." Student Score								28	23	26
% Scoring Above 75th NPR								5	2	7
% Scoring At or Above 50th NPR								18	13	17
% Scoring Above 25th NPR								46	46	44
Mean Scaled Score								666.8	674.8	680.7
<b>Language</b>								N= 295	N= 211	N= 156
NPR for "Avg." Student Score								26	20	26
% Scoring Above 75th NPR								3	3	6
% Scoring At or Above 50th NPR								20	16	26
% Scoring Above 25th NPR								46	36	49
Mean Scaled Score								647.4	650.8	661.1
<b>Spelling</b>										
NPR for "Avg." Student Score										
% Scoring Above 75th NPR										
% Scoring At or Above 50th NPR										
% Scoring Above 25th NPR										
Mean Scaled Score										
<b>Science</b>								N= 292	N= 224	N= 156
NPR for "Avg." Student Score								27	25	24
% Scoring Above 75th NPR								2	1	4
% Scoring At or Above 50th NPR								17	18	17
% Scoring Above 25th NPR								52	44	49
Mean Scaled Score								656.1	660.5	665.5
<b>Social Science</b>								N= 293	N= 222	N= 155
NPR for "Avg." Student Score								25	20	31
% Scoring Above 75th NPR								2	1	8
% Scoring At or Above 50th NPR								14	14	30
% Scoring Above 25th NPR								55	42	54
Mean Scaled Score								635.0	638.1	649.1

**CALIFORNIA CONTENT STANDARD SCORES**

**English/Language Arts Total**

Reported Enrollment	625	460	370
Number Tested	269	196	147
Avg. No. Correct/No. Possible	37.8/ 90	41.5/ 90	39.5/ 90

**Mathematics Total**

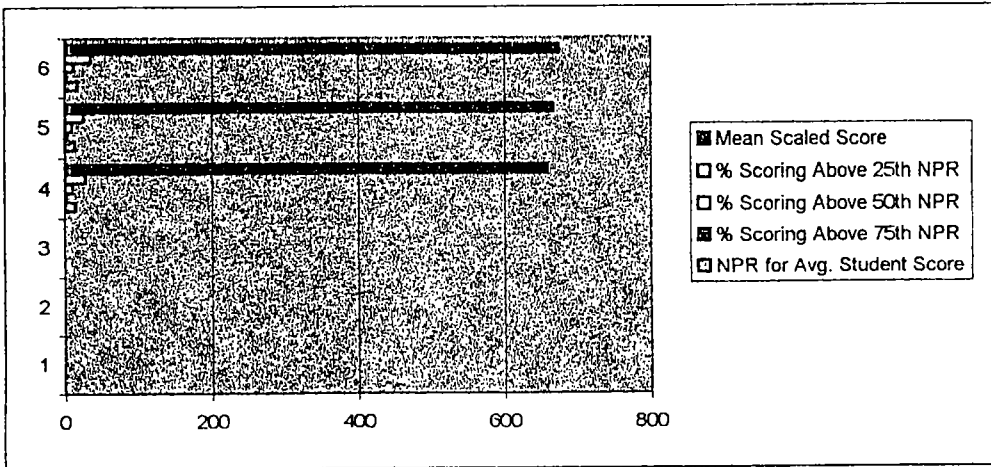
Reported Enrollment			370
Number Tested			137
Avg. No. Correct/No. Possible			13.7/ 50
Number Tested-Algebra I	4	2	
% of Enrollment-Algebra I	*	*	
Avg. No. Correct/No. Possible-Algebra I	*	*	
Number Tested-Integrated 1	98	83	
% of Enrollment-Integrated 1	16%	18%	
Avg. No. Correct/No. Possible-Integrated 1			
Number Tested-Geometry	1	2	
% of Enrollment-Geometry	*	*	
Avg. No. Correct/No. Possible-Geometry	*	*	
Number Tested-Integrated 2	18	53	
% of Enrollment-Integrated 2	3%	12%	
Avg. No. Correct/No. Possible-Integrated 2	19 2/ 50		
Number Tested-Algebra II	3	2	
% of Enrollment-Algebra II	*	*	
Avg. No. Correct/No. Possible-Algebra II	*	*	
Number Tested-Integrated 3	4	17	
% of Enrollment-Integrated 3	*	4%	
Avg. No. Correct/No. Possible-Integrated 3	-	18.4/ 50	

Star Score Summaries for All Students

Spring 1998

Reading Totals

	Grade 9 N=503	Grade 10 N=380	Grade 11 N=281
NPR for Avg. Student Score	14	13	17
% Scoring Above 75th NPR	2	3	2
% Scoring Above 50th NPR	10	9	12
% Scoring Above 25th NPR	28	25	35
Mean Scaled Score	657.9	666.1	674.1

