

Section F: Appendix

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A. Letter of Intent



LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOL CHOICE MOTION

FINAL LETTER OF INTENT


The final Letter of Intent should be submitted with your final application, due at noon on October 14, 2011. Unlike the non-binding draft Letter of Intent, the final Letter of Intent is binding. Please respond to all the questions below and provide the name and signature of each member of your final design team. Note that you are not required to submit a final Commitments and Expectations Form unless you have added new members to the design team, in which case you must submit a final form with the signatures of the new members.

APPLICANT TEAM INFORMATION				
Name of Applicant Team (if you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person):				
A Stronger Dorsey				
Address:		Phone Number:		
3527 Farmdale Avenue, Los Angeles, CA 90016		323-719-2857		
Website (if applicable)		Email Address:		
www.dorseydons.org		Reginald.Sample@lausd.net		
School site for which your team is submitting a Letter of Intent:		Dorsey High School		
Grade configuration of your school:		9 th -12 th Grades		
School model for which you are applying:		<input type="checkbox"/> Traditional <input type="checkbox"/> Pilot <input checked="" type="checkbox"/> ESBMM <input type="checkbox"/> Network Partner <input type="checkbox"/> Affiliated Charter <input type="checkbox"/> Independent Charter		
Please respond:		1. No		
1. Are you planning to operate more than one school on the campus?		2. .		
2. If yes, how many schools are you proposing to operate?		3.		
3. If yes, will they all operate under separate CDS codes?				
School calendar-- please provide the following dates:		1. August 14, 2012		
1. First and last date of instruction?		2. December 17, 2012-January 6, 2013		
2. Winter recess dates		3. June 4, 2012		
3. Spring recess dates				
List the name and contact information of your design team members below:				
Printed Name	Signature	Phone	Email address	School/Affiliation
Dr. Reginald Sample		323-298-8400	reginald.sample@lausd.net	Dorsey High School
Tracy Murray		323-298-8400	tracy.triplett@murray@lausd.net	Dorsey High School
Jeremy McDavid		323-298-8400	Jam5543@lausd.net	Dorsey High School
Orlando Johnson		323-298-8400	nxl5996@lausd.net	Dorsey High School

LOS ANGELES UNIFIED SCHOOL DISTRICT PUBLIC SCHOOL CHOICE MOTION				
Beverlie Pendleton	<i>Beverlie Pendleton</i>	323-298-8400	bpendlet@lausd.net	Dorsey High School
Donald Singleton	<i>Donald Singleton</i>	323-298-8400	dsingle@lausd.net	Dorsey High School
Karimu McNeal	<i>Karimu McNeal</i>	323-298-8400	karimu87@yahoo.com	Dorsey High School
Lindsey Corcoran	<i>Lindsey Corcoran</i>	323-298-8400	lmc0129@lausd.net	Dorsey High School
Barbara Lempel	<i>Barbara Lempel</i>	323-298-8400	bml6453@lausd.net	Dorsey High School
Sharonne Hapuarachy	<i>Sharonne Hapuarachy</i>	323-298-8400	shapuaara@lausd.net	Dorsey High School
Marquisha Flowers	<i>Marquisha Flowers</i>	323-298-8400	mdf0602@lausd.net	Dorsey High School
Carla Estes	<i>Carla Estes</i>	323-298-8400	cye0488@lausd.net	Dorsey High School
Akeba Jackson Green	<i>Akeba Jackson Green</i>	323-298-8400	akj9041@lausd.net	Dorsey High School
Kelle Bruckman	<i>Kelle Bruckman</i>	323-298-8400	kmb1543@lausd.net	Dorsey High School
Kenneth Lock	<i>Kenneth Lock</i>	323-298-8400	kenneth.lock@lausd.net	Dorsey High School
David Wu	<i>David Wu</i>	323-298-8400	David.p.wu@lausd.net	Dorsey High School
Jamal Speakes	<i>Jamal Speakes</i>	323-298-8400	jys7794@lausd.net	Dorsey High School
Miriam Graham Rogers	<i>Miriam Graham Rogers</i>	323-298-8400	mfr2097@lausd.net	Dorsey High School
Joseph Llamas	<i>Joseph Llamas</i>	323-298-8400	Joseph.llamas@lausd.net	Dorsey High School
Rebecca Kinney	<i>Rebecca Kinney</i>	323-298-8400	rlk9566@lausd.net	Dorsey High School
Paul Knox	<i>Paul Knox</i>	323-298-8400	pok8003@lausd.net	Dorsey High School
Beverly Manuel	<i>Beverly Manuel</i>	323-298-8400	bmanue01@lausd.net	Dorsey High School
Sherlette Newbill	<i>Sherlette Newbill</i>	323-298-8400	shendy@lausd.net	Dorsey High School
Irvin Davis	<i>Irvin Davis</i>	323-298-8400	idavis@lausd.net	Dorsey High School
Desiree McNeal	<i>Desiree McNeal</i>	323-298-8400	Desiree.mcneal@lausd.net	Dorsey High School
Tessa Main	<i>Tessa Main</i>	323-298-8400	tessa.main@lausd.net	Dorsey High School
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John Sims	<i>John Sims</i>	323-298-8400	jes266@lausd.net	Dorsey High School
Robert Jeffers	<i>Robert Jeffers</i>	323-298-8400	rmj0829@lausd.net	Dorsey High School
Arthur Gibson	<i>Arthur Gibson</i>	323-298-8400	agibson1@lausd.net	Dorsey High School
David Richardson	<i>David Richardson</i>	323-298-8400		Dorsey High School
Steven Bagby	<i>Steven Bagby</i>	323-298-8400		Dorsey High School
Carolynn Middleton	<i>Carolynn Middleton</i>	323-298-8400		Dorsey High School

LOS ANGELES UNIFIED SCHOOL DISTRICT PUBLIC SCHOOL CHOICE MOTION				
Noah Lippe-Klein	<i>Noah Lippe-Klein</i>	323-298-8400	nxl5996@lausd.net	Dorsey High School
REYNA PAREDES	<i>Reyna Paredes</i>		RCP1355@lausd.net	

B. Informational Summary



LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE MOTION

Appendix B

PSC 3.0
Commitments and Expectations Form

Please read thoroughly and have your authorized team representative sign on the following page. All design team members must also sign below. This form and the initial Letter of Intent are due to LAUSD by 6:00 pm on Thursday, March 31, 2011. Documents must be submitted electronically to psc@lausd.net. If you have questions, please call the PSC number at (213) 241-5104.












We agree to:

- Serve students and the community to the best of our ability;
- Conduct ourselves in a professional manner, keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity, and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong, well-rounded proposal;
- Openly seek input from the community during the development of our application;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and to discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Ensure that no electioneering occurs on school campuses;
- Abide by all guidelines set forth for the Advisory Vote process; and
- Refrain from providing incentives to parents, students, and other community members in order to rally support for our team.

PSC 3.0 Commitments and Expectations Form

We have read the above and understand that failure of any representative from our team to adhere to any of the expectations and commitments spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Applicant Team Name/Organization	A Stronger Dorsey
Name of Team Representative	Dr. Reginald Sample
Signature of Team Representative	

Design Team Member Name	Signature
Tracy Murray	
Jeremy McDavid	
Orlando Johnson	
Beverlie Pendleton	
Donald Singleton	
Karlmu McNeal	
Lindsey Corcoran	
Barbara Lempel	
Sharonne Hsuvarachy	
Marquisha Flowers	
Carla Estes	
Akeba Jackson Green	
Kelle Bruckman	
Kenneth Lock	
David Wu	
Jamal Speakes	
Miriam Graham Rogers	

Item 10 Apply Packet
Part 2 of 2

Joseph Llamas	
Rebecca Kinney	
Paul Knox	
Beverly Manuel	
Sherlette Newbill	
Ivin Davis	
Desiree McNeal	
Tessa Main	
Matthew Levy	
Willard Love	
John Sims	
Robert Jeffers	
Arthur Gibson	
David Richardson	
Stevy Bagby	
Carolynn Middleton	
Noah Lippe-Klein	

Item 10 Apply Packet
Part 2 of 2

PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: A STRONGER DORSEY

PROPOSED BY: SUSAN MILLER DORSEY REGINALD SAMPLE, ED.D.

FOR: SUSAN MILLER DORSEY HIGH SCHOOL

Mission & Vision of the School

Providing a Whole Child approach to education, A Stronger Dorsey will cultivate the Habits of Mind, character, and academic skills necessary to prepare students to meet the challenges of a competitive global society. Grounded in rigorous and relevant standards based education and linked learning, Dorsey scholars will thrive in an environment where they are held to high expectations and empowered to take ownership of their learning. Dorsey scholars will be effective communicators, multi-faceted problem-solvers, and critical-thinkers, who demonstrate responsibility and respect, and successfully transition to college and “to the broader world of career, community, and engaged citizenship.”

Dorsey scholars will be relentlessly focused on their personal and career goals. College and career planning will be seen as pathways for future success and as a major component of each scholar’s educational plan. Upon graduation, Dorsey Scholars will:

- **Effectively communicate, orally and in writing**, for a variety of audiences and disciplines.
- **Problem solve and construct meaning** by applying critical thinking skills.
- **Demonstrate responsibility and respect** for themselves and others by working collaboratively in a culturally diverse community.
- **Use technology effectively** and gain insight into real workplace skills.
- **Transition to** college, career, and engaged citizenship.

Designing Data Driven & Student Centered Instructional Programs

- Dorsey’s performance meters have consistently fallen short of District, State, and Federal targets. African American students’ API growth has been slow, increasing only 44 points over a five year period with a 9 point decrease in the 2010-11 school year.
- Students with Disabilities API showed very minimal gain – from 381 to 399 over a five-year period.
- From the 2007-08 school year to 2010-11, the graduation rate increased only 8% - from 36% to 44%.
- The numbers of students taking A-G courses was short of LAUSD’s 2010-11 goal by 18 percentage points (20% vs. 38%).
- Less than 50% of parents talk to their teachers about their child’s schoolwork and during the 2010-11 school year, only 6 % of parents participated in the School Experience Surveys
- The percent of students who feel safe on school grounds decreased from 75% in 2008-09 to 71% in 2010-11.
- Attendance rates for students with 96% or higher attendance was 34% in the 2010-11 school year, nearly 32% lower than LAUSD’s target of 66%.
- **English:** Over the past 2 years, English Language Learners showed a 3.9% increase and the following year dropped to 1% proficiency. The special education proficiency is 0%. In English 9 and 10, students have the largest need in writing strategies. English 9 and 10 students are below district average in all sub strands. In English 11, students demonstrate need in Written and Oral Conventions (47.6%), Writing Strategies (48.9%) and Reading Comprehension (49.5%).
- **Math:** Historically students enter Dorsey under-prepared for Algebra 1. There is no statistically significant difference between African American and Latino student proficiency. All students are in need of strong improvement.
- **Science:** Students do not meet district subgroups average number correct in the following: Life Science NCLB strands: cell biology, physiology, ecology, evolution, investigation & experimentation.
- **Social Science:** In the 2011-12 school year, US History scores increased by approximately 0.5%. World History saw a larger increase of 5.36%.

Preparing students to meet the challenges of a competitive global society, Dorsey commits to research-based student services and interventions as follows:

- **Response to Intervention and Instruction (RTI²)** is a student-centered, research-based framework for ensuring that all students get high quality instruction that caters to their specific needs. This framework includes the evaluation of teaching and learning and data analysis to support teachers in making instruction more meaningful and appropriate for students of all ability levels. Examples include Saturday School, California High School Exit Exam (CAHSEE) Afterschool Preparation classes, school day interventions (such as math and English tutorial/support classes, Advisory classes, AVID, etc.) and enrichment classes (such as subject-specific and advanced electives-Cultural, Mexican American Studies, African American Studies, Humanities, etc.)
- **School-wide Academic Tuesday (SWAT)** mock testing. Department common assessments administered and analyzed to inform lesson planning, reteaching, pacing, and extended learning opportunities.
- **Seven Period Day Schedule-** designed to allow more time/opportunities for credit recovery, intervention, and enrichment classes. Also designed to aid students as they develop and monitor their Individual Academic Plans (I-AP), a roadmap and portfolio system in which students and an advisor set goals and monitor their success throughout their high school career.
- **Small Learning Communities (SLCs) & Magnets** personalize the instructional program and operate as a smaller school-within-a-school. Students are more vested in the school because of the relationships they develop and their interest. SLCs include: **Magnet School of Law and Public Service; Magnet School of Math, Science & Technology; School of Arts and Humanities; School of Career and Technical Arts: Entrepreneurial Business Studies; School of Recreation Education and Careers in Health; Freshman Academy.** In addition, Dorsey teachers will collaborate monthly as departments, SLCs/magnets, and small learning communities to share best practices, analyze formative data, develop lessons, and receive additional training in differentiating instruction.
- **College-Going Culture-** The organizational structure of a Stronger Dorsey is based upon a university campus. Dorsey SLCs/Magnets are thematic and foster college and career exploration
- **Linked Learning-** a research-based approach that emphasizes an integrated curriculum, project-based learning, and work-based learning. Dorsey scholars will benefit from an education that is tailored to their particular skills and interests, and prepares them for future success in college and careers.
- **Academic English Mastery Program-** designed to promote equity and access to rigorous standards-based, college preparatory, curricula for Standard English Learners and other underperforming students. The program supports teachers in their use of culturally responsive pedagogy and their creation of a culturally relevant learning environment. This means it builds upon the strengths of students and does not devalue their home language or culture.

Instructional Program

To deliver effective instruction that addresses the needs of all student sub-groups, teachers will utilize

- Culturally Relevant and Responsive Education (CRRE),
- Differentiated instruction, and
- Project-Based Learning

These are research-based methods that are proven to be effective with students in all subgroups. We have adopted the instructional approaches of the Academic English Mastery Program (AEMP), the WestEd Reading Apprenticeship Framework, and Response to Instruction and Intervention (RTI²) as the overarching research-based frameworks to fulfill these three principles. Teachers will also explicitly cultivate the Habits of Mind that will sustain Dorsey Scholars as life-long learners.

Targeted Instructional Need (Why)	Targeted Subgroups	Core Instructional Practice (What)	Instructional Strategies/Approach (How)
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<ul style="list-style-type: none"> • Meet Proficiency for All targets: ELA (26%), Algebra (12%), math (11%) & Reclassification (13%) • Improve academic achievement of Standard English Learners and English Language Learners • Engage African American and Latino students • Improve the learning and engagement of students with disabilities, and Special needs students 	<ul style="list-style-type: none"> • SWD • SEDS • SN • GS • EII • SEL 	CRRE (Culturally Relevant Responsive Education)	<ul style="list-style-type: none"> • AEMP (a comprehensive program) • SDAIE • Reading Apprenticeship
<ul style="list-style-type: none"> • Meet graduation target (60 %) • Meet Proficiency for All targets: ELA (26%), Algebra (12%), math (11%) & Reclassification (13%) • Improve academic achievement of Standard English Learners, English Language Learners • Improves the proficiency and learning for students with disabilities, socio-economically disadvantaged students, and special needs students. • Engages and challenges Gifted students 	<ul style="list-style-type: none"> • SWD • SEDS • SN • GS • EII • SEL 	Differentiated Instruction	Modifications through: <ul style="list-style-type: none"> • Content • Process • Product • Choice • RTI²
<ul style="list-style-type: none"> • Meet graduation target (60%) • Meet Proficiency for All targets: ELA (26%), Algebra (12%), math (11%) & Reclassification (13%) • Engage all students – Students with disabilities, socio-economically disadvantaged students, special needs students, gifted students, English language learners, and standard English language learners. 	<ul style="list-style-type: none"> • SWD • SEDS • SN • GS • EII • SEL 	Project-Based Learning	<ul style="list-style-type: none"> • Culminating Projects • Linked Learning

Students with disabilities = SWD Socio-economically disadvantaged students = SEDS English Language Learners = ELL Special needs students = SN Gifted students = GS Standard English Learners = SEL

School Culture

We envision *A Stronger Dorsey* as a learning environment that is student-centered, academically-challenging, safe, welcoming, respectful and affirming of diversity. Everyone will know that students and their learning are valued here. Throughout campus, displays and rituals will be unified in celebrating academic achievement. The personalized structure of the magnets/SLCs will allow students to build strong, meaningful relationships with teachers and support personnel over the course of their high school career. Literacy, technology, high expectations, standards-based instruction and culturally responsive teaching will be evident in every class. All stakeholders, students, parents, faculty, staff, and community, will demonstrate accountability and pride.

A day in the life of a Dorsey Don-7:30am. Joshua, an 11th grader, walks to school early for a meeting with his science teacher during Office Hours. He is working closely with his science and history teachers, and intends to review the research for his culminating project which he did in the computer lab the day before. The bell rings and Joshua makes his way to his first class, English. He has an IEP that sets goals and accommodations for him in his English and history classes, and drives his I-AP academic goals. The RSP paraprofessional in his English class checks on every student, but double-checks with Joshua. She ensures that he is making progress in his reading and reminds him to ask her if he needs any particular help. Joshua's favorite class is science. He is interested in becoming a doctor, and works closely with his teacher and counselor to make sure he is completing A-G requirements and involved in SLC activities that will support his admission into college. Joshua is referred to CAHSEE Prep and stays after school to get extra tutoring with his math teacher before going home.

Using bullet points, list some of the extracurricular activities that will be provided at the school.

In addition to typical extracurricular activities-- sports, cheerleading, academic decathlon, choir, etc., Dorsey High School also offers a multitude of career pathway extracurricular activities. Sample extracurricular activities include:

- *Architecture, Construction, Engineering (ACE) Mentoring*—Introduces students to careers in architecture, construction and Engineering.
- *NetGeneration of Youth and STEM*- Focused on the design, research, and construction aspects of the engineering field, this active features interactive and hands-on learning. Topics and projects include: an introduction to the design and engineering process, engineering careers, aeronautics, simple machines, and robotics. The organization also participates in the international "NetGeneration of Youth/NASA" program and involves virtual collaboration with schools in Calgary Canada and Stamford Connecticut, and the UCLA MESA program.
- *Bridge Building Competition*—Students learn engineering principles through mentoring partnerships with engineers from the City of Los Angeles. The mentor meets with students after school to teach a lesson and help students design and build bridges based on physics concepts used in engineering.
- *Network for Teaching Entrepreneurship (NFTE) Partnership*- Students create businesses, design actual products, and engage in real-life problem solving and marketing as they develop their own business skills.
- *Fox Studios*- Students engage in critical thinking, creative writing, and all technical aspects of film production.