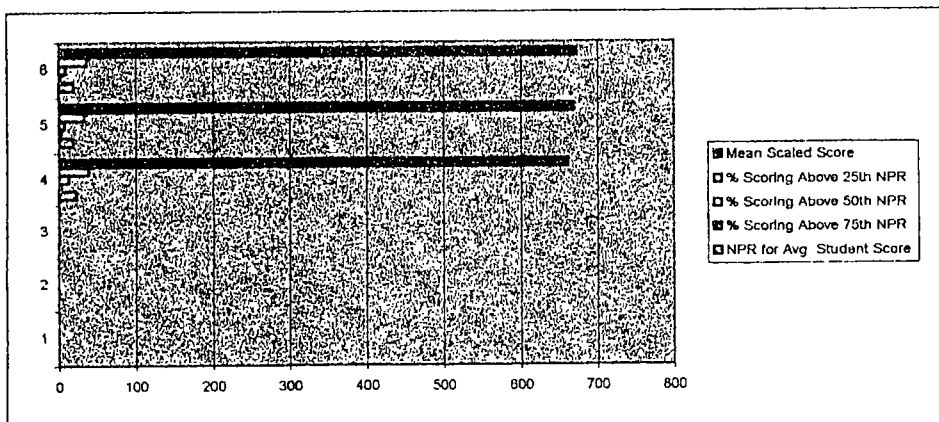


Star Score Summaries for All Students

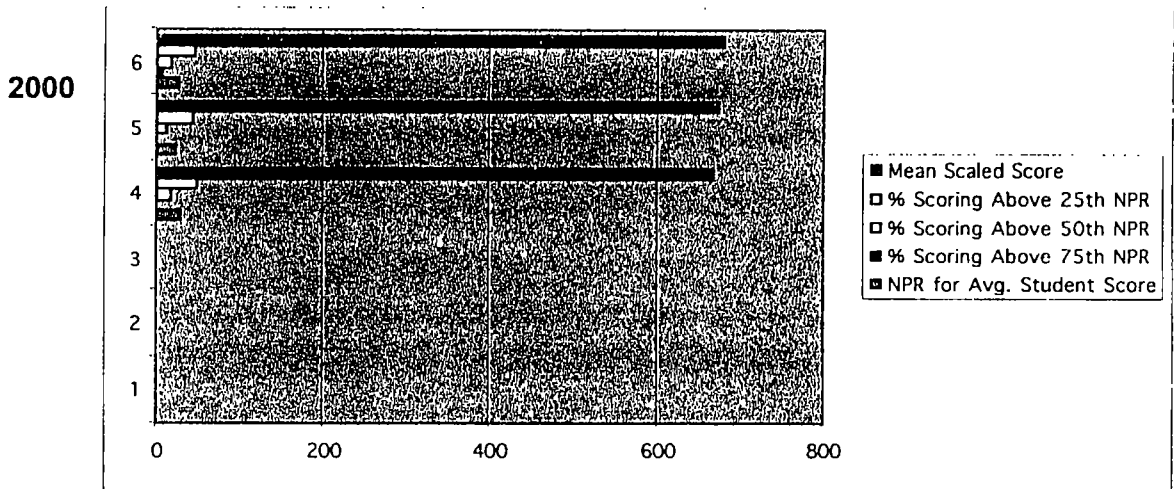
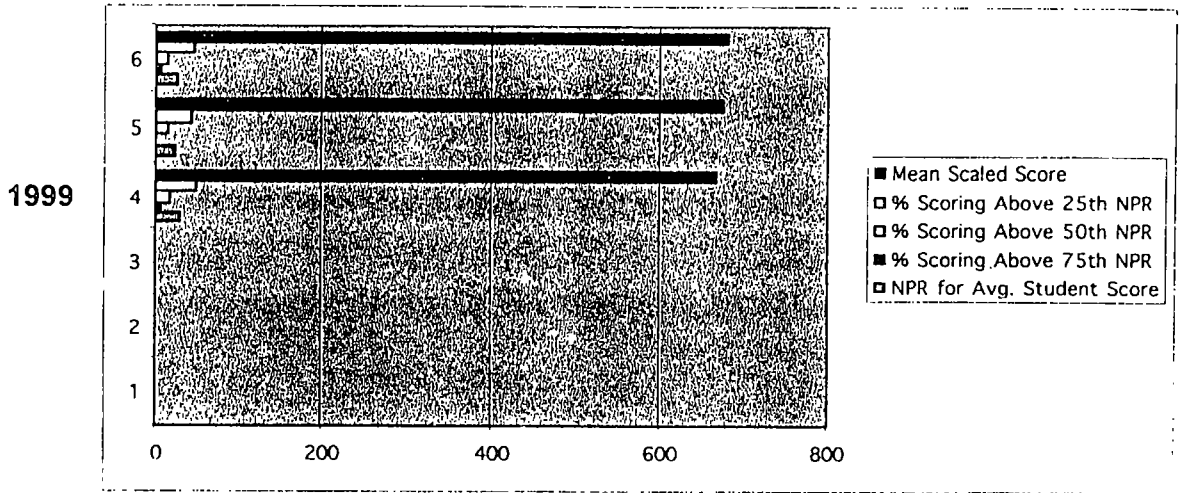
1998

Math Totals

	Grade 9 N=438	Grade 10 N=350	Grade 11 N=223
NPR for Avg. Student Score	22	18	19
% Scoring Above 75th NPR	2	2	2
% Scoring Above 50th NPR	13	7	9
% Scoring Above 25th NPR	38	33	36
Mean Scaled Score	660.8	669.2	673.2

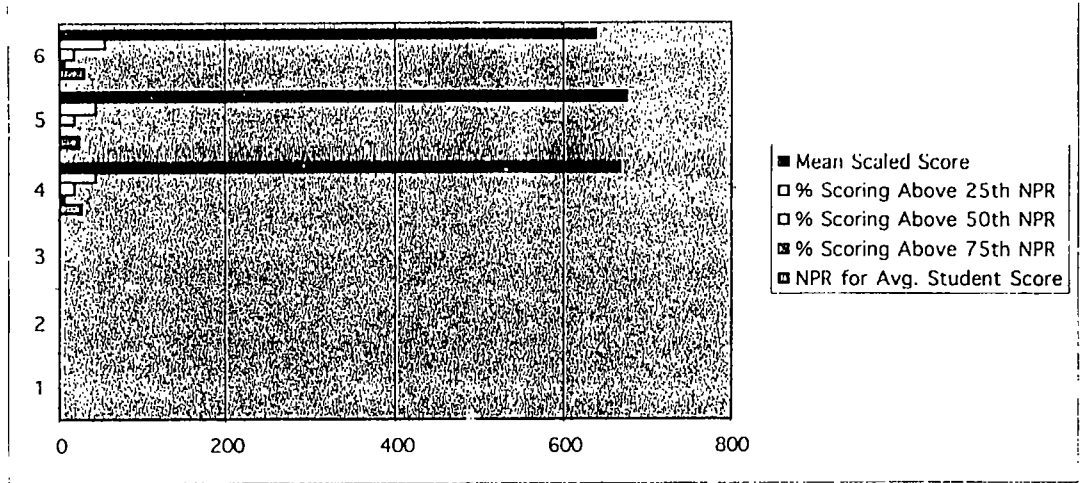


# Stanford 9 Math Scores 1999 and 2000

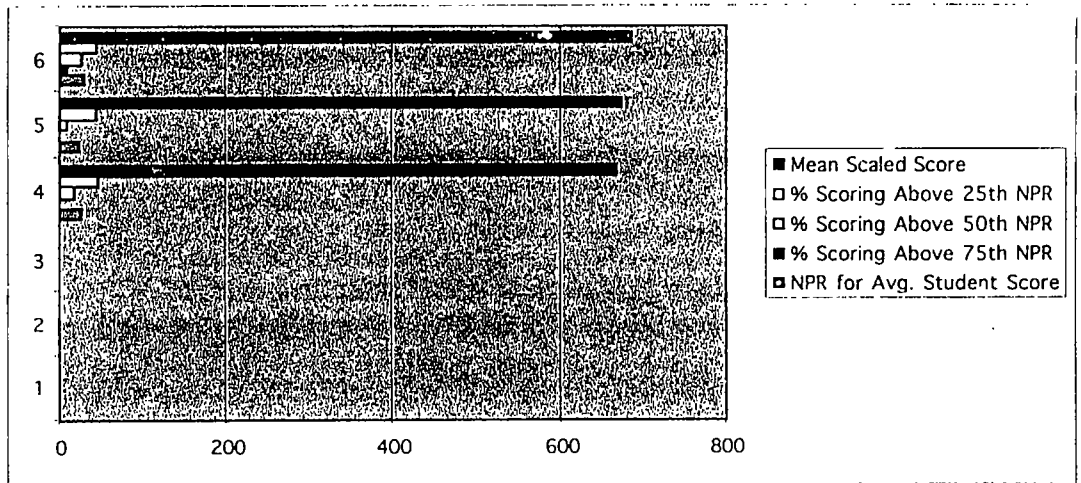


# Stanford 9 Math Scores for Male Students 1999 and 2000

1999

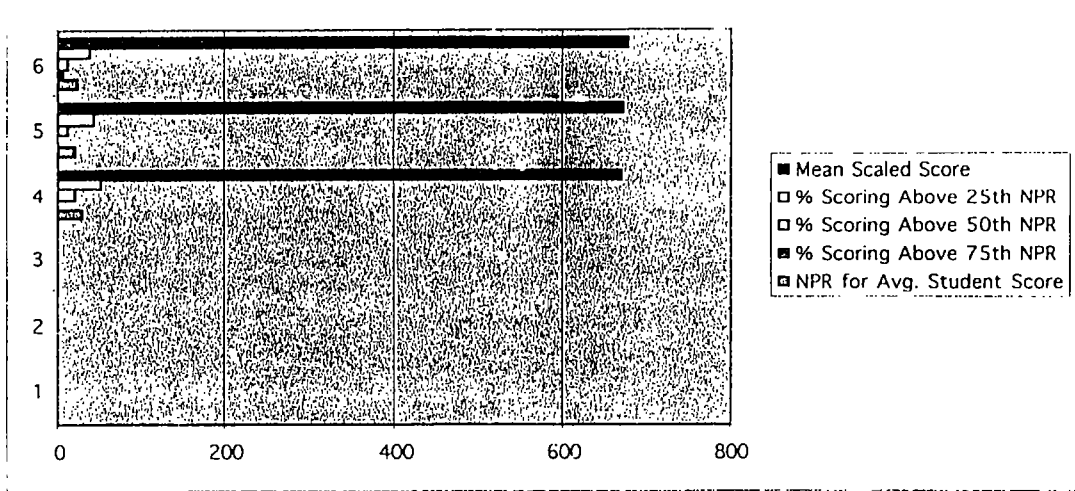


2000

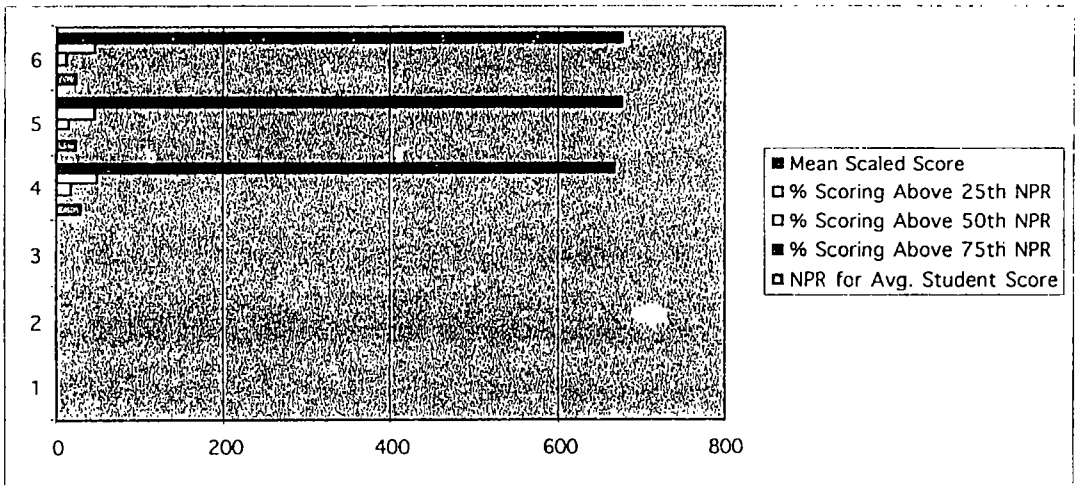


# Stanford 9 Math Scores for Female Students 1999 and 2000

1999

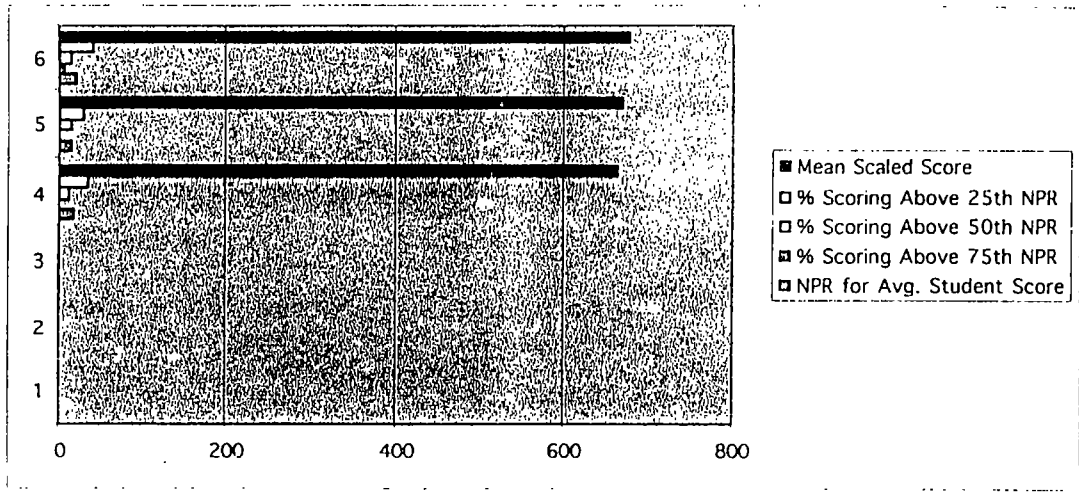


2000

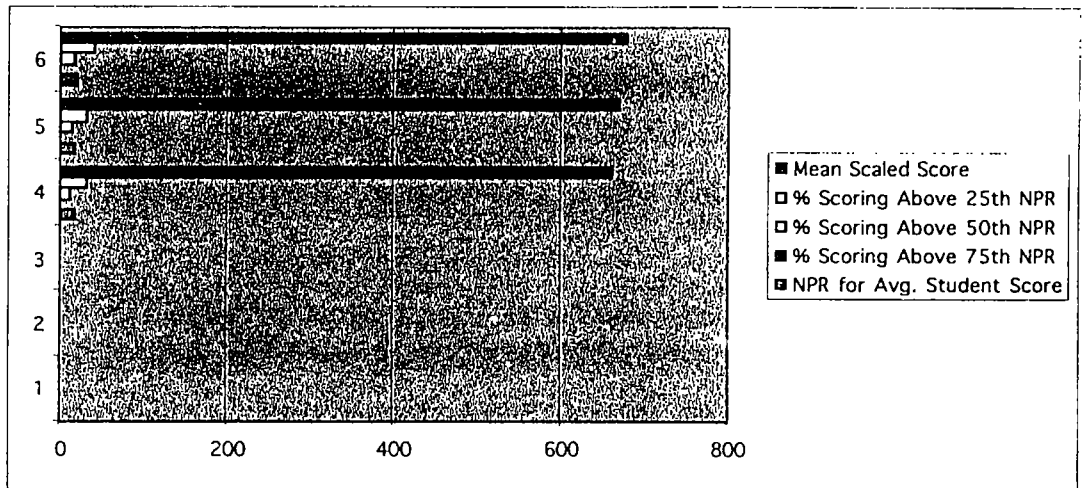