Parent Engagement & Involvement

We will have a four-pronged approach to meaningfully engage parents and guardians and the larger Dorsey community. They will include the following:

- An organized Campus Visitation Program facilitated by parent and community volunteers.
- Satellite Offices for increasing community engagement.
- On campus and online resources providing information and training to support the student as well as the parent/guardian, community and family.
- Parent/Guardian participation in the governance and decision-making for the school by holding positions on the governing board and decision making-bodies.

Through the Parent Center Dorsey will hosts a number of school activities that engage parents, support students, and build community among all stakeholders. Parents, families, and guardians are encouraged to visit the school, observe classroom instruction, and meet with faculty and staff. Additionally, parents are encouraged to attend and assume leadership positions at the CEAC, ELAC, Magnet, Healthy Start and Dorsey Parent Group Meetings. All meetings are simultaneously translated into Spanish and are held in the mornings, evenings, and on Saturdays to accommodate all parents and schedules. Dorsey will make information about school programs and events available through automated phone calls, the school website, satellite office meetings, and flyers. Communication with parents, guardians, and stakeholders will be more frequent and available in both Spanish and English.

Staffing

As noted throughout the plan, Dorsey will have a laser-like focus on student achievement; therefore, it is imperative to staff the school with individuals who are committed to continuous improvement. The Ideal Candidate will:

- Value collaboration, planning, observations and feedback
- Demonstrate a realistic understanding of the challenges of an inner-city high school
- Possess appropriate credentials and authorizations (deemed Highly Qualified in appropriate content and certified to teach English Learners)
- Share the vision, mission, and core beliefs as articulated in the PSC plan

Applicant Team Contact Information

Lead and/or Team Member Name(s): Reginald Sample

Applicant Team Contact Phone Number: (323) 298-8404

Applicant Team Contact Email: Reginald.Sample@lausd.net

PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY
PARA: UNA DORSEY MAS FUERTE
PROPUESTA POR: SUSAN MILLER DORSEY REGINALD SAMPLE, ED.D.
PARA: PREPARATORIA SUSAN MILLER DORSEY

Misión y Visión de la Escuela

Proporcionar un enfoque en su totalidad a la educación de los estudiantes, un fuerte Dorsey cultivara los hábitos de la mente, el carácter y las habilidades académicas necesarias para preparar a los estudiantes para afrontar los retos de una sociedad global competitiva. Basado en estándares rigurosos y relevantes vinculado en la educación y el aprendizaje, Los estudiantes Dorsey se desarrollan en un ambiente donde se llevan a cabo a las altas expectativas y facultado para tomar posesión de su aprendizaje. Los estudiantes Dorsey serán comunicadores efectivos, de múltiples facetas solucionadores de problemas y pensamiento crítico, que demuestren responsabilidad y respeto, y con éxito la transición a la universidad y "al mundo más amplio de la carrera, la comunidad y el compromiso ciudadano."

Los estudiantes de Dorsey se centran en su implacable metas personales y profesionales. Planificación de Colegio y carreras será vista como vías para el éxito del futuro y como un componente importante del plan educativo de cada estudiante. Al graduarse, los estudiantes de Dorsey harán lo siguiente:

Comunicarse de manera efectiva, oralmente y por escrito, por una variedad de audiencias y disciplinas.

- Resolver el problema y construir el significado mediante la aplicación de habilidades de pensamiento crítico.
- Demostrar responsabilidad y respeto a sí mismos y otros mediante el trabajo en colaboración en una comunidad culturalmente diversa.
- Usar la tecnología con eficacia y obtener una perspectiva de habilidades laborales reales.
- La transición a la universidad, la carrera, y el compromiso ciudadano.

• Diseño de Datos Conducidos y Centrados para los Estudiantes para Programas de Instrucción

- Los índices de rendimiento de la escuela Dorsey siempre han estado bajo la altura del distrito, estatales y federales de los objetivos. El crecimiento de los estudiantes afroamericanos de los API ha sido lento, el aumento de sólo 44 puntos en un período de cinco años con una disminución de 9 puntos en el año escolar 2010-11.
- El API de los estudiantes con Discapacidad mostró una ganancia muy mínima - 381 a 399 durante un período de cinco años.
- Desde el año escolar 2007-08 a 2010-11, la tasa de graduación aumentó sólo un 8% - del 36% al 44%.
- El número de estudiantes que toman cursos A-G fue corto de 2010-11 para el objetivo de LAUSD por 18 puntos porcentuales (20% comparado a 38%).
- Menos del 50% de los padres hablan con los profesores sobre el trabajo escolar de sus hijos y durante el año escolar 2010-11, sólo el 6% de los padres participaron en la Encuesta de la experiencia escolar
- El porcentaje de estudiantes que se sienten seguros en la escuela se redujo de 75% en 2008-09 al 71% en 2010-11.
- Las tasas de asistencia para los estudiantes con 96% o más de asistencia fue del 34% en el año escolar 2010-11, casi el 32% inferior al objetivo del LAUSD del 66%.
- Ciencia: Los estudiantes que no cumplen con los subgrupos del distrito número medio correcto en lo siguiente: Vida hebras NCLB Ciencias: biología celular, fisiología, ecología, evolución, investigación y experimentación. Además, los estudiantes no cumplen con el distrito N ° promedio correcto en la física o cordones integrados de la ciencia.
- Matemáticas: los estudiantes entrar en Históricamente Dorsey en preparados para Álgebra 1. No hay

ninguna diferencia estadísticamente significativa entre el dominio de África los estudiantes de EE.UU. y Latinoamérica. Todos los estudiantes están en necesidad de mejoría.

- Inglés: En los últimos 2 años, estudiantes del idioma inglés mostró un aumento del 3.9% y al año siguiente se redujo a
- Ciencia: Los estudiantes que no cumplen con los subgrupos del distrito número medio correcto en lo siguiente: Vida hebras NCLB Ciencias: biología celular, fisiología, ecología, evolución, investigación y experimentación. Además, los estudiantes no cumplen con el numero promedio del distrito referente a las respuestas correctas en ciencias física o conexiones integradas de las ciencia.
- Matemáticas: Históricamente los estudiantes que entran a la escuela Dorsey no llegan preparados para Álgebra 1. No hay ninguna diferencia estadísticamente significativa entre el dominio de estudiantes Áfrico-Americanos y los estudiantes Latino-Americanos. Todos los estudiantes están en necesidad de mejoría.
- Inglés: En los últimos 2 años, estudiantes del idioma inglés mostró un aumento del 3.9% y al año siguiente se redujo a 1% nivel de competencia. El dominio de la educación especial es del 0%. En Inglés 9 y 10, los estudiantes tienen la mayor necesidad de estrategias de escritura. Inglés 9 y 10 alumnos por debajo del promedio del distrito en todas las ramas secundarias. En Inglés 11, los estudiantes demostrar la necesidad de Convenciones escritas y orales (47.6%), Estrategias de Escritura (48,9%) y comprensión de lectura (49.5%).
- Ciencias Sociales: En el año escolar 2011-12, las puntuaciones de Historia de Estados Unidos aumentó aproximadamente un 0.5%. Historia del Mundo se produjo un aumento mayor de 5.36%. Los maestros en el departamento de historia están creando evaluaciones comunes para los planes y el ritmo que se alinean con las necesidades de la CCT y las hebras de enfoque de arriba. Los maestros usarán múltiples medidas de las evaluaciones para determinar si los estudiantes están listos para satisfacer las necesidades de los Estándares de California.

- Utilicé los puntos necesarios para a listar cómo va a diseñar servicios para los estudiantes y las intervenciones para preparar a todos los estudiantes para que se gradúen preparados para ir a la universidad y poder estar listos para una carrera. Conecte los servicios e intervenciones que se propongan para las pruebas y la investigación sobre las mejores prácticas para preparar a los estudiantes para afrontar los retos de una sociedad global competitiva, Dorsey se compromete a los servicios de investigación basados en los estudiantes y las intervenciones de la siguiente manera:

- Respuesta a la Intervención e Instrucción (RTI2) es una manera que esta centrada en el estudiante, basado en la investigación un marco para garantizar que todos los estudiantes reciben instrucción de alta calidad que responda a sus necesidades específicas. Este marco incluye la evaluación de la enseñanza y el aprendizaje y análisis de datos para apoyar a los maestros en la toma de una instrucción más significativa y apropiada para los estudiantes de todos los niveles. También identifica un método claro y eficiente para la determinación de las necesidades de los estudiantes que no demuestren competencia. Algunos ejemplos son la Escuela Sabatina, la Preparatoria de California (CAHSEE) las clases de preparación después de la escuela, las intervenciones de la jornada escolar (por ejemplo, matemáticas e inglés tutorial / clases de apoyo, clases de asesoramiento, AVID, etc) y clases de enriquecimiento (como materia específica y avanzada Estudios de América electivas-Culturales, Estudios México-Americano, Estudios Afro-Americanos, Humanidades, etc)
- toda la escuela académica de martes (SWAT) pruebas de ensayo. Evaluaciones del Departamento comunes administrados y analizan con vistas a la planificación de clases, repasos, ritmo y oportunidades de aprendizaje extendido.
- Siete Periodos al Días en programación diseñada para permitir más tiempo y oportunidades para la recuperación de créditos, la intervención y clases de enriquecimiento. También está diseñado para ayudar a los estudiantes a medida que desarrollan y supervisar sus Planes Individuales Académicos (I-AP), una hoja

de ruta y el sistema de cartera en la que los estudiantes y un asesor fija las metas y monitorear los su éxitos a según la carrera de interés del estudiante a largo plazo durante la matrícula en la preparatoria.

- Pequeñas Comunidades de Aprendizaje (SLC) y el programa Magnet son ara personalizar el programa de instrucción y operar como una pequeña escuela dentro de una escuela. Los estudiantes tienen más personal en la escuela a causa de las relaciones que desarrollan y de su interés. SLC son: Escuela Especializada de Derecho y Administración Pública, Escuela Magnet de Matemáticas, Ciencia y Tecnología, Escuela de Artes y Humanidades, Escuela de Artes y Técnicas de carrera: Estudios Empresariales de Negocios, Escuela de Educación Recreación y Carreras en Salud, la Academia Estudiante de primer año. Además, los maestros de Dorsey colaborarán mensualmente como departamentos, SLC o Magnet, y las pequeñas comunidades de aprendizaje para compartir las mejores prácticas, analizar los datos de formación, desarrollar las lecciones, y recibir formación adicional en la diferenciación de la instrucción.

- Cultivando una cultura universitaria-La estructura organizativa de una fuerte Dorsey se basa en un campus universitario. SLC Dorsey o el programa Magnet cultiva a idea de universidad y fomentar la temática y la exploración de la carrera

- Aprendizaje Vinculado- método basado en investigaciones que hace hincapié en un currículo integrado, el aprendizaje basado en proyectos, y el aprendizaje basado en el trabajo. Los estudiantes de Dorsey se beneficiarán de una educación que se adapte a sus habilidades e intereses particulares, y los prepara para el éxito de su futuro en la universidad y las carreras.

- Programa de Dominio del Inglés Académico- diseñado para promover la equidad y el acceso a la preparación para la universidad rigurosa y basada en estándares, programas de estudio para estudiantes de inglés estándar y otros estudiantes de bajo rendimiento. El programa apoya a los maestros en el uso de la pedagogía culturalmente sensible y su creación de un ambiente de aprendizaje culturalmente relevantes. Esto significa que se basa en las fortalezas de los estudiantes y no devaluar su propio idioma o la cultura.

Programa Instructivo

Para proveer una instrucción efectiva que responda a las necesidades de todos los sub-grupos, los maestros utilizaran

- La educación culturalmente relevante y sensible (CRRE),
- La enseñanza diferenciada, y
- Aprendizaje Basado en Proyectos

Estas son basadas en las investigaciones con los métodos que han demostrado ser eficaces con los estudiantes en todos los subgrupos. Hemos adoptado los métodos de enseñanza del Programa Académico de Maestría en Inglés (AEMP), el Marco de Aprendizaje de Lectura WestEd, y respuesta a la instrucción e intervención (RTI2), como los generales basadas en la investigación marcos para cumplir con estos tres principios. Los maestros también de forma explícita cultivaran los hábitos de la mente que sostendrán los estudiosos de Dorsey como aprendices de por vida.

Objetivo de Instrucción de Necesidad (Por que)	Núcleo de la instrucción práctica (Que)	Estrategias de enseñanza y el enfoque (Como)
<ul style="list-style-type: none"> • Cumplir con aptitud: ELA (26%), Algebra (12%), matemáticas (11%) y la reclasificación (13%) • Mejorar el rendimiento académico de los estudiantes de inglés estándar y la Aprendices del Idioma Inglés 	CRRE (Culturally Relevant Responsive Education) Educación culturalmente	<ul style="list-style-type: none"> • AEMP (a comprehensive program)/Un Programa Comprensivo • SDAIE • Lectura de Aprendizaje

<ul style="list-style-type: none"> • Cumplir con aptitud: ELA (26%), Algebra (12%), matemáticas (11%) y la reclasificación (13%) • Mejorar el rendimiento académico de los estudiantes de inglés estándar y la Apendices del Idioma Inglés • Involucrar a los estudiantes Afro-Americanos y Latinos • Mejorar el aprendizaje y la participación de los estudiantes con discapacidad, y Estudiantes con necesidades especiales 	CRRE (Culturally Relevant Responsive Education) Educación culturalmente relevante	<ul style="list-style-type: none"> • AEMP (a comprehensive program)/Un Programa Comprensivo • SDAIE • Lectura de Aprendizaje
<ul style="list-style-type: none"> • Cumplir con la graduación (60%) • Cumplir con aptitud para todos los destinos: ELA (26%), Algebra (12%), matemáticas (11%) y la reclasificación (13%) • Mejorar el rendimiento académico de los estudiantes de inglés estándar, los estudiantes de inglés • Mejora la eficiencia y el aprendizaje de los estudiantes con discapacidades, estudiantes socio-económicamente desfavorecidos, y estudiantes con necesidades especiales. • Participa y reta a los estudiantes superdotados 	Instrucción Diferenciada	Modificaciones A través de: <ul style="list-style-type: none"> • Contenido • Proceso • Producto • Decision • RTI²
<ul style="list-style-type: none"> • Cumplir con la graduación (60%) • Cumplir con aptitud para todos los destinos: ELA (26%), Algebra (12%), matemáticas (11%) y la reclasificación (13%) • Involucrar a todos los estudiantes: Los 	Aprendizaje basado en proyectos	<ul style="list-style-type: none"> • Proyectos Terminados • /Conexión con el Aprendizaje
Cultura de la Escuela		
<p>Preveamos un fuerte Dorsey como un entorno de aprendizaje seguro y acogedor, respetuoso y formal de la diversidad como una fortaleza. Adultos y estudiantes se unificarán en nuestro enfoque en la aceleración de la consecución en todas las materias y demostrar las creencias compartidas, la voluntad, la creatividad y el entusiasmo que motivará a cada alumno. La estructura personalizada de nuestros programas Magnets y los de SLC permite a los estudiantes a construir relaciones fuertes y significativas con los profesores a lo largo de varios años. La cultura SLC apoyará el desarrollo de los alumnos de los conocimientos, rasgos de carácter y hábitos de la mente necesaria para el éxito en la universidad y las carreras elegidas. La literatura, la tecnología, de alta expectativas, instrucción basada en estándares y la enseñanza culturalmente sensible se hará evidente en cada curso. Un fuerte Dorsey se celebran los éxitos pequeños y grandes de todos los eruditos que prospera en este ambiente riguroso.</p>		

Un día en la vida de un don Dorsey

7:30 am. Josué, un estudiante de 11 ° en el programa Magnet de Matemáticas / Ciencias, camina a la escuela temprano con su hermana, para una reunión con su profesor de ciencias para repasar la investigación para su proyecto final que hizo en el laboratorio de computación después de la escuela el día anterior. Josué está explorando las tecnologías médicas desarrolladas durante la Guerra Civil, y está trabajando estrechamente con su ciencia y los profesores de historia. Suena la campana y Josué hace su camino a su primera clase, Inglés. Él lucha con la lectura, y tiene un IEP que fija las metas y otro tipo de alojamiento para él en su Inglés y las clases de historia, y conduce sus metas académicas Passport. El asistente de maestro RSP que hay en su clase de Inglés, y se comprueba en cada estudiante, y el doble en los controles con Josué que se está avanzando en su lectura y le recuerda a preguntarle si necesita alguna ayuda especial. La clase favorita de Josué es la de ciencias. Él está interesado en convertirse en un médico, y trabaja en estrecha colaboración con su maestro y consejero para asegurarse de que está tomando todas las clases y participar en las actividades disponibles que le ayudarán a ingresar a la universidad. Él mantiene un buen promedio de calificaciones y está pensando en unirse a la Decathlon. Josué se queda después de la escuela para obtener la tutoría extra con su profesor de matemáticas. Su hermana está en el equipo de atletismo, y se encuentra con su práctica después de caminar juntos a casa.

Dorsey High School ofrece una multitud de actividades extracurriculares. Estas actividades abarcan toda la gama de intereses de los estudiantes y sus necesidades. Las actividades extraescolares incluyen los siguientes elementos:

- | | |
|---|---------------------------------------|
| • Sports including the cheerleading and drill team | • Club Filmo gráfico |
| • El Club Ivy | • Fox Mentor |
| • Corte de Jovenes/Southwestern Street Law | • ACE Mentor |
| • Juicios Simulados /Programa de Jóvenes de Abogados Escuela de Leyes de Loyola | • Academic Decathlon |
| • Club Ecológico | • BSU |
| • Liderazgo | • Sociedad de Estudiantes |
| | Avanzados |
| • Junior Statesmen of America | • Discurso |
| • Periodisma | • Sojourn to the Past |
| • 826 LA Partnership | • Virginia Avenue Project Partnership |
| • Programa de Invernadero de Audubon's Baldwin Hills | • Gay-Straight Alliance |
| • Grupo de Tambores de Dorsey /Coro de Armonía/Banda | • Club Latino |

Contribución de los padres y la Participación

- En un breve párrafo o el uso de viñetas, discuta las estrategias que utilizarán para la participar de los padres de manera significativa para el rendimiento académico de sus hijos.