# Stanford 9 Reading Scores 1999 and 2000

1999



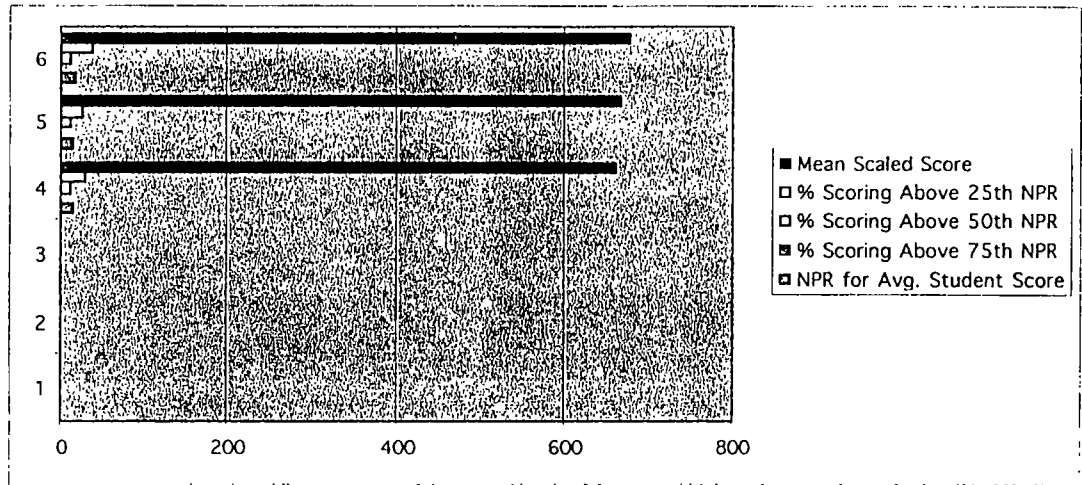
2000



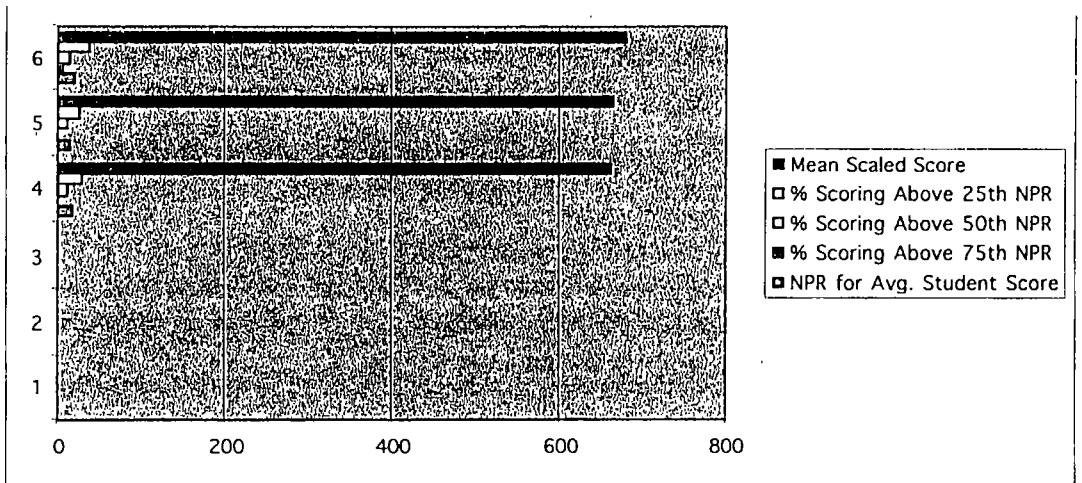


# Stanford 9 Reading Scores for Male Students 1999 and 2000

1999

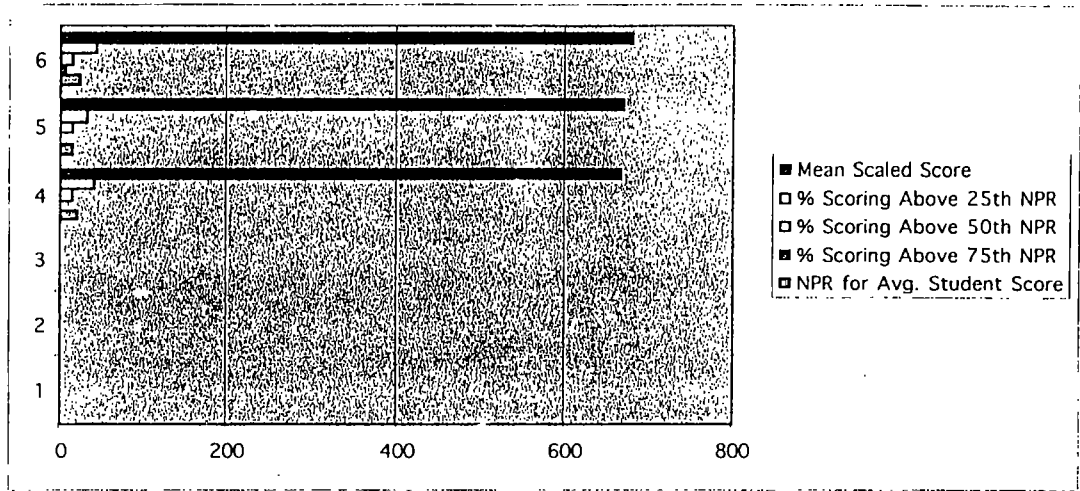


2000

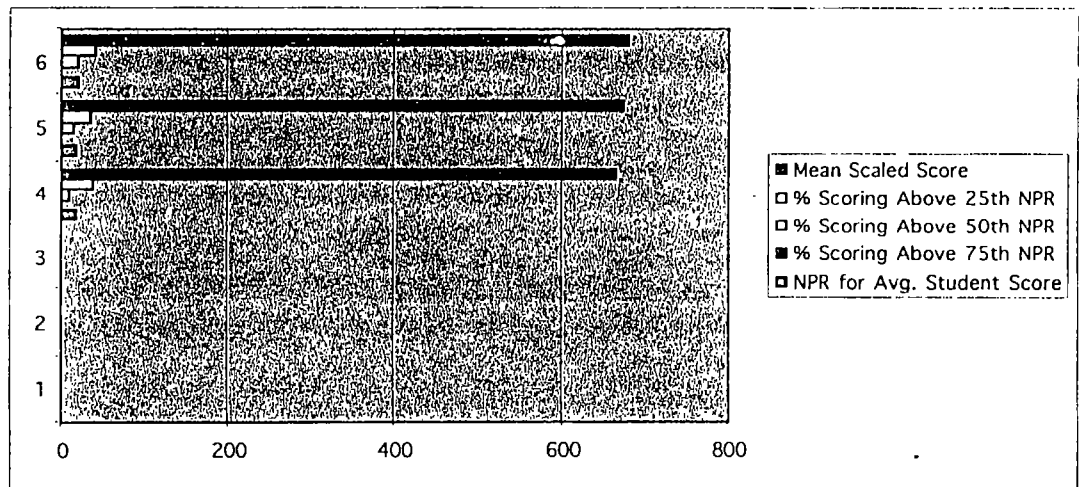


# Stanford 9 Reading Scores for Female Students 1999 and 2000

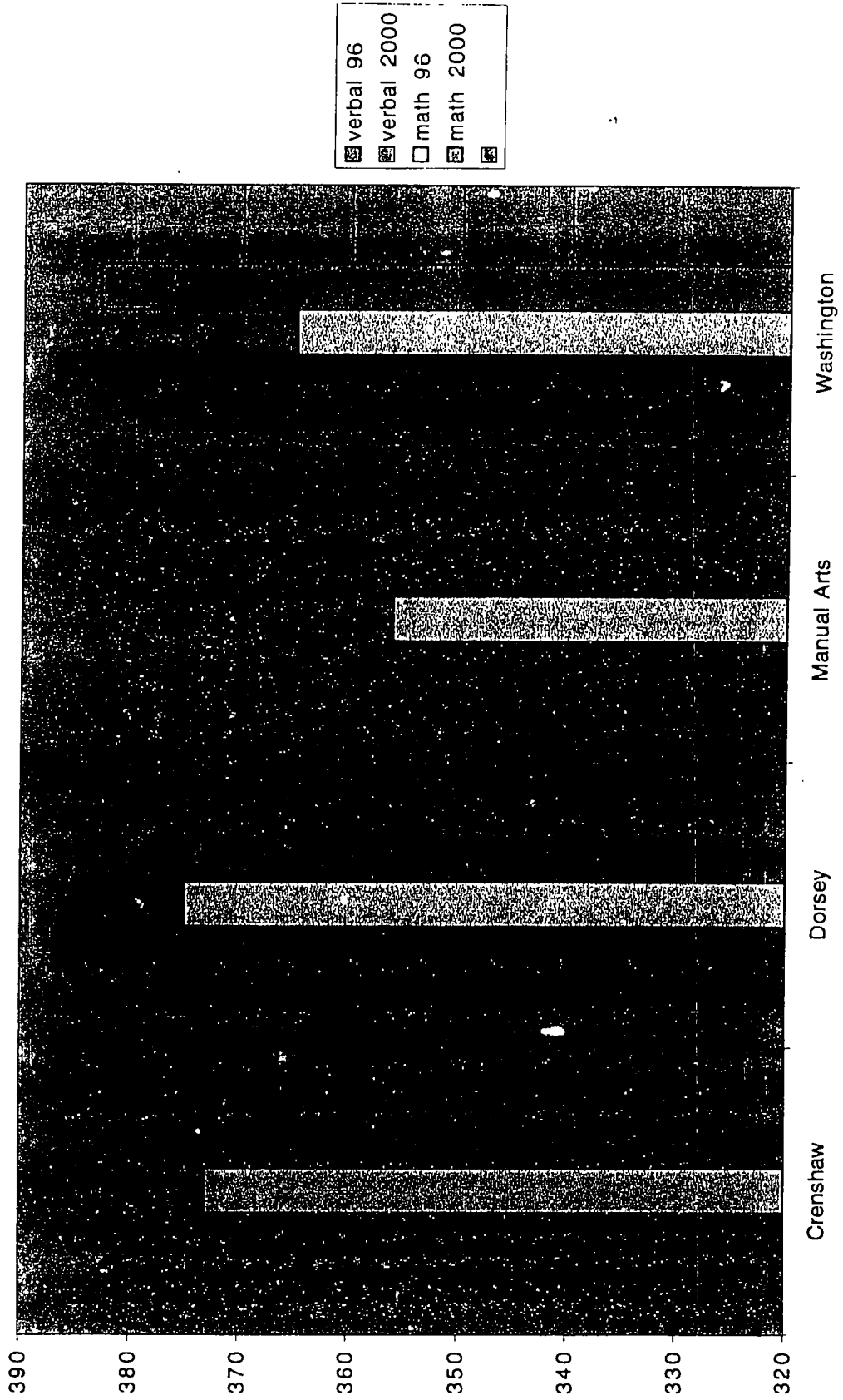
1999



2000



District G SAT I Data



## Redesignation Data English Language Development Program

### Males

YEAR	TOTAL REDESIGNATED	GRADE	NUMBER REDESIGNATED
1997-98	16	9	6
		10	3
		11	3
		12	4
1998-2000	6	9	3
		10	3
		11	0
		12	0
1999-2000	9	9	1
		10	4
		11	3
		12	1