Vamos a tener un enfoque de cuatro puntos para la participación de los padres y la comunidad de Dorsey en una manera significativa. Se incluyen los siguientes:

- Un Campus organizado facilitado por padres voluntarios y la comunidad.
- Las oficinas satélites para aumentar la participación comunitaria.
- En los recursos del campus y en línea que proporcionan información y formación para apoyar al estudiante, así como los padres / tutores, comunidad y familia.
- Padres / Tutores participaran en la gobernanza y la toma de decisiones para la escuela mediante la celebración de las posiciones en el consejo de administración y los órganos de decisión.
- En su respuesta, incluya cómo se va a crear un ambiente acogedor, respetuoso de los padres, las familias y tutores.

A través del Centro de Padres Un fuerte Dorsey alberga una serie de actividades escolares que involucran a los padres, los estudiantes y construir una comunidad entre todos los interesados. Los padres, las familias y tutores se les animan a visitar la escuela, tenga instrucción en el aula, y se reunirá con profesores y personal. Además, los padres están invitados a asistir y asumir posiciones de liderazgo en el CEAC, ELAC, Magnet, Healthy Start y reuniones de grupo de padres de Dorsey. Todas las reuniones están traducidas simultáneamente al español y se llevan a cabo en las mañanas, tardes y los sábados para dar cabida a todas las necesidades de los padres y los horarios. Dorsey hará que la información sobre los programas escolares y eventos disponibles a través de llamadas telefónicas automatizadas, el sitio web de la escuela, reuniones de la oficina satélite, y volantes. La comunicación con los padres, tutores, y los interesados serán frecuentes y están disponibles en Español e Inglés.

Personal

Como se ha señalado a través de este plan de transformación, Dorsey tendrá un enfoque similar al láser en el rendimiento estudiantil, por lo tanto, es imprescindible para dotar de personal de la escuela con los individuos que están comprometidos con la mejora continua. El candidato ideal:

- Valor de la colaboración, la planificación, las observaciones y comentarios
- Demostrar una comprensión realista de los desafíos de una escuela secundaria del centro de la ciudad
- Contar con las credenciales apropiadas y autorizaciones considera altamente de contenido adecuado y certificado para enseñar a los estudiantes de inglés)
- Compartir la visión, misión y creencias como se establece en este plan de transformación

Información de Contacto del Equipo Solicitante

Reginald Sample
(323) 298-8404
Reginald.Sample@lausd.net

C. Job Description for Principal

PRINCIPAL, SECONDARY SCHOOL

Functions: Essential Functions

1. Serves as a resource for and liaison to the stakeholders of the school community.
2. Interprets and implements state laws, Board of Education rules, policies, procedures, restructuring and reform efforts, and negotiated contracts.
3. Provides guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, special education, and Gifted and Talented students.
4. Provides leadership for and facilitates collaboration with all stakeholders on identifying goals for student achievement; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measure the outcomes of these goals.
5. Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.
6. Counsels students, recommends, and implements student disciplinary actions in accordance with the Education Code, District policy and procedures, and the school's student responsibility code.
7. Organizes and conducts student extra-curricular activities and fundraising events.
8. Maintains a school climate that ensures the safety, health, and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures.
9. Participates in directing the school's organization and the appropriate placement of students in accordance with the LAUSD Master Plan for English Language Learners.
10. Maintains positive public relations and outreach contacts with parents and community groups.
11. Provides effective professional development and training for all stakeholders to improve student achievement.
12. Ensures the maintenance of a clean physical environment that is conducive to good health and safety.
13. Evaluates the performance of certificated and classified personnel assigned to the school site.

Knowledge, Skills, Abilities, and Personal Characteristics

1. Professional growth appropriate for educational administration at the secondary level; awareness of and ability to recognize the effect of proposed or new local or state requirements upon secondary educational offerings; alertness in the perception of policy and information needs.
2. Evidence of educational leadership at the secondary level, including ability to:
 - a. Promote and provide opportunities for recognition, development, and leadership among students and colleagues; and b. Work cooperatively with students, parents, school and administrative personnel, and representatives of community organizations or agencies.
3. Capacity to lead, direct, and supervise fellow workers in education on a democratic basis, including:
 - a. Sensitivity to what is appropriate in dealing with students, teachers, administrators, and public; b. Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program; c. Ability to recognize, use, and credit ideas of others; d. Recognition that differences in background present an educational challenge toward the improvement of working relationships.
4. Ability to direct the management activities associated with the positions of middle school principal and senior high school principal.
5. Understanding of, and sensitivity to, the needs of the various cultural and ethnic groups comprising the Los Angeles community; knowledge of the District's resources relating to multicultural development and instructional materials.
6. Knowledge of effective administrative and managerial practices and ability to implement them.
7. Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment.
8. Leadership skill in facilitating group processes, including consensus building and conflict resolution.
9. Ability to communicate effectively with students, parents, peers, other District personnel, and community representatives, both individually and as a group.
10. Ability to compose and comprehend written communication.

D. Signed Copy of the Assurances Form

parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b)) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement (for Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance (for Independent Charter School Operators Only) In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charter schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any students who wish to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(for Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1993 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period continuous with their Board approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant <u>Dr. Reginald Sample</u>	Title of Lead Applicant Principal
Signature of Lead Applicant 	Date <u>11/16/11</u>
Name of Board President*	Date
Signature of Board President*	

*The additional name and signature of the Board President is only applicable to organizations with a Board.

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

☒ Traditional ☐ Pilot ☐ Network Partner ☒ x ES/MS ☐ Independent Charter ☐ Affiliated Charter

Name of School Dorsey High School Name of Applicant Group/Applicant Team A. Stronger Dorsey

Lead Applicant Dr. Reginald Sample Title of Lead Applicant Principal

Mailing Address 3537 Eximide Avenue, Los Angeles, CA 90016

Phone Number 323-298-8400 Fax Number 323-298-8501

Email Address Reginald.Sample@lausd.net Website (if available) www.dorseydps.org

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements:

☐ The Applicant Organization/Applicant Team listed above is comprised of a FOR-PROFIT ENTITY.

☐ The Applicant Organization/Applicant Team listed above is a NOT-FOR-PROFIT entity. Documentation and certification of not-for-profit status (e.g. 501(c)3 form) must accompany this proposal.

☒ The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).

☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts) IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501(c)3 form) must accompany this proposal.

2. Assurance that an Applicant Organization is Solvent (for External Organizations Only)

Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances"

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this BPP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chandra Smith Modified Consent Decree that includes: using the Welligent EP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESS, SSI or SIS upon implementation), operating a compliant Special Education Program using the LAUSD Special Education Policies and Procedures Manual, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agree to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agree to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records, 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform

E. Service Plan for Special Education

Nine Types of Curriculum Adaptations

(Diana Browning Wright, Teaching & Learning, 2005)

Modified for Susan Miller Dorsey

<p>Quality</p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p>Ex: Reduce the number of questions a learner must respond to at one time.</p>	<p>Time</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p>Ex: Individualize a timeline for completing a task, slower pace, etc.</p>
<p>Level of Support</p> <p>Increase the amount of personal assistance with a specific learner.</p> <p>Ex: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p>	<p>Input</p> <p>Adapt the way instruction is delivered to the learner.</p> <p>Ex: Visual aids, enlarge text, CRRE, more concrete examples, hands-on activities, cooperative groups.</p>
<p>Difficulty</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p>Ex: Allow use of an advanced graphic organizer, simplify directions, and change the rules to accommodate learner needs.</p>	<p>Output</p> <p>*Adapt how the student can respond to instruction.</p> <p>Ex: Allow for flexible choice. Student chooses how they will respond based on options.</p>
<p>Participation</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p>Ex: In whole group discussions, assess students' notes as a comprehension check, while others speak to the task.</p>	<p>Alternate Goals</p> <p>**Adapt the goals or outcome expectations while using the same materials.</p> <p>Ex: In Chemistry, have a student analyze Lewis dot structures while others create and manipulate Lewis dots based on a formula.</p>
<p>Substitute Curriculum Functional Curriculum</p> <p>Provide different instruction and materials to meet a learner's individual goals.</p> <p>Ex: Provide language objectives in all classes. Allow students to use their AEMP thesaurus during test.</p>	<p>*Choice may reflect learning style. ** May also include extended learning opportunity</p>

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0**SERVICE PLAN FOR SPECIAL EDUCATION**

Applicant Team Name: Dorsey High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>Students with disabilities that enroll at DORSEY HIGH SCHOOL receive the LAUSD enrollment form that includes a questionnaire for their child has an IEP, as well as consistent and vigilant review of transcripts, and all available data to locate students with IEP overlooked. Upon identification and enrollment, the parent provides the <i>Parent Request/Reasonable Accommodations</i> form in the student's special education folder. This form will be reviewed at the beginning of the school year, along with all pertinent publications. The parent will be assigned a case manager and copies of their IEP or appropriate documents will be distributed to all stakeholders. The student will begin receiving services upon enrollment. A 30-day IEP will be conducted in the event the student is enrolled in a district other than LAUSD or if the IEP is out of date or no longer current. If a parent requests an IEP.</p> <p>The Education Specialists at Dorsey are equipped with the knowledge and expertise to properly perform the special education procedures. Systems in place including, but not limited to, timelines, communication, and team members, assessments, translation, and compliance with the State Education Decree. All staff members are provided a handbook with the review of procedures professional development at the beginning of the school year Learning Community.</p> <p>If a student is demonstrating significant difficulties in school, the Case Management Team (COST) will be the first line of targeted intervention. The team will assess the student's needs and make sure all documented needs of the student are met, as well as set up supports and interventions the student may need. If the COST intervention does not prove to resolve the student's needs, the student will be referred to the next level of intervention.</p>

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		<p>suspected to have a disability based on the lack of success with intervention programs (at any tier level), a Student Success Team (SST) meeting will be held to begin the process of determining what additional individualized supports that student needs. The SST may be requested by a parent, teacher, counselor, or administrator, or as a result of the COST meeting. The request can be made to the School Psychologist or to the SLC Lead Teacher, Counselor or Administrator. The first SST meeting will review the information from the COST meeting and/or SST request and determine strategies for improving the student's success, how they will be implemented, and a timeline for the next meeting. After the predetermined intervention time - generally six weeks from the initial SST, a follow-up meeting will be conducted. At the SST follow up meeting the team will determine the next steps: if the student is finding more success, they will continue with the new strategies, if the student is not successful, the team will decide if they need more time to try additional strategies or if they will be referred for assessments to determine eligibility for special education services. Only after the SST is completed will a student be referred for assessment for Special Education. Exceptions are made for physical handicaps.</p> <p>All forms, manuals and district publications are available in the special education office and online to provide parents, staff members and stakeholders with information, resources and services.</p> <p>With the help of the parent center, translators and parent meetings, communication with our parents/guardians is maintained to provide support for parents and their student(s) in all areas that special education is concerned.</p>
Outcome 2	Intervention Programs	Utilizing a broad range of student data (CST scores, CAHSEE Diagnostic scores, CAHSEE results, PSAT scores, Periodic Assessments, Grades, Behavior records) as well as recommendations from COST and SST, the IEP and the I-AP, the students will be provided with interventions that best support their needs. These students will be identified by the

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		<p>Data and Testing Coordinator, the student's IEP case carrier or I-AP advisor, classroom teachers, SLC coordinators, and will advise counselors that students need inclusion in intervention programs. These interventions are tiered based on student need.</p> <p>Tier 1: Quality, Researched based instruction with frequent assessments</p> <p>Tier 2: Intervention period 7, with a focus on ELA and Math; students will take a 10-week course in their area of greatest need, based on assessment data. Level of success will be determined by pre & post assessments</p> <p>Tier 3: If student does not make sufficient improvement after retaking 10-week course with a different teacher they will be enrolled in a Tier 3 intervention course on Saturdays. If Student does not make progress, they will be referred to COST or SST for further intervention and possible referral for Special Education assessment.</p> <p>Students will be programmed into classes that best serve their LRE needs (General Education with RST support, General Education with SDC inclusion co-teaching, SDC self-contained classes, and SDC alternative curriculum classes). In these classrooms, every student will be supported through differentiation and RTI2. When it is determined, through data review, COST or SST, students will be referred for further interventions beyond the above Period 7 intervention program.</p> <ul style="list-style-type: none"> • Learning Center classes • before school, after school and nutrition/lunch tutoring from teachers • direct re-teaching of subject matter by teachers and paraprofessionals • Read 180 and intensive reading classes • Counseling support for study skills • Counseling support for social emotional needs • Behavior and attendance contracts • Beyond the Bell tutoring • Educational Talent Search (ETS) tutoring • Referrals to intensive counseling support

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Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>Dorsey is a school steeped in tradition and pride. To maintain Dorsey's role as a pillar of the community all students, faculty members, stakeholders and guests are welcomed onto a safe and respectful learning community.</p> <p>Due to the vulnerability of many of our students to exposure and/or involvement in gang activity, drug use and unsafe environments, Dorsey has developed the use of positive role models within the community and on campus to help our students meet their goals and create a positive self worth.</p> <p>Dorsey High School will continue to offer:</p> <ul style="list-style-type: none"> · The Safe Passages Program to help students arrive to and from school safely · Motivated Men as a community support provider · An active Parent Center and Parent Involvement · Quality Instruction tailored to students needs and career/college goals · Extra-Curricular activities open to all students · Trained and Qualified staff members well versed and engaged in ongoing district policies and procedures in promoting and intervening with positive behavior support. · Use of LRE counselor, Behavior Specialist, DIS (Spell out) Counselors, Psychologist, Pupil Ser... (PSA), and the Healthy Start Coordinator <p>Promoting positive behavior for all students attending Dorsey High School is a critical component for not only maintaining Dorsey Pride, but more importantly provides real tools that students can take with them to help them appropriately handle difficult situations well beyond their high school career.</p>

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		<p>Dorsey will promote positive behavior support by:</p> <ul style="list-style-type: none"> Clearly defining expectations for all students. These expectations will be defined and presented in enrollment packets, the student-parent handbook, grade level and SLC/Magnet assemblies, and taught/practiced in the classroom and all areas of the school. Students will adhere to the Dorsey Dress code, electronic devices will be kept off and out of sight during school hours, students will come to school on time, with necessary materials, ready to learn. Monitor behavior using data and student reports. Individualized behavior needs will be monitored by Antecedent-Behavior-Consequence (ABC) charts and other behavior data tracking documents for analysis. A trained Behavior Intervention Case Manager (BICM) is on site for revising or conducting a Behavior Support Plan, or if needed to conduct Functional Behavioral Assessment (FBA) or Functional Analysis Assessments (FAA). <ul style="list-style-type: none"> Reinforce positive behavior with adults modeling the 4:1 rule and providing incentives for students showing Dorsey Pride Use of the tiered Intervention model (described below) to correct expectations <p>Behavior interventions are also in place for students to support all students with corrections that need to be made to increase their ability to demonstrate positive behavior.</p> <p>Tier 1 will include:</p> <ul style="list-style-type: none"> Effective Academic Support Social Skills teaching Positive, proactive discipline Teaching school behavior expectations Active supervision and monitoring Positive reinforcement systems

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		<ul style="list-style-type: none"> • Firm, fair and corrective discipline • Effective classroom management • Collaboration with families <p>Tier 2 will include:</p> <ul style="list-style-type: none"> • Intensive social skills teaching • Self management programs • Parent training and collaboration • School-based adult mentors • Increased academic support and practice • Alternatives to out-of-school suspension • Community and service learning • Tutoring/ Saturday school • IEP <p>Tier 3 will include:</p> <ul style="list-style-type: none"> • Intensive academic support (advisory intervention/enrichment classes) • Intensive social skills teaching • Individual behavior support plans • Parent training and collaboration • Multi-agency collaboration (wrap-around) services • Alternatives to suspension and expulsion • Community and service learning • COST

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Necessary for Planning, will be provided	Description of Student Population	<p>Based on the data analysis provided by <i>Data Management and Reporting Unit Division of Special Education for LAUSD</i>, the Dorsey area expects and will be prepared to meet the needs of approximately 239 students. Projected needs include students with specific learning disabilities, students with Autism, students with Intellectual disabilities and students with other health impairments.</p> <p>Dorsey has in place appropriate settings based on their IEP and access to all services to meet the needs of the projected numbers of students with special needs and disabilities.</p>
Outcome 2	Special Education Program Description	<p>Dorsey will provide comprehensive special education programs to meet the needs of all our students.</p> <p>The least restrictive environment will be provided to our students according to the instructions of their most current IEP. Dorsey will offer the following programs (in order from most to least support) with the goal of fully mainstreaming students in the general education population as much as possible. Students will gain from the expertise, knowledge and support from regular co-planning, co-teaching between education specialists, paraprofessionals and general education teachers in all educational settings.</p> <ul style="list-style-type: none"> • Community Based Instruction – Alternative Curriculum • Autism Program – Alternative Curriculum • Special Day classes – Sheltered, Common Core Standards Based Curriculum • Special Day Program – Inclusion model, Common Core Standards based curriculum co-taught by Education Specialist and General Education Teacher • Resource – Standards Based Curriculum with pull-out and/or push-in support from an Education Specialist

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		<p>To help our students meet their goals and provide full access to the curriculum, stakeholders will first utilize the accommodations and/or modifications as stated in the student's IEP. Additional teaching strategies as outlined in the instruction portion to insure that instructors provide all students with best practices.</p> <p>The RTI2 intervention process will continue to be implemented in supporting students with specials needs to meet their academic goals.</p> <p>Tier 1 will be the common core curriculum with differentiation and supports as need, for example extended time, pre- and re-teaching of concept.</p> <p>Tier 2 will be the common core curriculum as noted above, in addition to targeted instruction in a smaller setting and be provided a pacing plan that best suits their needs. The education specialist will utilize common based monitoring to track their progress and use as a baseline to drive instruction to help the student meet their needs. A targeted intervention course for math would be an example of this tiered intervention.</p> <p>Tier 3 will be for the smallest percentage of students who require the most intensive support. Class size is small and instructed by an education specialist to provide tailored instruction based on needs, which may include supplemental materials, modified or alternative curriculum, and intensive behavioral support.</p> <p>The Learning Center (a Tier 2 and 3 intervention) at Dorsey High School is a flexible course, yet with targeted goals in mind based on the grade level and need. Learning Center will use evidence-based curriculum, culturally relevant and responsive education and differentiation based on student need. Throughout these best pedagogical practices are goals to promote intrinsic motivation in our students to learning. Intervention Programs: Learning strategies, Study strategies, reading & writing development, applied math skills, critical thinking skills,</p>

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		<p>and self-advocacy skills. SDAIE, 95%Reading Strategies, etc...Active collaborative teaming between special education teacher and general education teacher to insure intervention support for inclusion students. Multiple formative and summative assessments to guide interventions. Below is a sample curriculum by grade level:</p> <ul style="list-style-type: none"> · 9th Grade: Study Skills/Building habits of mind, core class support and strategic reading strategies · 10th Grade: CAHSEE prep, core class support and strategic reading strategies · 11th Grade: Transition skill building, CAHSEE prep and core class support · 12th Grade: Transition skill building activities and core class support <p>All Additional programs and activities are available to students with special needs. This is in addition to the strong family support and caring environment that has been in place in the special education department for years.</p>
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>Dorsey High School understands and agrees to adhere to the terms, conditions and requirements of the Modified Consent Decree (MCD) in addition to all state and federal laws pertaining to special education.</p> <p>To ensure that all laws are adhered to, Dorsey High School will use and follow the District's Special Education Policies and Procedures Manual, the Integrated Student Information System (ISIS), Welligent, the district-wide web based software system for creating, monitoring and tracking related services for Individualized Education Plans. Teachers will use a common calendar to track IEP dates and notifications and teachers use Welligent email and school based Microsoft email to communicate before and after IEPs. Teachers will also utilize the IEP Meeting Scheduler through Excel to monitor notification and compliance dates.</p> <p>A private conference room is reserved for holding IEP meetings, and the school is equipped to hold teleconference IEPs.</p>

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		<p>Communication between team members is a vital part of ensuring students receive all their services. It is the responsibility of the Case Manager of the student to orchestrate the duties (as listed below) that are required to ensure compliance at all levels. Dorsey believes in West Ed's theory of Seven forms of communication. The 7 forms of communication include, but are not limited to: email, memo, personal phone call, face-to-face meeting, traditional mail, announcements and texts. Staff members will utilize these forms of communication for the following needs:</p> <ul style="list-style-type: none"> · Setting up IEP meetings · Obtaining feedback from teachers · Generating assessment plans · Notifying participants of meeting dates, times and location · Follow- up actions after the IEP is signed · Implementation of Supports and Services. <p>The 7 forms of communication in parent's home language apply to parent participation as well. Their participation and feedback is an integral part of the IEP process. A private conference room, equipped with a computer, printer, publications and forms, and a telephone is available for all IEPs. Translation is available for all IEPs, through translators trained by the District.</p>
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>Procedures for identification and assessment of students at Dorsey High School will follow the guidelines as outlined in LAUSD's Special Education Policies and Procedures Manual. However, prior to an assessment or a change in eligibility which requires an assessment, Dorsey will have in place a systematic and timely intervention that will monitor and track behavior and academic needs and progress via the RTI2 framework described earlier. In the event that the student does not respond to behavioral or academic interventions, a COST Team will meet and determine if all the supports and services were available and implemented for the student. Once factors such as language acquisition, health,</p>

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		<p>attendance environment etc. have been ruled out and there are documented efforts that supports and services were available and implemented, can a referral be made for an SST and if necessary, subsequent assessment for special education services as identified in the Search and Serve component.</p> <p>The school psychologist, bridge coordinator, or Assistant Principal, Student Counseling Services, handling the referral and assessment plan process, will adhere to all district guidelines and timelines for the assessment plan, including addressing all areas of suspected disability. Monitoring of referrals by ethnicity will be tracked by the School Psychologist, Bridge Coordinator and/or the Assistant Principal over Special Education to ensure that no one group is being over-identified based on the school population.</p>
Outcome 2	Instructional Plan for students using grade level standards	
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>Students participating in the Alternative Curriculum utilizing Alternate Standards will be instructed based on their IEP goals. Students will be grouped according to age and their needs according to the graduation timeline.</p> <p>Standards will be taken from the LACOE..... The activities in the curriculum are age appropriate and encourage independence. These standards work in cooperation with the home to increase student independence and improve life skills. The students in the alternate curriculum participating in Community Based Instruction (CBI) will practice transportation, life skills, work, and transition activities to prepare the student for life after high school. They will gain increasing independence and responsibilities as they move through the program.</p> <p>Students in the Alternative Curriculum Program will earn a Certificate of Completion upon</p>

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		<p>successful completion of the required courses and credits. With a certificate of completion and able to ride the public bus independently, students will be encouraged to matriculate to the variety of community college programs supported by LAUSD available to students with more moderate-severe disabilities.</p> <p>Students with moderate-severe disabilities begin their instruction in a program that is more academic and school based. They study functional academics: Reading, Writing, Math, Science and Social Studies that are life skills based. They begin to explore the community of the school grounds and the one to two blocks surrounding the school – going to stores and services within walking distance of the school. The ultimate independence, academic, transportation, and life skills goals for a student are broken down into their component parts, and students are taught and practice each component with the intent to master the overall goal. The practice time for each of these components is based on the student's skill level and individual learning speed. Each student is assessed individually for skills that increase their independence and for mastery of each skill in authentic assessments in small groups or individually. They are also assessed with informal assessments that help teachers determine each student's progress toward their IEP goals. As students learn new skills, they are taught in small groups, with teacher and adult assistant support, with diminishing support and prompting over time.</p> <p>The CBI program is available to students in 11th and 12th grade, and students can continue in the program until they are ready to transition to post-high school education or vocational programs. Students are encouraged to continue at Dorsey until they are 19 years old, which is the age they can enter the community college transition program. The CBI program focuses on increasing students' independence in an ever-increasing area surrounding the school. The program emphasizes supporting students to learn independence on the bus, to get to work or recreational locations. The older students have the opportunity to participate in the vocational skills program at Widney High School four days a week. Students practice individualized academic activities based on their IEP goals. Students with similar goals may be grouped to encourage cooperative learning and peer support.</p>

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		At every age and grade level, students are encouraged to participate in General Education classes as much as possible. Students with a particular interest may be sent to a general education class that matches their interest. Students may be assigned to work in offices or the library to increase their work skills and practice time. Students assigned to time outside their special day class program may need additional supports and alternative assignments and assessments. The special education teacher will work with the general education teacher to create appropriate assignments and assessments. Paraprofessionals may be assigned to the general education class to support the student's needs.
Outcome 13	Plan to provide Supports & Services	<p>Supports and services can make all the difference in a students' mental, emotional and academic achievement. Stakeholders at Dorsey believe that the following assurances and systems for monitoring are the best way we can best meet the needs of our students. It will be the responsibility of the service providers and teachers to complete the assurances and administrators and coordinators will monitor the assurances.</p> <ol style="list-style-type: none"> 1. Use of tracking logs in Welligent of services scheduled and provided 2. Maintaining accurate caseloads for accurate timelines 3. Completed tracking logs turned into administrator or coordinator 4. Students' goals, objectives, supports and accommodations are communicated to all necessary stakeholders.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>Dorsey is committed to making sure that all students are college or career ready, and students with special needs will be fully integrated into the supportive process via culminating tasks and college/career partnerships through their Small Learning Community. In addition to these college and career opportunities, student with special needs will also have a transition plan directly aligned to their academic and post-high school career at the age of 14. As part of their annual IEP, their case manager will provide the student with the opportunity to assess their transitional outlook. Analysis of the assessment will be written into the IEP and appropriate goals for will be set for the students' individual needs. As part of the IEP meeting follow-up process, their assessment and set goals will be presented to</p>

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		<p>the parent, Department of Transition Services (DOTS) coordinator, transition teacher and counselor. As part of the students accumulation file, will be the students status for exiting the system or Senior inventory, whether it be graduating with a high school diploma, certificate of completion, or aging out.</p> <p>Dorsey believes that providing additional transitional support to provide relevant activities and hands-on experience in vital to our student's holistic growth. As noted in the program description, Dorsey will be offering transitional activities and curriculum as part of the learning center for juniors and seniors. Curriculum will be driven by student's transition inventories and goals and supported with the district provided instructional guides via the Department of Transition Services (DOTS). The teacher for this course will work closely with the DOTS coordinator and community stakeholders.</p>
Federal requirement	Access to Extra-Curricular/Non academic activities:	<p>It is a strong tradition at Dorsey that students with special needs have been not only been welcome, but excelled to great heights as fully integrated participants in sports, clubs, dances, leadership etc. These experiences not only provide a rich experience for students with special needs, but for all students and adults who have the opportunity to gain from a shared experience. Dorsey will continue to support these students and their coaches/mentors to provide any additional help explaining the accommodations, understanding the disability or alike that will help the student have a fulfilling and meaningful experience at Dorsey. Coaches and mentors of extra curricular activities are important stakeholders and will invited and encouraged to give feedback and attend the students IEP meetings. During class hours, all students with disabilities will be fully integrated into the general education experience. The case manager and paraprofessionals will work closely and communicate regularly to help the student gain from the experience.</p>

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Federal requirement	Providing Extended School Year	According to the Districts requirements and regulations, Dorsey will offer Extended School Year (ESY) services to students who qualify, and/or will experience academic regression during the summer break. This is considered a continuation of the regular academic calendar, and does not qualify for additional credits to add to the student's transcript. To determine qualification for ESY, the IEP team will utilize the LAUSD Guidelines outlined in Reference Guide 5276.1, with all necessary paperwork and documentation. ESY will be provided by Dorsey High School, in cooperation with LAUSD. Students will be taught skills according to their IEP goals, addressing individual student needs and required outcomes. The School Site Council will work with LAUSD to budget for and allocate personnel and resources for ESY.
Federal Court requirement	MCD Outcomes (to be woven among others)	<p>At Dorsey High School:</p> <ul style="list-style-type: none"> • All students will participate in statewide assessments (CST, CMA, CAPA, CAHSEE) for both English Language Arts and Math • All students will be supported to graduate or receive a certificate of completion • Alternatives, including the full implementation of a school-wide behavior support plan as outlined, will be utilized whenever possible to reduce the number of suspensions • All students will actively participate in the general education setting and will only be pulled out when their needs are not being met in such settings. Other settings for students with Specific Learning Disabilities (SLD) Specific Learning Impairments (SLI) and Other Health Impairments (OHI) will be offered sheltered settings as per their IEP. Students with Autism or more moderate learning needs, will be offered settings specific for their needs, including a highly qualified instructor. These students will gain access to the general education setting via electives or as much as the team members for the IEP believe is right for the student. • Students who are home schooled, will have their needs met and will only be sent outside Dorsey High School if their needs cannot be met at the school site.

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		<ul style="list-style-type: none"> • Every student aged 14 and above with an IEP will have a comprehensive transition plan. • All IEPs will be held in a timely manner whether they are annuals, triannuals, initials, 30-day or re-evaluations. • Appropriate division personnel will be notified and corresponding documents will be submitted in the event of a parent disagreeing with items/services at the IEP meeting • All education specialists and DIS providers will schedule their services at the beginning of the school year for the students on their SESAC. Any changes including time and location will be only be made with one weeks notice. Administration will monitor that these services are being provided through classroom observations and Welligent documentation • Every effort will be made to insure parent's participation at IEP meetings. Beyond the three required notifications to parents, days and times for meetings will be scheduled to accommodate the parents needs within the confines of the school day. • If a written translation of the IEP is requested, the necessary forms and documents will be completed and submitted in a timely manner. Verbal translation for the IEP meeting will be provided by a LAUSD trained translator for accurate and professional interpretation. • Education specialists will be credentialed and highly qualified and will participate in required professional developments and courses to maintain their status. • Behavior Support Plans (BSP) will be written and implemented for all students who have the eligibility of Emotional Disturbance (ED) and/or Autism. The BSP can serve as a function to address any behaviors (outbursts or off-task behavior) that need to be modified or any other behavior that would help to the student meet their needs, e.g. student asking for assistance or utilizing accommodations more regularly. <p>Students who are undergoing an evaluation for emotional disturbance will be insured</p>

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		<p>that the evaluations are comprehensive including considerations of all prior interventions with their corresponding documentations. And prior to the IEP meeting, the document will go to Case Review to insure that all steps will be taken.</p> <p>Dorsey High School agrees to the terms, conditions and requirements of the Modified Consent Decree (MCD) and any other past or future court orders imposed upon the Los Angeles Unified School District as related to special education.</p>
All	Professional Development	<p>Dorsey High School will provide professional development for all staff members to insure best practices with a strong emphasis on instruction. The instructional focus will cover the areas of:</p> <ul style="list-style-type: none"> • Differentiation and individualization • Culturally Relevant and Responsive Education (CRRE) • RTI2 • The needs of our specialized population • Habits of Mind • Specially Designed Academic Instruction in English (SDAIE) • The Reading Apprenticeship Framework • Interdisciplinary, Project-Based learning • Socratic Seminars <p>The above strategies and instructional programs will be studied over a period of three to five years, enough time for teachers to learn the material, implement the practices in their classroom, and review and reflect on their implementation of the strategies and make improvements where necessary. The development of PD time will be a collaborative process based on the needs of the students as dictated by data analysis and trends specific to Dorsey's needs as observed by staff members, and in response to parent and teacher surveys. The use of summative and formative assessments will drive the best use of</p>

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		professional development time and topics. Topics and other teacher-designed use of professional development will also be tailored to meet the needs of the students of each SLC, content area and special education. Focus topics from the district will be woven into professional development allocation of time to insure compliance on all levels.
Outcomes 6, 8, 16	Staffing/Operations	Dorsey High School will be staffed based on a projected enrollment of _____. District staffing guidelines will be adhered to in addition to the guidelines as a QEIA school participant. These guidelines also include Gifted, EL and Special Education for delivering specialized instruction.
	Fiscal	n/a
Outcome 14	Parent Participation	<p>Parents will be encouraged to participate regularly in their child's education facilitated through the Parent Center activities and the Special Education Department.</p> <p>Dorsey High School will engage parents through the following:</p> <ul style="list-style-type: none"> • An active, organized volunteer-visiting program in all instruction and extra curricula school related activities. • Satellite Offices for community engagement. • On campus and online resources (information and training to support the parent, community, student, and family). • Parent/Guardian participation in the governance and decision making for the school by holding positions on the governing board. <p>These four components are detailed in the Parent and Community section of this plan. All</p>

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		<p>parents of students with exceptional needs are encouraged to participate in all Dorsey and community events.</p> <p>The Special Education Department will be holding bi-monthly meetings for parents of students with exceptional needs. These meetings will be held at a time convenient to as many parents as possible and will be translated. At the start of a student's tenure at Dorsey, parents will fill out a family needs form and a parent survey, designed to identify any special needs for parents and families, as well as specific requests, interests, and skills they can contribute. Parents will be contacted regularly regarding their student's progress and opportunities to meet with teachers on campus.</p>

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Federal Requirement, District publications and forms are available for use	Search & Serve	<p>Processes are developed to ensure:</p> <ul style="list-style-type: none"> Students with disabilities are identified upon enrollment. Staff is aware of the Special Education procedures used by the school site. An assessment process is available for students suspected of having a disability. Appropriate publications and forms are maintained at the site. Parent Support Information is available. 	<p>4-All processes are well described and clear planning is evident.</p> <p>3-All processes are described and some planning is evident.</p> <p>2-need for processes are acknowledged, planning is incomplete.</p> <p>1-No planning is evident.</p>
Outcome 2	Intervention Programs	<ul style="list-style-type: none"> Identifies process for determining student participation in intervention Programs. Includes benchmark and progress monitoring tools. Describes a multi-tiered approach to interventions, from core program to more intensive instruction. Identifies programs to be used and purposes for the program. Discusses progress monitoring and how it will inform instruction. 	<p>4 – Plan provides explicit, highly structured description with research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies</p> <p>3-Plan provides research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies</p> <p>2- Plan lacks research based elements and does not fully describe an intervention</p> <p>1- Plan does not describe an intervention process and lacks research-based elements.</p>
Outcome 5, 17, 18	Discipline Foundations Plan and Behavior Support	<p>Prevention</p> <p>3-6 clear positively stated behavioral expectations are developed for each common area of the school. Procedures are planned to define, teach, monitor, reinforce and correct these expectations.</p> <p>Intervention</p> <p>Tier I structures are in place to promote positive behavior, effective academic support, violence prevention curriculum has been</p>	<p>4-All structures are well described and clear planning is evident.</p> <p>3-All structures are described and some planning is evident.</p> <p>2-Need for structures are acknowledged, planning is incomplete.</p> <p>1-No structures or planning is evident.</p>

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
		<p>selected.</p> <p>Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is effective academic support.</p> <p>Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.</p>	
Required for Planning	Description of Student Population	<p>As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities:</p> <ul style="list-style-type: none"> The number of students is known. The disabilities of students are identified. School organization is planned to meet the needs of these students. 	<p>4-All three elements are met, organization is clear and calculated to ensure the needs of the students are met.</p> <p>3-All three elements are addressed and students are planned for.</p> <p>2-All three elements are acknowledged.</p> <p>1-No planning is evident.</p>
Outcome 2, 3, 4	Special Education Program Description	<ul style="list-style-type: none"> Describes least restrictive environment continuum of placement options for this school based on student eligibilities Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching, Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress Provides how a "Learning Center" will be used to support student learning Reflects the use of supplemental aids and supports to support student learning Explains how and when students with disabilities will be integrated with their non-disabled peers 	<p>4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, multi-leveled instruction, differentiation, and specific strategies for implementation</p> <p>3 - Plan provides a strong description of the Special Education Programs which includes a continuum of placement, multi-leveled instruction, differentiation, and specific strategies for implementation</p> <p>2- Plan lacks some elements in the description of the Special Education Programs which should include a continuum of placement, multi-leveled instruction, differentiation, and specific strategies for implementation does not fully describe an intervention</p> <p>1- Plan does not describe the Special Education Programs</p>