### Females

YEAR	TOTAL REDESIGNATED	GRADE	NUMBER REDESIGNATED
1997-98	17	9	3
		10	7
		11	3
		12	4
1998-99	7	9	4
		10	1
		11	0
		12	2
1999-2000	11	9	3
		10	5
		11	3
		12	0

## English Language Development Program Redesignation

YEAR	ENROLLMENT	TOTAL NUMBER REDESIGNATED	GRADE	NUMBER REDESIGNATED
1997-98	389	33	9	9
			10	10
			11	6
			12	8
1998-99	303	13	9	7
			10	4
			11	0
			12	2
1999-2000	359	20	9	4
			10	9
			11	6
			12	1

SUSAN MILLER DORSEY HIGH SCHOOL

STUDENT INTEREST SURVEY

School Year 2000-2001

Grade level: \_\_\_\_\_ Male \_\_\_\_\_ Female \_\_\_\_\_

**Directions:** Please circle the number of the career field that interests you the most.

**Career interest:**

1. **Arts** (*drawing, painting, photography, graphic arts etc..*)
2. **Entertainment** (*acting, drama, music, TV, etc..*)
3. **Health/Medicine** (*social services, nursing, and other medical fields, psychology, sociology, counseling etc...*)
4. **Law** (*law, criminal justice, court reporting, politics etc..*)
5. **Law enforcement** (*forensics, policing, criminal justice, probation*)
6. **Math/Science/Technology** (*engineering, medicine, software, web design, computers, ecology, space exploration, marine biology, physics, chemistry, mathematics related fields, etc..*)
7. **Consumer and Public Relations** (*culinary arts, health related fields, agriculture, Foods, public speaking, sociology*)
8. **Communications** (*journalism, broadcasting, radio & TV, media*)
9. **Education** (*social work, education services, sociology, psychology,*)
10. **Business and Finance** (*banking, stocks, investments, sales, advertising, marketing*)

## **Career Strands**

A strand is a group of related classes (in the arts, sciences, etc.) that provide students with a sequence of learning opportunities to prepare them for post-secondary educational and career options. These options might include four-year college/university, community college, vocational school, military or the workforce. The following strands are available to the students of Dorsey High School