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>A process is planned ensuring:</p> <ul style="list-style-type: none"> There are procedures to monitor IEP meeting dates and notification requirements. There is an internal communication system planned for team members pre/post IEP Meeting. There are follow up mechanisms to ensure implementation of the IEP. Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing. Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process. 	<p>4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met.</p> <p>3-All five elements are addressed and students are planned for.</p> <p>2-All elements are acknowledged.</p> <p>1-No planning is evident.</p>
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<ul style="list-style-type: none"> A systematic intervention plan has been developed. A systematic and uniformly applied referral procedure is planned. Language acquisition and exclusionary factors are addressed prior to the referral for assessment. Procedures are planned to ensure “all areas of suspected disability are addressed”. Monitoring of referrals by ethnicity is planned. 	<p>4-All processes are well described and clear planning is evident.</p> <p>3-All processes are described and some planning has begun.</p> <p>2-Need for processes are acknowledged, planning is incomplete.</p> <p>1-No planning is evident.</p>
Outcome 2, 3, 4	Instructional Plan for students using grade level standards	<ul style="list-style-type: none"> Discusses the use of grade level materials Provides a description of backward planning, using assessments and standards Illustrates how accommodations will be used and what modifications can be used for students in core curriculum Explains planning for multi-grade levels Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment. 	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities accessing grade level standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing grade level standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing grade level standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing grade level standards.</p>

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<ul style="list-style-type: none"> Discusses the use of Alternate Standards in the design of an instructional program, which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes. Provides a description of backward planning, using curriculum based, informal assessments and alternate standards. Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum Explains how students in multi-age groups will be taught. Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment. 	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities using alternate standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing alternate standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing alternate standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing alternate standards.</p>
Outcome 13	Plan to provide Supports & Services	<ul style="list-style-type: none"> Plan describing how students with support services will have those services provided. Plan for monitoring the provision of services using the Welligent Tracking Log. 	<p>4 - Plan provides an explicit and thorough description of planning for students with support services.</p> <p>3 - Plan provides a strong description of planning for students with support services.</p> <p>2- Plan lacks either the service provision or monitoring element.</p> <p>1- Plan does not describe either service provision or monitoring.</p>
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<ul style="list-style-type: none"> Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills. All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday. Students graduating with a diploma, certificate of completion, or aging out of the system will have a "Senior Inventory" and "Summary of Performance" on file in their records and will be provided with a copy for future reference. 	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities 14 and older.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities 14 and older.</p> <p>1- Plan does not describe instructional planning for students with disabilities 14 and older.</p>

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
		<ul style="list-style-type: none"> Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes. 	
Federal Requirement	Access to Extra-Curricular/Non-academic activities:	Access to Extra-Curricular/Non-academic activities: <ul style="list-style-type: none"> How will students participate in Nonacademic/Extracurricular activities? How will accommodations be provided for students to participate in these activities? How will Student participation in General education elective classes be accomplished? What extra curricular e.g. clubs, teams will students' with disabilities have access to? What additional activities will students have access to? 	4-A process is well described and clear planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 2- The need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
Federal Requirement	Providing Extended School Year	<ul style="list-style-type: none"> There is a plan to guide IEP Teams in determining when Extended School Year is appropriate. There is a plan to ensure ESY programs and services in excess of the regular school year are provided. Instructional programs are developed for the ESY period to address individual student needs. Annual budget planning includes an allocation for personnel and resources to provide ESY services. 	4-Clear planning is evident to ensure students have access to Extended School Year services. 3-Some planning is evident to ensure students have access to Extended School Year services. 2- The need for a Extended School Year plan is acknowledged, planning is incomplete. 1-No planning is evident.

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Federal Court requirement	MCD Outcomes (to be woven among others)	<ul style="list-style-type: none"> 1: Participation in Statewide Assessments, English Language Arts 2: Participation in Statewide Assessments, Mathematics 3: Graduation Rate 4: Completion Rate 5: Reduction of Suspension 6: Least Restrictive Environment 7A: Least Restrictive Environment, SLD, SLI, OHI 7B: Least Restrictive Environment, MD, OI 8: Home School 9: Individual Transition Plan 10: Timely Completion of Evaluations 11: Complaint Response Time 12: Informal Dispute Resolution 13: Delivery of Special Education Services 14: Parent Participation at IEP Meetings 15: Timely Completion of IEP translations 16: Qualified Special Education Teachers 17: Behavioral Support Plans for students with Autism or Emotional Disturbance 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance 	Woven Throughout
All Outcomes	Professional Development	Professional Development <ul style="list-style-type: none"> Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. Training ensures differentiated application of knowledge and skills to meet the needs of all students. Explicitly address Tiered Instruction. 	4-Planning addresses clear opportunities for collaborative learning regarding the needs of all students. 3-Planning addresses some opportunities for collaborative learning regarding the needs of all students 2- The need for professional development is acknowledged, planning is incomplete. 1-No planning is evident.

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 6, 8, 16	Staffing/Operations	<ul style="list-style-type: none"> Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs. Credential verification and monitoring processes are planned. Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. Clerical Support for compliance is planned. A plan is developed for maintaining specialized equipment as needed. A plan is available for providing for health protocols. 	<p>4-Procedures are described and clear planning is evident to ensure staffing and operational needs are met</p> <p>3-A process is described and some planning is evident to ensure staffing and operational needs are met.</p> <p>2- The need for processes are acknowledged; planning is incomplete.</p> <p>1-No planning is evident.</p>
	Fiscal	<p>Charters</p> <ul style="list-style-type: none"> Report of projected revenues and personnel to be hired. Proposed budget to ensure services are provided. Completion of the Personnel Data Report. End of year “unaudited actuals of revenues and expenditures” (required end of year report) . 	<p>4-All four items are planned for.</p> <p>3-Three items are planned for.</p> <p>2-Two or fewer are planned for.</p> <p>1-No planning is evident.</p>
Outcome 14	Parent Participation	<p>Parent Participation</p> <ul style="list-style-type: none"> There are plans outlining how parents will be informed in their preferred communication mode of their child’s identification, evaluation, placement, instruction and re-evaluation for special education services. Plans have been developed to ensure parents are welcome partners in their child’s education process. Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level. A procedure is planned for responding to parents’ concerns and complaints and providing a timely response. 	<p>4- Processes are well described and clear planning is evident to ensure parent’s legal right are acknowledged.</p> <p>3- Processes are described and some planning is evident to ensure parent’s legal rights are acknowledged.</p> <p>2- The need for processes are acknowledged; planning is incomplete.</p> <p>1-No planning is evident.</p>

G. Performance Plan

Public School Choice 3.0
Performance Plan

PSC School Site: Dorsey High School

Design Team Name: A Stronger Dorsey

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/ Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/ Target	Year 3: Goal/ Target
CST ELA								
1	% of all students scoring FBB/BB	50.2%	45.5%	40.1%	I-AP Advisory Tutoring Sat. School SDAIE Differentiation	CST/Periodic/Aut hentic Teacher Developed Assessments	34.1%	27.5%
	<i>English Learners</i>	78.5%	75.9%	68.4%	ABOVE	ABOVE	61.6%	55.5%
	<i>Special Education</i>	86%	84%	76%	ABOVE	ABOVE	65%	55%
	<i>African American</i>	47%	46%	39.6%	ABOVE	ABOVE	33.6%	27%
	<i>Latino</i>	53%	44%	37.4%	ABOVE	ABOVE	31.2%	24.3%
	<i>White</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<i>Asian</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	<i>Economically Disadvantaged</i>	51%	44.7%	39.2%	I-AP / Advisory Tutoring Sat. School SDAIE Differentiation	CST/Periodic/Aut hentic Teacher Developed Assessments	33.2%	26.5%
	% of all students scoring Prof or Adv	19.6%	20.2%	28.8%	I-AP / Advisory Tutoring Sat. School SDAIE Differentiation Pull Outs Extension Activities	CST/Periodic/Aut hentic Teacher Developed Assessments	35.9%	42.3%
	<i>English Learners</i>	3.9%	1%	10.9%	ABOVE	ABOVE	19.8%	27.8%
	<i>Special Education</i>	0%	0%	10%	ABOVE	ABOVE	19%	27.1%
	<i>African American</i>	20%	19%	27%	ABOVE	ABOVE	34.3%	40.8%
	<i>Latino</i>	19%	20%	28%	ABOVE	ABOVE	35.2%	41.7%
	<i>White</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	<i>Asian</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<i>Economically Disadv.</i>	19.6%	20.3%	28.3%	I-AP / Advisory Tutoring Sat. School SDAIE Differentiation Pull Outs Extension Activities	CST/Periodic/Aut hentic Teacher Developed Assessments	35.5	41.9%
CST MATH								
3	% of all students scoring FBB/BB	88.6%	81.5%	73.4%	I-AP / Advisory Tutoring Sat. School SDAIE Differentiation	CST/Periodic/Aut hentic Teacher Developed Assessments	66.1%	59.5%
	<i>English Learners</i>	90.8%	91.6%	86.5%	ABOVE	ABOVE	77.9%	70.2%
	<i>Special Education</i>	99%	94%	86%	ABOVE	ABOVE	72%	63%
	<i>African American</i>	89%	83%	74.7%	ABOVE	ABOVE	67.3%	60.6%
	<i>Latino</i>	87%	80%	72%	ABOVE	ABOVE	64.8%	58.4%
	<i>White</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<i>Asian</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	<i>Economically Disadv.</i>	87.3%	81.4%	73.3%	I-AP / Advisory	CST/Periodic/Aut	66%	59.4%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
					Tutoring Sat. School SDAIE Differentiation Pull Outs Extension Activities	hentic Teacher Developed Assessments		
4	% of all students scoring P/Adv	2.1%	5%	14.5%	I-AP / Advisory Tutoring Sat. School SDAIE Differentiation Pull Outs Extension Activities	I-AP / Advisory Tutoring Sat. School SDAIE Differentiation Pull Outs Extension Activities	23.5%	31.2%
	<i>English Learners</i>	2.2%	1%	10.9%	ABOVE	ABOVE	19.8%	27.8%
	<i>Special Education</i>	0%	0%	10%	ABOVE	ABOVE	19%	27.1%
	<i>African American</i>	1%	4%	13.6%	ABOVE	ABOVE	22.2%	29.9%
	<i>Latino</i>	2%	6%	15.4%	ABOVE	ABOVE	23.9%	31.5%
	<i>White</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<i>Asian</i>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<i>Economically Disadv.</i>	2.7%	5.1%	14.6%	I-AP Advisory Tutoring Sat. School SDAIE Differentiation Pull Outs Extension Activities	CST/Periodic/Aut hentic Teacher Developed Assessments	23.1%	30.8%
ENGLISH LEARNERS (EL) SEE PERFORMANCE PLAN EXTENSION								
7	Reclassification Rate	5.5%	7.4%	16.6%	Parent Workshops/ Family Night Roadmap for EL Proficiency Identify LEP SDAIE I-AP CELDT PD	CELDT CST Parent survey STS	24.9%	32.4%
8	% EL Students Scoring Proficient on CELDT	49.1%	43.8%	49.4%	Sheltered classes ELD Curriculum SDAIE Saturday School RTI Roadmap	CELDT CST STS	54.4%	58.9%
GRADUATION (high schools only)								
9	Four Year Cohort Grad Rate	46.0%	43.6%	49.4%	I-AP (Monitoring) High Quality Tier I Instruction Parent Workshops Diploma Project Credit Recovery Timely updated records in SIS	CAHSEE Diagnostic CAHSEE EXAM Annual Grad Check IEP/IAP Goals	55.4%	60.0%
10	CAHSEE Pass Rate (10 th grade)	40.4%	46.0%	52.4%	Boot camp Parent Workshop RTI Roadmap I-AP/IEP SWAT Pull Outs High Quality Tier I Instruction	CAHSEE Diagnostic Periodic Exams Identified Focus students from CST performance	57.2%	61.5%
11	% Students In A-G Courses Receiving Grade of C or Higher	17%	20%	28%	I-AP; e2020; Adult School; Community College Courses Curriculum alignment to	LAUSD Report Card I-AP Grade Checks Counselor's	34%	41%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
					A-G Equitable representation in A-G courses	Reports Graduation Plans		
12	% Graduates Meeting A-G Requirements	16%	22%	29.8%	I-AP Upward Bound Volunteers of America Grad Plans Meetings with students	LAUSD Report Card I-AP Grade Checks Counselor's Reports Graduation Plans	36.8%	43.1%
RETENTION RATE (high schools only)								
	# First Time 9th Graders	368	344	304	Recruitment Materials Community Outreach/Ads Stronger Feeder School Relationship SAS + Magnet Recruitment	e-CHOICES SAS Application Mandatory Ninth Grade Orientation Registration Numbers	350	375
	% Retained 9 th Graders	33%	22%	14.2%	Bell schedule w/intervention Parent Workshop I-AP High Quality Tier I Instruction 9 th grade student academic review team Summer School/ E2020 COST/SST	Qrtly progress monitoring for at risk students D/F List Progress Reports IEP Goals I-AP Goals	11%	9%
CULTURE/CLIMATE & MISSION-SPECIFIC-I-AP								
13	Attendance Rate for Students	89.4%	90.6%	91.6%	SART Meetings with students who have 5+ absences at 5 week, etc. Attendance Town Hall Mtgs Meaningful Incentives Attendance Blueprint by Students Attendance Contract Visible Policy COST/PSA/SART ISIS Training Regular Updating of SIS	Monthly Attendance Reports (Published) Attendance Contracts Attendance Checks by I-AP Teacher Attendance Review(s)/ Incentives	92.5%	93.3%
14	Attendance Rate for All Staff	94.2%	95.4%	96.2%	Teacher Attendance Awards/ Write-Ups Teacher support Administrative Att. Monitoring Love & Logic	Commitment to Work Agreement Monthly Attendance Monitoring Sign in Log	96.7%	97.1%
15	Number of Suspensions	17.6%	12.9%	10.8%	Positive Behavior Support Plan Student Discipline Board In-house suspension LA Bar Assoc. Conflict Resolution SHADES/Teen Court Bootcamp w/LAPD	Behavior Log SIS-ID 19/ID21 District Suspension Records Student Sign in sheet Deans sign in log	9.8%	8.7%
16	School Experience Survey: % Parents Participating	22.2%	6.2%	15.6%	Parent phone tree Advisory Calls to parents Parent survey stations in offices	LAUSD School Report Card	24%	31.6%
17	School Experience Survey:	32%	32%	38.8%	Increase parent	Office/Event Sign	44.9%	50.4%

	Indicators	Baseline (09-10)	Baseline (10-11)	Year 1: Goal/Target	Year 1: Strategies for Achieving Goal	Year 1: Measures for Evaluating Success	Year 2: Goal/Target	Year 3: Goal/Target
	% Parents Reporting "Often or Always" in category of "Overall School Involvement"				activities on campus activities: Parent Day/Fundraisers, etc. Increase parent contact with teachers/school Student led conferences Parent Nights Advisory Nights Alternative modes of communication (ie Engrade parent discussion boards online)	in logs Parent "experience" surveys in offices Teacher contact logs		
18	% of students planning to attend 4-year college/graduate school	60%	66%	70.4%	Decrease student to college counselor ratio by using upward bound programs and TRiO programs to sponsor/support whole advisory classes Explicit College knowledge Advisory Sessions Parent/Student Nights College Visits A-G Awareness in each class	Student Surveys A-G Completion percentage LAUSD Student Survey	73.4%	76.4%
19	School Experience Survey: % Students Reporting "Often or Always" in category of "Overall School Involvement"	76%	75%	77.5%	Increase student clubs on campus ASB Athletics Announcements Community Service Activities Community Partners Classroom speakers Internships NFTE/FOX/ACE/ Young Lawyers/ Affiliated Programs Publicity of Programs Club Rush Week	Student sign ins Counselors log student activities Surveys	79.5%	81.5%
20	Percent of Students taking the SAT Exam by 12 th grade	38%	42%	47.8%	Ensure that 80% of 9-11 th graders are taking the PSAT. Institute SAT prep in 11 th grade advisory classes. School-wide Campaigns Increase number of students w/fee waivers by collecting Lunch Aps early. I-AP Progress Monitoring/ Advisory Monitoring SAT / ACT Prep Decrease student to college counselor ratio by using Upward Bound programs and TRiO programs to sponsor/support whole advisory classes College Counseling	Counselors& Advisory Teachers Collecting copies of SAT confirmation page/score print outs in advisory V-SOURCE Online monitoring system I-AP	53%	57.4%

A Stronger Dorsey

Design Team Name

Feb. 7, 2012

Date

Tracy Runyan

Applicant Team Representative Signature

Local District Superintendent Signature

H. Curriculum Development Timeline

Dorsey Planning Institute Guide-Semester I: Fall 2012

Event	Date
Last Day of 2012 School Year	June 22, 2012
UbD Training and Planning Institute I	June 25, 2012 – June 29
Understanding by Design–Creating Common Authentic Assessments	June 25
Understanding by Design –Creating Essential Questions and Measurable Objectives that Integrate Habits of Mind (Unit Planning)	June 26
Differentiating Instruction (and Daily Objectives) for All Learners with Project based instruction	June 27
Portfolios and CAPSTONE Projects for SLCs	June 28
Love & Logic for all students & staff – Creating a Positive and Welcoming Environment from Day I	June 29
Assessments/Curriculum Maps Due	August 1, 2012
Planning Institute II	August 9, 2012
Reviewing Year Long Plans and Starting with the End in mind	
First Day of Instruction	Aug 13, 2012
Data Driven Instruction & Analysis	August 28, 2012
Department Review of Unit I Assessment Data + Reflection	September 18, 2012
Department Review of Unit II Assessment Data + Reflection	October 16, 2012
Department Review of Unit III Assessment Data + Reflection	November 13, 2012
Department Review of Unit IV Assessment Data + Reflection	December 11, 2012
Final Exams	December 17 – December 22

Professional Development & Curriculum Development Schedule 2012-2013

When	What	Who	How Long	Responsible Persons	Funding
Summer 2012	A Stronger Dorsey Conference Introduce 2011-2012 Focus schoolwide SLC/Magnet Departmental Daily Keynote Presentation Workshops – Participants Choose SLC/Magnet Sessions Department Sessions	All staff Administrators Teachers Counselors (academic advisors) Coordinators Classroom Aides Campus Aides	12-18 hours over a 3-day period	Principal (Chancellor) Professional development Committee Chair NBC teachers SLC Lead Teachers Department Chairs	QEIA Title 1

Summer 2012 and as needed during the school year	New Teacher Orientation	Teacher new to the profession Teachers new to Dorsey	One day orientation in the summer Weekly after school meetings in September Bi-weekly after school meetings during the school year for teachers new to the profession	Principal (Chancellor) or designee NBC teachers	NBC teacher stipends paid through LAUSD
September thru June Minimum of 2 meetings per month During common planning time and after school	SLC/Magnet Professional Development	All members of SLC	Minimum of 3-5 hours each month SLCs/Magnets can apply for additional funds for additional meetings	SLC Lead Teachers Magnet Coordinator Ninth Grade Academy Coordinator NBC Teacher Liaisons SLC Administrator	
September thru June Minimum of 2 meetings each month After school on shortened Tuesday PD time	Department Professional Development	All members of the department	Minimum of 3-5 hours each month Departments can apply for funding for additional meetings	Department Chairs NBC teacher Liaisons Department Administrators	QEIA Title 1
September thru June During SLC Lead teacher common planning period	Leadership Professional Development To support school leaders in planning PD for their SLC/Magnet or department	Principal (Chancellor) Assistant Principals SLC Lead Teachers Coordinators Department Chairs NBC Teacher Liaisons	Minimum of 2 hours each month	Principal (Chancellor) Participating leaders take turns leading the professional development	QEIA or Title 1 to pay for dept. chair class coverage
Summer 2012 thru June 2013	Advisory Curriculum Development Team	Administrator in charge of advisories SLC Lead Teachers Magnet/ Ninth Grade Academy Coordinators Teachers interested in curriculum development for the advisories	5-10 hours in July –Sept to develop curriculum 5-10 hours during the year to continue development and to make adjustments	Administrator in charge of advisories SLC Lead Teachers Magnet/ Ninth Grade Academy Coordinators Teachers interested in curriculum development for the advisories	QEIA Title 1

Meet a minimum of two times each month	Professional Development Committee Purpose: To approve funding for PD To schedule PD for the year To support PD planning To check for accountability To look for the connection between PD and student achievement	Principal (Chancellor) or designee Professional Development Committee Chair Title I and Bridge Coordinators Representatives from each department, SLC and Magnet	1 – 2 hours	Principal (Chancellor) or designee Professional Development Committee Chair	
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I. Professional Development Timeline



Los Angeles Unified School District
SUSAN MILLER DORSEY
 FALL 2011

Professional Development Proposal

This year a comprehensive and cohesive, yearlong PD plan needs to be adopted. The plan must:

- support the needs of students
- be research-based and data driven
- improve school-wide pedagogy and practice
- begin the implementation of school-wide instructional practices from the: *A Stronger Dorsey* design plan.