### **CAREER STRANDS**

#### **1. Fine/Performing Arts**

Beginning Drama  
Play Production

Introduction to Art  
World of Art  
Painting  
Advanced Art  
Design Crafts

World of Music  
Beginning Instruments  
Band  
Choir

#### **2. Culinary Arts**

Foods and Nutrition  
Introduction to Food Service  
Food Service and Occupations

#### **3. Child Development**

Parenting  
Careers with Children

#### **4. Technology**

Typing  
Introduction to Computers  
Desktop Publishing  
Internet Publishing  
GISCO (ROP)

## 5. Physical Science

Intergrated Science 1 AB

Electives: Chemistry  
AP Chemistry  
Physics  
Environmental Studies  
Lab Assistant

## 6. Biological Science

Health

Biology AB/Intergrated Science 2A/2B

Electives: Environmental Studies  
Physiology  
AP Biology  
Forensics  
Lab Assistant

## 7. Communications

Journalism AB

Yearbook

Speech

Media Workshop

Cinema

Graphic Arts 1&2

## 8. LPS Magnet

Intro to Law

Forensics

Public Service

## 9. Police Academy

Physical Training/Law enforcement (8 semesters required)

Forensics

## 10. Math and Science Magnet

4 years Math (strongly recommended)

3 years Science (strongly recommended)

3 years Foreign Language (strongly recommended)



**Programs which complement the strands:**

Regional Occupational Programs/Center (ROP/C)

Work Experience

Workforce Investment Act

Retail Marketing

Internships

Special Programs

**DORSEY HIGH SCHOOL  
BELL SCHEDULE**

**Regular Day**

First Bell	7:50 A.M.			
Period 1	8:00	-	8:55 AM	(55 minutes)
Period 2	9:01	-	10:06 AM	(65)
Nutrition	10:06	-	10:21 AM	(15)
Period 3	10:27	-	11:22 AM	(55)
Period 4	11:28	-	12:23 PM	(55)
Lunch	12:23	-	12:58 PM	(35)
Period 5	1:04	-	1:59 AM	(55)
Period 6	2:05	-	3:00 AM	(55)

**Shorten Day**

First Bell	7:50 A.M.			
Period 1	8:00	-	8:45 AM	(45)
Period 2	8:51	-	9:46 AM	(55)
Nutrition	9:46	-	10:01 AM	(15)
Period 3	10:07	-	10:52 AM	(45)
Period 4	10:58	-	11:43 AM	(45)
Lunch	11:43	-	12:18 PM	(35)
Period 5	12:24	-	1:09 PM	(45)
Period 6	1:15	-	2:00 PM	(45)

**Minimum Day**

First Bell	7:50 A.M.			
Period 1	8:00	-	8:35 AM	(35)
Period 2	8:41	-	9:26 AM	(45)
Period 3	9:32	-	10:27 AM	(35)
Nutrition	10:07	-	10:22 AM	(15)
Period 4	10:28	-	11:03 AM	(35)
Period 5	11:09	-	11:44 AM	(35)
Period 6	11:50	-	12:25 PM	(35)

# SUSAN MILLER DORSEY HIGH SCHOOL

## DATES TO REMEMBER (Revised 10/02/2000)\*

<b><u>AUGUST</u></b>	<b>*Minimum and/or shortend days to be determined by the Local Leadership Committee</b>
21	Junior/Senior Registration
22	Sophomore Registration
23	Freshman Registration
24	Make-up Registration
<b><u>SEPTEMBER</u></b>	
4	Labor Day (Holiday)
5	First Day of School
<b><u>OCTOBER</u></b>	
10	*Five Week Progress Report
9	Unassigned Work Day (Holiday)
<b><u>NOVEMBER</u></b>	
9	Mid-term Report Card
10	Veteran's Day (School Holiday)
22-24	Thanksgiving Holidays (School Holiday)
<b><u>DECEMBER</u></b>	
12	* Fifteen Week Progress Report
18-31	Winter Break
<b><u>JANUARY</u></b>	
1-5	Winter Break
15	Martin Luther King, Jr. Day (School Holiday)
30-31	*Final Exams (Minimum Day)
<b><u>FEBRUARY</u></b>	
1	*Final Exams (Minimum Day)
2	First Semester Final Report Card
2	Last Day of First Semester
5	Pupil Free Day
6	Second Semester Begins
12-14	Audiometric Testing
19	Presidents Day (School Holiday)
<b><u>MARCH</u></b>	
13	*Five Week Progress Report
<b><u>APRIL</u></b>	
9-13	Spring Break
16	Mid-term Report Card
<b><u>MAY</u></b>	
15	Fifteen Week Progress Report
15	Fifteen week Progress Report
28	Memorial Day (School Holiday)
<b><u>JUNE</u></b>	
18-20	*Final Exams (Minimum Day)
21	*Final Marks Due
22	Senior Graduation Exercises