Instructional Design Plan Elements		Culture and Climate Design Plan Elements	
Measurable Aims and Exit Measures		SDATE	
Professional Development Activity	Date(s)	Professional Development Activity	Date(s)
Whole Staff Introduction	8/31/11	Whole Staff Introduction	10/25/11
Write Lesson Plans with Aims + Measures	Ongoing	Refresher Whole Staff PD	12/6/11
Refresher Whole Staff PD	9/27/11	Address in PLC Meetings	DEC
Address in PLC Meetings	OCT	Coaching and Feedback Using Rubrics	DEC
Coaching and Feedback Using Rubrics	OCT	Lead: Bennett, Bruckman & Murray	
Lead: Murray & ILT			
Data Analysis		Love and Logic and PRIDE	
Professional Development Activity	Date(s)	Professional Development Activity	Date(s)
Whole Staff Introduction	10/11/11	Whole Staff Introduction	8/31/11
Refresher Whole Staff PD	12/6/11	Refresher Whole Staff PD	10/25/11
Address in PLC Meetings	DEC	Address in PLC Meetings	NOV
PLC's Write + Observe Common Lessons	DEC	Coaching and Feedback Using Rubrics	NOV
Coaching and Feedback Using Rubrics	DEC	Lead: Newbill & Middleton	
Lead: Sample, Johnson, Graham-Rogers			
Reciprocal Teaching		Core K-12	
Professional Development Activity	Date(s)	Professional Development Activity	Date(s)
Whole Staff Introduction	8/31/11	Whole Staff Introduction	11/15/11
Refresher Whole Staff PD	10/25/11	Refresher Whole Staff PD	12/13/11
Address in PLC Meetings	NOV	Address in PLC Meetings	Jan
PLC's Write + Observe Common Lessons	NOV	Coaching and Feedback Using Rubrics	Jan
Coaching and Feedback Using Rubrics	NOV	Lead: Johnson & Bruckman	
Lead: Murray, Bennett, & Flowers			
Differentiation		CRRE or Reading Apprenticeship	
Professional Development Activity	Date(s)	Professional Development Activity	Date(s)
Whole Staff Introduction	11/15/11	Whole Staff Introduction	11/29/11
Refresher Whole Staff PD	12/13/11	Refresher Whole Staff PD	12/13/11
Address in PLC Meetings	Jan	Address in PLC Meetings	Jan
Coaching and Feedback Using Rubrics	Jan	PLC's Write + Observe Common Lessons	Jan
Lead: Lempel, Carter, Flowers, & Middleton		Coaching and Feedback Using Rubrics	Jan
		Lead: Murray, Flowers, Kinnev, & Corcoran	

J. Assessment Development Timeline

Teachers will work together leading up to the 2012-13 school year to create/modify common assessments.

Date	Benchmark
<i>April</i>	Teachers gather years worth of assessments
<i>May</i>	Teachers submit assessments to department chair to create test bank
<i>mid-May</i>	Departments analyze assessments for rigor and student need (Are we meeting the students needs? Are we spending enough time on focus standards?)
<i>June</i>	Teachers create common final exams
<i>July</i>	Teachers create assessments for 2012-13 school year in summer department meetings
<i>August</i>	Submit final drafts of common assessments and draft of pacing plan (8/1/12)

K. School Calendar

BUILDING A STRONGER DORSEY -- Appendix K

DORSEY HIGH SCHOOL																															
School Year 2012-2013																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
July				H																											
August																															
September					H																										
October																															
November																															
December																															
January	H	H	H	H			H	H	H	H	H																				
February																															
March																															
April	H																														
May																															
June																															

KEY CALENDAR DATES:

First Day of School: August 14, 2012
 Last Day of School: June 3, 2013
 Number of Instructional Days: 183
 Number of Holidays: 26
 Number of PD Days:

- IAP** INDIVIDUAL ACADEMIC PLAN REVIEW/END OF SEM.
- F** FIRST DAY OF SEMESTER/ALL CLASSES MEET
- S.W.A.T.** PER 1, 2, 4, 5, 6, 7 MEET
- PER 1, 3, 5, 7 MEET**
- F** FINAL EXAMS
- PER 2, 3, 4, 6 MEET**
- H** HOLIDAYS
- W** WEEKENDS
- M** MIDTERM WEEK

L. Daily Schedule

Bell Schedules/Horarios de Campanas 2012 - 2013

Regular Day/Horario Regular *Mondays/Lunes, Wednesdays/Miércoles, Thursdays/Jueves Fridays/Viernes*

Dismissal at 3:10 p.m./Salida a las 3:10 p.m.		
	Start– End	Min
Warning Bell	7: 50	
Period 1/2	8:00 – 9:40	100
Period 3	9:45 – 10:50	65
Nutrition	10:50 – 11:10	20
Period 4/5	11:15 – 12:55	100
Lunch	12:55 – 1:25	30
Period 6/7	1:30 – 3:10	100
(5 minute passing)	Total Minutes	365

School Wide Academic Tuesday (SWAT) Every Tuesday/Cada Martes

Dismissal at 3:10 p.m./Salida a las 3:10 p.m.		
	Start– End	Min
Warning Bell	7: 50	
Period 1	8:00 – 8:50	50
Period 2	8:55 – 9:45	50
Nutrition	9:50 – 10:10	20
ADVISORY	10:10 – 11:00	50
Period 4	11:05 – 11:55	50
Period 5	12:00 – 12:50	50
Lunch	12:55 – 1:25	30
Period 6	1:25 – 2:15	50
Period 7	2:20 – 3:10	50
	Total Minutes	350

Shortened Day PD Tuesdays/ Horario Martes *Dates TBD by District and School Planning Calendar*

Dismissal at 1:30 p.m./Salida a las 1:30 p.m.		
	Start– End	Min
Warning Bell	7: 50	
Period 1	8:00 – 8:40	40
Period 2	8:45 – 9:25	40
ADVISORY	9:30 – 9: 55	25
Period 4	10: 00 – 10:40	40
Brunch	10:40 – 11:15	35
Period 5	11:15 – 11:55	40
Period 6	12:00 – 12:40	40
Period 7	12:45 – 1:30	40
	Total Minutes	265

M. Policies for Retention, Graduation and Student Behavior

LOS ANGELES UNIFIED SCHOOL DISTRICT **BEHAVIOR SUPPORT**

Dorsey High School will follow the District Initiative Positive Behavior Support in order to address Behaviors in a Response to Intervention Framework. Using Positive Behavior Support, also referred to as Progressive Discipline, will allow students to understand their roles and responsibilities in school as learners, and teachers will be able to act out their roles as teachers ensuring that all students will have the opportunity to gain the most from their experience at Dorsey High School.

The system is designed to:

- A) Provide for the teaching of school rules, as well as social emotional skills;
- B) Provide for teacher training on the use of effective classroom management;
- C) Provide for parent/caregiver collaboration for discipline problems;
- E) Provide for early intervention for discipline problems through in-classroom discipline, one on one counseling, SLC detentions.
- D) Provide prompt and effective negative consequences for students who choose to interfere with the rights of other students to an education, and the rights of teachers to teach them; provide for prompt and positive consequences through collaboration and partnering with after-school programs and outside agencies when appropriate.

The system requires that all stakeholders on Dorsey's campus maintain a positive approach to student behavior, by allowing students opportunities to learn from their mistakes and remedy behaviors that may come in conflict with the learning environment.

The Teachers have the responsibility to:

1. Create a positive classroom environment and utilize effective classroom management strategies to prevent misconduct
2. Acknowledge and reinforce appropriate student behaviors, while modeling expected behavior
3. Establish clear rules, procedures and instruct students in how to follow them; Ensure that students understand the steps of progressive discipline.
4. Enforce classroom rules promptly, consistently, and equitably from the very first day.
5. Implement school interventions for students whose behavior distracts from safe and positive learning environment
6. Provide corrective feedback and re-teach behavior skills when misconduct occurs and adhere to tiered intervention plan
7. Work with parents to reinforce appropriate behaviors

The students are responsible to:

1. Follow all school and classroom rules and demonstrate appropriate behaviors, social skills and attitudes when interacting with others.
2. Complete all class work and homework assignments in a timely manner, and maintain satisfactory marks. (Bring necessary supplies.)
3. Maintain a positive attitude toward teachers, administrators and other staff members as well as peers
4. Resolve conflicts or personal problems in a calm manner, while utilizing the help of adults on campus when necessary.
5. Conduct oneself in a way that reflects positivity, take pride in work and behavior at school, and respect all stakeholders.

Parents and Caregivers are responsible to:

1. Take an active role in supporting the schools efforts to maintain a welcoming school environment.
2. Review and support the school rules and regulations (along with dress code)
3. Promote appropriate conduct on campus
4. Participate in Back-to-School Night, Open House, school performances and other school related activities
5. Be informed that the home environment has a large impact on the students academic success
 - a. Students should have a set place/time to study that is quiet and well lit and have proper nutrition, rest and exercise
 - b. Parents should respond to correspondence from staff and teachers
 - c. Show interest in student's school work, homework and activities on campus

Dorsey High School is responsible teaching, enforcing, advocating, and modeling appropriate behavior. Support staff will organize motivational assemblies and activities to meet the needs of all students. This includes knowledge of the behavior support plan for students with disabilities. In addition, school support personnel will assist students in accessing appropriate resources, directly matching student needs to these available resources.

Counselors/Coordinators/Leads	Deans	Other Support Staff
Coordinate Student Success Teams (SST) Facilitate Conferences Identify at-risk students Program students for A-G Monitor Student Progress Facilitate Motivational Assemblies	Supervise Campus Implement In-School Suspension, alternatives to suspension plan, and Detention (Bul.36380) Monitor Opportunity Transfer & Probation Students Implement Discipline Review Team	Assess/Evaluate students social, emotional, and behavioral needs Identify/Coordinate partnerships with community based agencies Conduct Needs Assessments Provide Referrals to outside service Consult with Parents and Teachers

LOS ANGELES UNIFIED SCHOOL DISTRICT
ATTENDANCE IMPROVEMENT ACTION PLAN

Positive School Climate

One critical strategy for increasing student attendance is to establish and maintain a positive school climate in which all students feel safe, and are motivated to excel academically and socially. Dorsey High School will implement the following components to promote a positive school climate:

- **Safe** – Dorsey staff will make every effort to ensure the well-being of all students and staff while in the classrooms, all common areas and the perimeter of the school during, before, and afterschool.
- **Welcoming** – All Dorsey staff will interact with students in a welcoming and encouraging manner and will reinforce the significance of positive attendance and achievement.
- **Cultural Sensitivity** – Dorsey staff will demonstrate a genuine appreciation of the cultural diversity of students and the school. This will be evident in a variety of school events and reflected in the school's curriculum.
- **Responsive** – Dorsey staff will focus on the educational, physical, emotional, and social needs of students through counseling services, Positive Behavior Support Teams, and other inter-disciplinary teams. Some of the target population would include students who display behaviors including but not limited to: bullying, hate speech, threats against others, suicidal ideation, depression, isolation, and substance abuse.
- **Respectful** – Dorsey staff will ensure respect for all students and staff. This will be exhibited in classrooms, throughout the campus, and school events. Regardless of race, culture, ethnicity, gender, learning ability, age, religion or sexual orientation, all Dorsey stakeholders will be treated with dignity and respect.
- **Clean** – Dorsey High administration and maintenance staff will ensure that the school is clean and the buildings, classrooms, and surroundings are well maintained. Graffiti must be removed immediately.

Transitional Programs, Services, and Practices:

Dorsey High School has purchased attendance specialists: PSA Counselor / Attendance Improvement Counselor (AIC) to target increasing student attendance and coordinate the school's transitional programs and services in the following areas:

1. School-wide communication about attendance goals and expectations:
 - a. Written/verbal communication w/parents (letters, phone calls, parent meetings, etc.)
 - b. Communication w/students (assemblies, class presentations, group counseling, PA announcements, individual counseling)
 - c. Communication w/school staff (staff in-service, PA announcements, boxed memos, etc.)
2. Utilize My Data to identify at-risk students for early intervention/prevention
3. Case management, individual/family counseling, home visits, resource coordination
4. Utilize Coordination of Service Team (COST) to identify at-risk students and coordinate services
5. School Attendance Review Team (SART) Meetings
6. School Attendance Review Board (SARB) referrals
7. Student Recovery Day

Graduation Promotion Counselor/Re-entry Graduation Promotion Counselor

1. Provide intensive case management to pre-identified 9th and 10th grade students based on specific selection criteria.
2. Implement transitional activities
3. Parent Bridge program
4. Community partnerships
5. Identify students who have dropped out of school
6. Develop Individualized Re-entry Action Plan for each identified student
7. Re-enroll students in educational settings leading to a high school diploma
8. Track and facilitate accurate "checkout" system to prevent increase in dropout numbers
9. Work closely with community partners such as OneSource Work Centers.

ATTENDANCE INCENTIVES/MOTIVATIONAL PROGRAMS

Schools should analyze practices that contribute to increase or decrease attendance and develop policies and strategies to assist schools in the implementation of programs that enhance attendance. In addition to engaging in practices that promote a welcoming, nurturing and supportive environment for students, Dorsey High School will increase student attendance through the implementation of an attendance incentive and motivational program. At minimum, the Attendance Motivation will include the following:

- Students with Perfect and Excellent* attendance will be recognized at the 5-week report card.
- Students with Perfect, Excellent and Improved* attendance will be recognized at the 10 and 15 week report card.
- Students with Perfect, Excellent and Improved attendance will participate in a culminating activity at the end of the semester.

*Criteria:

Perfect Attendance = 0 absences, 0 tardies

Excellent Attendance = 2 absences or 2 tardies or a combination thereof

Improved Attendance = increase in-seat attendance percentage by 10%.

Most Improved Attendance = increase in-seat attendance percentage by 20%

- *The SLC/Magnet with the highest mid-semester (10 weeks) attendance and end of the semester attendance will be recognized.*
- *Students with 5 unexcused absences per semester will not be permitted to participate in extracurricular activities including field trips, school dances, school-related activities, etc. Seniors will not be permitted to participate in the senior prom, graduation ceremony and other senior activities.*

INCENTIVES FOR STUDENTS WHO IMPROVE CLASSROOM ATTENDANCE

- Assemblies
- Bumper Stickers
- Certificates and Gift Cards
- Ice Cream Party
- Popcorn/Movie Party
- School Dances / Event

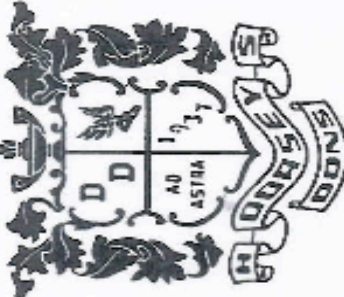
INCENTIVES FOR TEACHERS WHO IMPROVE CLASSROOM ATTENDANCE

- Teachers will be acknowledged on the PA, Marquee, Connect-Ed, and the Dorsey High School website.
- Teachers will be recognized, along with students at attendance motivation assemblies/activities.
- Teachers will be invited to a special recognition luncheon.
- SLC Competitions

ALTERNATIVES TO SUSPENSIONS

Every school shall investigate the procedures necessary to create an On Campus Referral Program where students can be assisted with behavior problems by a counselor or other qualified staff person, allowing the student to remain a part of the instructional program in lieu of being sent home.

- Conference with teacher, parent, and administrator immediately after incident.
- Refer cases to COST.
- Utilize contracts or agreements with students.
- Make appropriate adjustments in student's program.
- Refer students to appropriate school or district resources.
- Refer parents to appropriate community agencies.
- Student will be assigned detention and/or Campus Cleanup.
- Suggest educational options to student and parent.
- Establish and utilize a "Student Success Team" at school site.
- Arrange for parent to spend entire day in school with child.
- Suspend student from class period only, rather than whole day
- In-School Suspension Program.

Susan Miller Dorsey High School	Dorsey Students Show Dorsey PRIDE through:	Susan Miller Dorsey High School-PRIDE Expectations
<p>Susan Miller Dorsey High School</p> <p>Behavior Flow Chart</p>	<p>P= PREPARATION</p> <p>Ready to succeed with all that you need!</p>	<p>P= PAY ATTENTION AND FOLLOW ALL ADULT DIRECTIONS</p>
 <p>The crest features a shield divided into four quadrants. The top-left quadrant contains a book, the top-right contains a torch, the bottom-left contains a laurel wreath, and the bottom-right contains a scroll with the year '1937'. Above the shield is a crest with a book and a torch. A banner below the shield reads 'DORSEY HS'.</p>	<p>R= RESPONSIBILITY</p> <p>Knowing what's expected, having what's expected and doing what's expected!</p>	<p>R= REMAIN IN CLASS THE ENTIRE CLASS PERIOD</p>
<p>Dorsey HS Mission:</p> <p>A Stronger Dorsey cultivates with a holistic and relevant education the habits of mind, character traits, and academic skills necessary for students to take ownership over their college and career path.</p>	<p>I= INTEGRITY</p> <p>Doing the right thing, even if no one is looking!</p>	<p>I= INTERACT RESPECTFULLY WITH OTHERS USING APPROPRIATE LANGUAGE</p>
<p>D= DETERMINATION</p> <p>Never, never, never give up!!!</p>	<p>E= EQUITY</p> <p>This school belongs to everyone and everyone belongs to this school!</p>	<p>D= DISPLAY APPROPRIATE BEHAVIOR BY COMPLYING WITH THE DRESS CODE & KEEPING YOUR HANDS TO YOURSELF</p>
<p>E= EQUITY</p> <p>This school belongs to everyone and everyone belongs to this school!</p>	<p>E= ELECTRONIC DEVICES & NON DORSEY HEADGEAR MUST REMAIN OFF AND OUT OF SIGHT DURING THE SCHOOL DAY</p>	<p>E= ELECTRONIC DEVICES & NON DORSEY HEADGEAR MUST REMAIN OFF AND OUT OF SIGHT DURING THE SCHOOL DAY</p>

"Just Can't Hide that Dorsey Pride"

Los Angeles Unified School District
 Susan Miller Dorsey High School
 3537 FARMDALE AVE, LOS ANGELES, CALIFORNIA 90016

Dr. John Deasy
 Superintendent of Schools
 Dr. Brenda Manuel
 Superintendent District 3
 Dr. Reginaid Sample
 Principal



October 1, 2011

To the Parent/Guardians of: _____

To be eligible for a diploma and graduate from Susan Miller Dorsey High School, students must meet the requirements established by the Los Angeles Unified School District. These requirements are:

- 1 Completion of 230 credits (9th- 12th grade)
- 2 Successfully complete all required courses and electives
- 3 Pass State required Math & English CAHSEE
- 4 Successfully complete Computer Literacy district requirement
- 5 Service Learning: Check with 11th grade History teacher

A review of your child's cumulative records indicates he/she has earned _____ credits as of October 2011 and must complete the following to be eligible for graduation:

*CAHSEE Math: Passed/ Need to Pass CAHSEE English: Passed/ Need to Pass

* Required classes still needed: _____

Students who need to make-up classes or earn additional credits may do so by taking after school classes at Adult School, college classes, or ECC Adult School (Washington & 10th Ave). Students may also enroll in on line classes. Please have your son/daughter see me as soon as possible to get adult school/on line class enrollment information.

Seniors who fail fall semester English and or Social Science put themselves in serious jeopardy of not graduating June, 2012.

Regards,

Camille Lydia
 Secondary School Counselor, Career and Technical Arts
 323.298.2355

School Rules

Students must respect the rights of classmates and peers to learn in a safe environment and respect the professional authority of all staff members. Harassment, verbal threats, name-calling and any form of disruptive behavior are unacceptable. Consequences: 1st Offense, student counseled; 2nd Offense, assigned detention; 3rd Offense, suspension from school. Verbal abuse (name-calling) of a teacher or staff member is an automatic one-day suspension.

- ❖ Students are required to bring pencils, pens, notebooks, and textbooks to class.
- ❖ Smoking is not permitted at any time on school premises or during school activities.
- ❖ Physical attacks (fights) or verbal threats or loitering will result in citations, suspension, opportunity transfers, expulsion, and/or arrest.
- ❖ Electronic devices such as beepers, pagers, cellular telephones, radios, headphones, tape players, CD players, etc. are not to be brought on campus. The school assumes no liability for their theft or loss. Refusing to give an electronic device to a staff member is an act of defiance and is subject to progressive disciplinary action.
- ❖ Gambling, theft of school/personal property or the defacing of school property will not be tolerated. Students are subject to police citation or arrest, suspension and/or expulsion. The subject and family will be required to pay damages incurred for vandalism based upon prevailing maintenance or replacement costs.
- ❖ All students must participate in random weapon search. Students found with weapons on their person or in their belongings, including lockers, as well as those identified with weapons will be arrested. Discipline includes suspension and recommendation for expulsion.
- ❖ ID cards must be carried at all times and shown upon request of school personnel. Cards are required for purchasing tickets and admission to all school activities. There is a charge for the replacement of a card.
- ❖ Students who possess, sell or are under the influence of any controlled substance will be subject to arrest, suspension, opportunity transfer, citation and/or expulsion.
- ❖ Racially motivated incidents as well as other hate crimes and bias motivated incidents, including sexual harassment, will not be tolerated. Such behavior is grounds for suspension and/or expulsion.
- ❖ No food, gum, or drinks are permitted inside of the classrooms, auditorium, or library.
- ❖ Students are not allowed out of class during class time without a school ID and a hall pass.
- ❖ Students must have a permit to park on campus. Parking permits may be purchased in the student store upon proof of a driver's license, car registration, and insurance coverage. Students parked in areas other than the student parking lot are subject to a citation.

I have read and discussed the school rules and dress code for 2009-2010 with my child

Student Signature: _____

Date: _____

Parent Signature: _____

Telephone: _____

DORSEY SCHOOL
BEHAVIOR MODIFICATION CONTRACT

To: Parents/Guardians of _____

Re: Progressive Discipline Behavior Contract

As a result of your child's behavior and/or lack of academic progress at Dorsey High School it is necessary to set forth the following guidelines, which will govern and determine their eligibility for continued enrollment at this school.

In order to remain at Susan Miller Dorsey High School, your child must:

1. Be regular in attendance to all classes except when at home ill or out for an excused emergency
2. Be on time to every class with required textbooks, materials, and homework.
3. Maintain satisfactory scholarship and citizenship. (No Failures or U's)
4. Be courteous and cooperative with teachers and all other school personnel.
5. Refrain from fighting and endangering the personal safety of other students.
6. Not disturb property belonging to others on this campus.
7. **Circulate a work habits and cooperation progress report to all teachers daily.**
8. Abide by all rules of Dorsey High School and LAUSD as outlined in the Summer School Enrollment Guidelines.

In order for your child to remain at Dorsey High School, you agree to:

1. Arrange conferences with each of your child's teachers to determine what must be done to ensure academic and behavioral success.
2. Monitor your child's progress daily and assist the school with being proactive in addressing potential violations of this agreement.

Please understand that your child is expected to comply with our summer school behavioral expectations and guidelines, and will remain here as long as the terms of this agreement are maintained. If the terms are violated, all parties signed below agree that student will be withdrawn from summer school

Student: _____ Grade: _____

Parent Signature _____

Student Signature _____

Contact Number: _____

Dean / Administrator: _____ Date: _____

N. Waiver Request Forms

Waiver Identification Form

School Site: Dorsey High School

Proposed School/Design Team Name: A Stronger Dorsey

Proposed Governance Model (mark all that apply):

- | | | |
|--------------------------------------|---|--|
| <input type="checkbox"/> Traditional | <input checked="" type="checkbox"/> Local Initiative School | <input checked="" type="checkbox"/> Expanded School Based Management |
| <input type="checkbox"/> Pilot | <input type="checkbox"/> Network Partner | |

Waiver Request:

- | | |
|---|---|
| <input type="checkbox"/> Methods of improving pedagogy
<input checked="" type="checkbox"/> Assessments
<input checked="" type="checkbox"/> Internal organization (e.g., SLCs)
<input type="checkbox"/> Budgeting control
<input checked="" type="checkbox"/> Teacher assignments*
<input type="checkbox"/> Discipline & codes of conduct
<input type="checkbox"/> Health and safety | <input checked="" type="checkbox"/> Curriculum
<input checked="" type="checkbox"/> Scheduling
<input checked="" type="checkbox"/> Professional development
<input checked="" type="checkbox"/> Mutual consent requirement for employees
<input type="checkbox"/> Staff appointments (e.g., department chairs)*
<input type="checkbox"/> Other**: _____ |
|---|---|

*If you are applying for a new school, the waivers for teacher assignments and staff appointments are not automatic and are subject to separate approval by UTLA and LAUSD. If you are requesting either or both of these waivers, please complete the *Waiver-Side Letter Request Form* (Attach. 2).

**Both new and focus school applicants selecting "Other" above must provide a rationale for requesting the waiver(s) by completing the *Waiver-Side Letter Request Form* (Attachment 2). "Other" waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

If you marked any of the other waiver options above, the rationale should be included in the narrative of the application.

Approval Signature:

Principal/Administrator: _____

Date: 2/6/2012

UTLA Chapter Chair/Rep: _____

Date: 2-7-2012

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: FEBRUARY 7, 2012

School/Office: SUSAN MILLER DORSEY HS

Local District/Division: 3

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Waiver Description: (Describe the actions that require a waiver) Waiver for ESBMM model with local school initiative options.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

ESBMM with local school initiative will allow us the flexibility to hold all stakeholders accountable for the success of our students. ESBMM gives Dorsey High School autonomies that will directly impact student achievement. Dorsey High School will be able to implement advisory systems, a more localized decision making body, and local control over hiring.

ESBMM VOTE TOOK PLACE ON: (PETITION ATTACHED)

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Supt/Division Head/Designee

Date

SUSAN MILLER DORSEY HIGH SCHOOL

BALLOT
January 25-26, 2012

**I SUPPORT THE PROPOSAL THAT A Stronger
Dorsey establish Expanded School
Based Management Model (ESBMM) as it Governance Model**

_____ **Yes**

_____ **No**

77 yes

2 no

We, **Reginald Sample** and **Noah Lippe Klein**, hereby certify that the below signatures took place on January 25 and 26, 2012. The signatures below represent the staff who participated in the ESBMM vote tallied above.

Staff
Phone List (Rev. 10/12/11)

Name	Location	Extension	Buildings	M-Bldg	Name	Location	Extension
Amadi, G	L3	1740	C1/1701	M1/1744	Kelly, X.	B2	1700
Askerneese, P	E4	1718	C2/1702	M2/1745	Kim, J.	D7	1715
Bachez, M.	K6	1734	C3/1703	M3/1746	King, N.	Bung. 49	1776
Bacon, A	M7	1750	C4/1704	M4/1747	Kinney, R.	Bung. 48	1775
Bennett, C.	A&H	2352	C5/1705	M5/1748	Knox, P.	L6	1743
Blankfield, M.	Resource	8485	C6/1706	M6/1749	Ku, M	K7	1735
Bowton, H.	M2	1745	C7/1707	M7/1750	K-Zigelman	D4	1712
Bradley, Q.	F2	1724	C8/1708	Bungalows	Kushon, R.	D2	1710
Brown, B	Cons. Off.	8422	D-Bldg	13/8480	Lemon, S	Cafeteria	8488
Brown, L.	College Off.	8419	D1/1709	14/1760	Lempel, B.	Sp.Ed	2344
Bruckman, K.	Title One	8411	D2/1710	16/1792	Levy, M	L5	1742
Buidosik, L	D5	1713	D3/1711	17/1761	Libuser, C.	K8	1736
Burns, P.	H1	1754	D4/1712	18/1762	Lippe-Klein	C6	1706
Butler, F.	Bung 47	1774	D5/1713	19/1763	Llamas, J.	H3	8439
Cadres, M.	Cons. Off.	4118	D6/1714	20/1764	Lock, K	K9	1737
Caldwell, R.	F4	1726	D7/1715	30/1765	Long, M	D6	1714
Campos	Title One	2350	E-Bldg.	31/1781	Lydia, C.	Counselor	2355
Carter, M.	L1	1738	E3/1717	33A/8486	Madison, E	Bung. 40	1768
Castaneda, L.	E6	1720	E4/1718	33B/1786	Main, T.	Bung. 16	1792
Chang, J.	F4	1726	E5/1719	37/1797	Manuel, B.	Dean	8435
Chartier, V	Bung 37	1797	E6/1720	38/1798	Marshall, J.	H2	1755
Childs, D.	Main Office	8404	F-Bldg.	39/1767	Martin, D.	Attend.	8426
Conner, L.	Bung. 33	8486	F1/1723	40/1768	Marzette, E.	H8	8442
Coquia, M	AP	8425	F2/1724	42/1769	McDavid, J.	AP	2379
Corcoran, L.	Magnet	8408	F3/1725	43/1770	McGary, F.	C2	1702
Davis, I	M3	1746	F4/1726	44/1771	McKee, D	F3	1725
Davis, J.	PSW	8440	F5/1727	45/1772	McNeal, D.	Bung. 44	1771
Ebonhon, G	Bung 19	1763	F6/1728	46/1773	Mendez, B	Hlth. Start	2359
Estes, C.	K1	1729	G-Bldg	47/1774	Mendoza	Sch. Police	8447
Flowers, M.	C7	1707	G1/8474	48/1775	Middleton, C	D8	1746
Fox, L	St. Store	2348	H-Bldg.	49/1776	Muoneke, D.	C4	1704
Freeman, M.	F3	1725	H1/1754	50/1777	Murray, T.	AP	2342
Frelix, Q	A&H	2346	H2/8455	51/1778	Myles, M	Bung. 38	1798
Fukuda, L	PE.	8461	H3/8439	52/1779	Nathan, J.	Bung. 18	1762
Gania, R.	Bung. 40	1773	H7/2353	53/1780	Newbill, S	P.E./42	8461/1769
Gay, J	L4	1741	H8/8442		Nguyen, A.	M1	1744
Gibson, AK.	N.P.E./42	8460/1769	K-Bldg		Nichols, K.	E10	1722
Gil, I.	17	1761	K1/1729		Noble, P.	Nurse	8470/8471
Gonzalez	Police	8447	K2/1730		Osher, M	Bldg 52	1779
Gordon, G	Hlth. Start	2358	K3/1731		Parades, R.	Parent Ctr.	1760
Graham, P.	Cons. Off.	2340	K4/1732		Pendleton, B.	AP	8416
Graham, M.	Testing	8412	K5/1733		Peters, L.	Dean	8434
Green, R.	C8	1708	K6/1734		Polite, J.	Counselor	8428
Gross	Couns Off.	8421	K7/1735		Rivera, A.	K3	1731
Ha, A.	F5	1727	K8/1736		Rojas, J.	Attend.	8472
Hapaurachy, S	K2	1730	K9/1737		Roses	C2	1702
Hoxie, C.	Bung. 13	8480	L-Bldg		SAMPLE, R.	Principal	8404
Iranpoor, S	Bung 33B	1786	L1/1738		Schneck, R	K4	1732
Iwason, A.	E4	1718	L2/1739		Schulman, A.	Bung. 13	8480
Izarraraz, R.	Magnet	8440	L3/1740		Sheehan, M	Bung. 45	1772

Staff
Phone List (Rev. 10/12/11)

	Trupia, M.	K4	1732
	Tyndall, M.	Adapt. PE	8460
	Valdemar, G	Counselor	8423
	Walmer, T	E3 <i>TW</i>	1717
	Williams, D.	Bung 20 <i>DMW</i>	1764
	Wu, D.	F6 <i>May</i>	1728
	Offices		
	Attendance	8426/8472	
	Adult School	Ms. Evans	323 290-7891
	Boys Locker	P.E.	8460
	C.Y.F.C.		323 299-2971
	College Off.		1753
	Counsel Off.		8417/8422
	Dean's Off.	Manuel	8434
	Dean's Off.	Peters	8435
	Girls Locker	P.E.	8461
	Main Office		8403/8404
	Nurse	Noble, P.	8470/8471
	Plant Mgr.	Johnson	8453
	Probation	Smith, S.	8443
	Rancho Park		323 290-3141
	Roll Call Rm.		323 296-2030
	Student Store		2347/2348
	Textbook Rm		8431
	View Park		323 292-0331
	Weight Rm		8481

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 Los Angeles, CA 90017
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 Phone: 213-241-6056

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Staff Relations**

LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: FEBRUARY 7, 2012

School/Office: SUSAN MILLER DORSEY SH

Local District/Division: 3

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Waiver Description: (Describe the actions that require a waiver) Local interim benchmark assessments in addition to district periodic assessments and end of course exams.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

In order to ensure students and making regular progress toward their goals, Dorsey will implement department common assessments per unit, in addition to regularly scheduled common assessments. These assessments will be skills based and allow students to authentically transfer knowledge and skills. Departments will use end of course data to create assessments that support the districts pacing plans.

Students will take diagnostic assessments in order to determine individual student need. Knowing that the early start calendar is planned for the 12-13 school year, Dorsey will create assessments that place students appropriately according to their need (before state assessment results are available to schools.) Diagnostics will inform individual academic plan (I-AP), which will allow teachers to meet the needs of The Whole Child. For example, a student wants to be a forensic scientists, yet scores at the 6th grade level on the entry level math test. The teachers are now aware of the addition supports that the child will need in order to meet his/her goal. The diagnostic makes possible transparent and measurable goal setting for students that are not always possible with raw CST scores. Doing so also allows the student to understand how his/her skills directly relate to his/her goal of becoming a forensic scientist. (Such as, "I will take one year of Math support class in order to get better at math and make it possible to score proficient on the CST".) These measurable goals will lead directly to college and career success. The CST score is only one way of monitoring progress toward this goal.

Granting students multiple assessment opportunities will allow for more regular data and tracking of students in terms of their progress. Doing so will allow teachers to prepare students more thoroughly for periodic assessments as well as indicate strategies that will help students meet their goals. Getting staff members on the same pacing plan across all subject (and using common authentic assessments) will allow students to extend their knowledge, while allowing teachers to differentiate for the student needs. Assessments will be standards based and skills driven. All assessments and adjusted pacing plans will be

Requesting Administrator's Approval:

submitted to the district by August 1, 2012 for approval.

ASSESSMENT DEVELOPMENT TIMELINE:

1. Submit Assessment Bank to Department (MAY 2012)
2. Outline skills needed by subject/ grade level based on California Standards and Periodic Assessments (JUNE 2012)
3. Create Unit Assessments (JULY 2012)
4. Using Backwards planning, create unit plans (August-Sept 2012)

Requesting Administrator's Approval:


Principal/Administrator

2/6/2012
Date

Local District Supt/Division Head/Designee

Date

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Date: FEBRUARY 7, 2012

School/Office: SUSAN MILLER DORSEY SENIOR HIGH

Local District/Division: 3

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Waiver Description: (Describe the actions that require a waiver)

LIS WAIVER # 5 – Teachers required to hold one additional hour of service, Office Hours, per week for student conferences, tutorial and clarification/questioning.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement) Office hours will allow students to conference with teachers on a weekly basis, as necessary. This waiver will allow teachers to meet the needs of all learners by providing more personalization of instruction and teacher accessibility. In addition, teachers may use office hours to provide interventions and extended learning opportunities. Students returning from absences will also be encouraged to use office hours to discuss missed assignments and to retrieve make-up work.

Office Hours will be published by the lead teacher of each small learning community.

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Supt/Division Head/Designee

Date

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Date: FEBRUARY 7, 2012

School/Office: SUSAN MILLER DORSEY HIGH SCHOOL **Local District/Division:** 3

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Waiver Description: (Describe the actions that require a waiver)

Proposing an alternate organizational plan for the school (CONTINUED IMPLEMENTATION OF SMALL LEARNING COMMUNITIES)

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

1. School of Arts & Humanities
2. School of Business and Entrepreneurial Studies
3. School of Recreation Education and Careers in Health (REACH)
4. Magnet School of Law & Public Service
5. Magnet School of Math/Science/Technology

Magnets and SLCs will provide regular time for teachers to work together to design interdisciplinary, technology-based projects for each grade level. The curriculum will integrate core content standards with overarching themes selected by the magnets and SLCs. Teachers will also work together to ensure that students receive adequate scaffolding through all levels of Bloom's taxonomy and differentiation, so that students will be equipped with the higher-level thinking skills required for success in higher education.

Requesting Administrator's Approval:

Principal/Administrator

2/6/2012
Date

Local District Supt/Division Head/Designee

Date

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LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

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Date: FEBRUARY 7, 2012

School/Office: SUSAN MILLER DORSEY HIGH SCHOOL **Local District/Division:** 3

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Waiver Description: (Describe the actions that require a waiver)

LIS #7: Extension of Professional Development plan beyond training related to legal/compliance mandates.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

In order to meet the needs of our students, Dorsey High School will need to ensure that staff can execute the adopted strategies listed in this plan. Topic for professional developments that extend beyond the mandates include:

- *DIFFERENTIATION*
- *BACKWARDS PLANNING USING UNDERSTANDING BY DESIGN (implementing Habits of Mind and Essential questions)*
- *CULTURALLY RELEVANT AND RESPONSIVE EDUCATION*
- *PROJECT BASED LEARNING*
- *READING APPRENTICESHIP/ AIM FOR ALGEBRA (WEST ED)*
- *Creating student driven goals using the I-AP*

REFERENCE: APPENDIX H AND APPENDIX I

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Supt/Division Head/Designee

Date

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LAUSD/UTLA WAIVER-SIDE LETTER REQUEST FORM

Please complete the information below and have the form signed by the appropriate administrator and by the Local District Superintendent/Division Head/Designee. Please complete a separate form for each specific waiver request.

Date: February 7, 2012

School/Office: SUSAN MILLER DORSEY HIGH SCHOOL **Local District/Division:** 3

CBA Section: (Identify the Article and Section of the Collective Bargaining Agreement (CBA) to be waived)

Waiver Description: (Describe the actions that require a waiver)

The school will require mutual consent between the school and the applying employees, with respect to the filling of the UTLA-Represented, site-based openings at the school.

Rationale: (Describe how this waiver will address the needs or functionality of the school and create conditions for improvement)

Having mutual consent for the plan will maximize the schools ability to implement strategies that will directly influence student achievement. Mutual consent will hold all stakeholders accountable for student achievement, while giving the school the power to ensure that everyone is aligned to a common mission and vision.

Requesting Administrator's Approval:

Principal/Administrator

Date

Local District Supt/Division Head/Designee

Date

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O. Graduation Requirements

DORSEY HIGH GRADUATION REQUIREMENTS

DORSET HIGH GRADUATION REQUIREMENTS						
		Grade 9	Grade 10	Grade 11	Grade 12	CREDITS
A-History (2.5 years required)		FRESHMAN Academy Elective Pathway	World History	US History	Principles of American Democracy	25 CREDITS
			World History H	US History H	AP Government	
B-English (4 years required)		English 9+ Block	English 10 + Block	American Literature/Comp	Expository Comp/Modern Literature	40 CREDITS
		English 9	English 10	American Literature/Comp H	Advanced Comp/World Lit	
		English 9 H	English 10 H	AP Literature	AP Language	
C-Mathematics (3 years required/4 recommended)		Alg 1 + Block	Geometry + Block	Algebra II	Statistics	30 CREDITS
					Trigonometry	
		Algebra 1 (H)	Geometry (H)	Algebra II (H)	AP Statistics	
					Trigonometry	
		Geometry (H)	Algebra II (H)	Trigonometry	AP Calculus	
		Statistics	AP Statistics			
D-Laboratory Science (2 years required/3-4 recommended)		Biology	Physiology	Chemistry	Physics	20 CREDITS
		Biology H	Chemistry (H)	Physics	AP Biology	
				AP Chemistry	Physics	
					Physiology	
					Microbiology	
E-Foreign Language (2 years requires/3 years recommended)		French I	French II	French III		20 CREDITS
		Spanish I	Spanish II	Spanish III	AP Spanish	
		Spanish SP I	Spanish SP II	AP Spanish		
LAUSD Graduation Requirements		Physical Education I	Physical Education II	Technical Arts		30 CREDITS
Capstone Electives	F-Visual & Performing Arts	FRESHMAN Academy <OR> MAGNET Career Pathway	CAREER PATHWAY	CAREER PATHWAY	CHOOSE FROM: Art, Choir, Band, Dance, Drama	65 CREDITS
	G-College Prep Elective	FRESHMAN Academy <OR> MAGNET Career Pathway	CAREER PATHWAY	CAREER PATHWAY	Economics	
TOTAL CREDITS		55 CREDITS	110 CREDITS	170 CREDITS	230 CREDITS	230 CREDITS

*Italics indicate emerging School for Advanced Studies Pathway(s)

FRESHMAN ACADEMY ELECTIVE PATHWAY

ELECTIVE PATHWAY

FULL Remediation
Math Remediation
English Remediation
On Track

ELECTIVE A

Math Tutoring Block
Math Tutoring Block
Foreign Language
Foreign Language

ELECTIVE B

Strategic Literacy
Foreign Language
Strategic Literacy
Choose: Introduction to Computers/Art

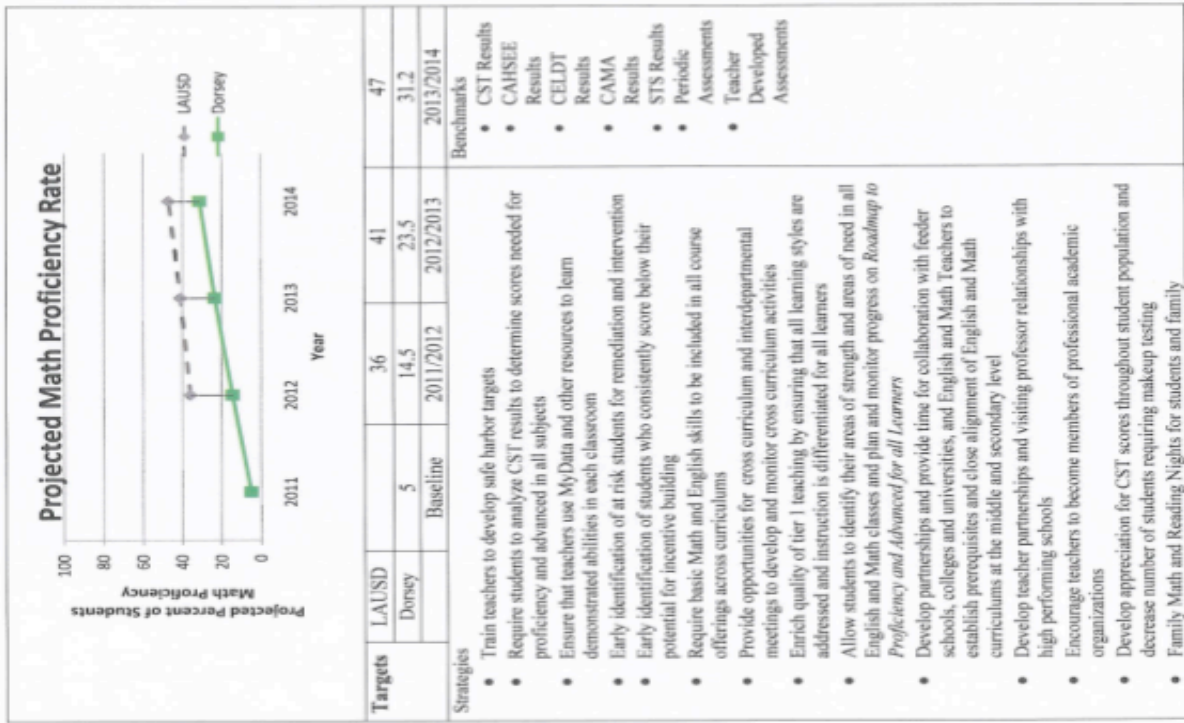
DORSEY HIGH SCHOOL CAREER PATHWAYS

CAPSTONE ELECTIVES FOR SMALL LEARNING COMMUNITIES & MAGNET PROGRAMS

DORSEY HIGH SCHOOL CAREER PATHWAYS	School of Arts & Humanities	Performing Arts	FRESHMAN Academy	Stage Design	Drama	Advanced Acting
				Beginning Dance	Adv. Dance	
				Choir I or Beg. Band	Choir II or Adv. Band	Keyboarding or Guitar
		Visual Arts	FRESHMAN Academy	Art I	Painting	Art History
		Film	FRESHMAN Academy	Screenplay Writing	Film I	Film II
		Additional Requirements	Perform in 1 or more of following: Concerts/ Recitals, Film Festivals, Dorsey Art Walks; Annual A&H Capstone Projects; Senior Portfolio; Participate in Fox Mentor Program			
	School of Business & Entrepreneurial Studies	Entrepreneurship	FRESHMAN Academy		Prof. Readers & Writers/ Accounting	NFTE
		Interactive Media	FRESHMAN Academy	Introduction to Computers	Internet Pub I	Internet Pub II
		Culinary Arts/ Hospitality	FRESHMAN Academy	Foods & Nutrition	Food Service & Hospitality	Culinary Arts
		Additional Requirements	Create Business Plan Presentation; Annual Culminating CTA Capstone Projects; SAT/ACT; Senior Portfolio; Participate in LA Futures Academy			
	School of Recreation Education & Careers in Health	Sports Health Informatics	FRESHMAN Academy	Microsoft Excel	ROP Medical & Hospital Careers	
		Sports Medicine Therapeutic Services	FRESHMAN Academy	Sports Health/ Nutrition	Physiology	Sports Therapy
		Recreation Support Services	FRESHMAN Academy	Life Sports	Sports Culture/ Psychology	Medical Regulations/ Sports Officiating
		Additional Requirements	Participate in: 20 hrs Community Service at Local Hospital/Athletic Events as student trainer on staff; Intern with Parks & Recs; Annual Culminating REACH Capstone Project; SAT/ACT; Senior Portfolio			
	Magnet School of Engineering Sciences	Engineering	Introduction to Computers	Exploring Computer Science	Engineering	Adv. Engineering
		Computer Hardware			Digital Imaging	Computer Repair
		Robotics			Robotics I	Robotics II
		Additional Requirements	Participate in: STEM Fair, 3 Webinars with Net-Generation Youth, 120 Hours Community Service; Annual Culminating STEM Capstone Project; SAT/ACT; Senior Portfolio; Participate in MESA Program, ACE Mentor Program			
	Magnet School of Law & Public Service	Legal Services	Law Youth	Juvenile Justice	Sports Law Forensics	Constitutional Law
		Protective Services	Administration of Justice/ Physical Training	Juvenile Justice/ Physical Training	Forensics/ Physical Training	West LA College POPP Program
		Human Services	Law Youth	Speech	Psychology	Journalism I/II
		Additional Requirements	Participate in: 50 hours of Teen Court/70 Hours Community Service, Young Lawyers Program, City Year Hero, and/or Mock Trial; Annual Culminating LPS Capstone Project; SAT/ACT; Senior Portfolio			

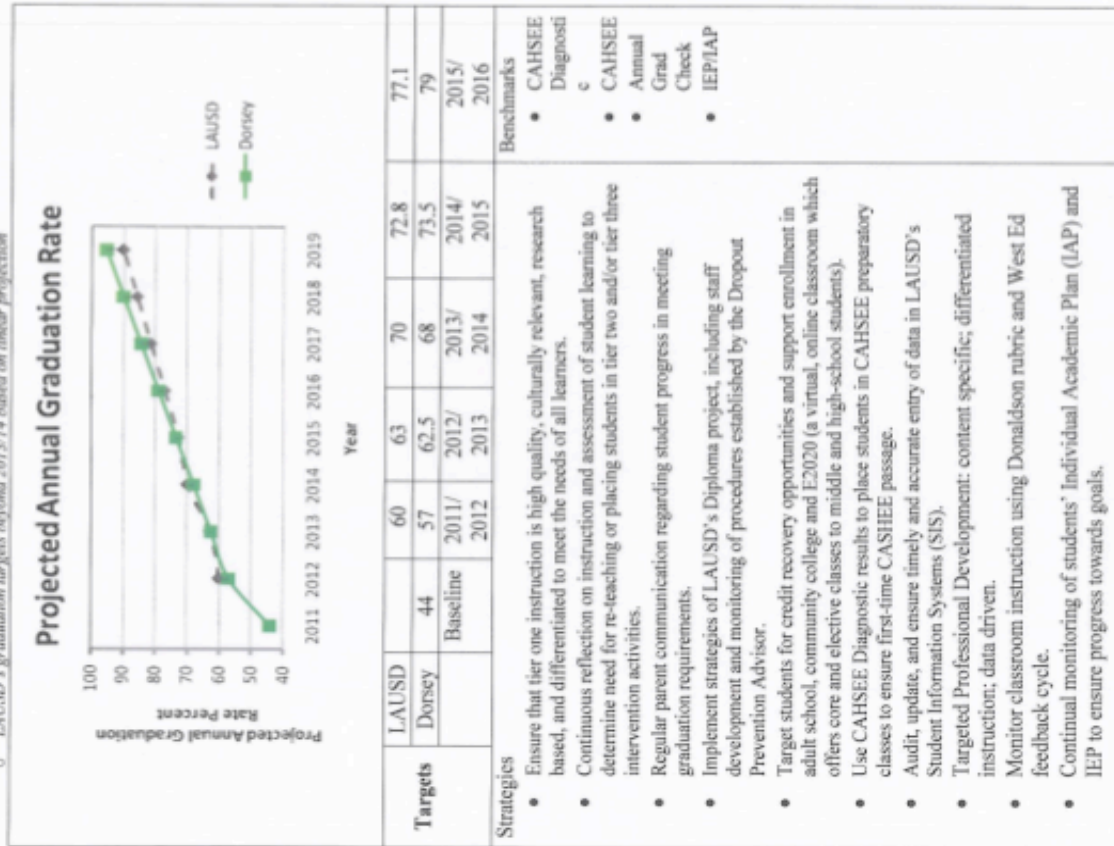
P. Extended Performance Plan

Goal 2 (a): Proficiency for All – Mathematics



Goal 1 (a): 100% Graduation

- Meet or exceed graduation targets
 - Dorsey's projection based on CDE fixed growth target rate (90-46/8-5.5% fixed rate growth each year)
 - LAUSD's graduation targets beyond 2013/14 based on linear projection



Goal 3: 100% Attendance

Projected Students with 96% + Attendance Rate

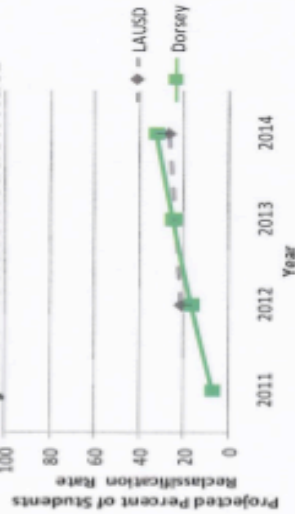


Targets	LAUSD	66	71	76
	Dorsey	34	40.4	51.8
	Baseline	2012	2013	2014
Strategies <ul style="list-style-type: none"> Plan Attendance Town Hall Meetings to educate students, parents and community members about federal requirements for school attendance; understand and address students' perceptions about school attendance; and determine reasons for absenteeism Ensure clear understanding of excused and unexcused absences Foster relationships with community organizations and local businesses to support student attendance Collaborate with local law enforcement to support regular attendance Allow students to develop a blueprint for the ideal <i>School I Would Attend Everyday</i> Develop three-way contracts between students, parents and the school with clearly defined attendance agreements Align school attendance policy with the District's Attendance Policy; publish policy in each classroom and all common areas on campus Early identification and intervention of students who show signs of becoming uninterested in school Assess and support chronic truants via Coordinated Services Team (COST), Student Attendance Review Team (SART), and/or Pupil Services and Attendance (PSA) Counselor Apprise students and staff of attendance targets and statistics Establish school traditions that celebrate good attendance and consequences: meaningful incentives during convocation, assemblies, and meetings. Ensure accurate and timely submittal of attendance in <i>ISIS</i> Include attendance period in each school-wide standardized testing schedule Require all enrolled students to provide current phone numbers and 				
Benchmarks <ul style="list-style-type: none"> Attendance reports Attendance contracts I-AP Incentives 				

Goal 2 (b): Proficiency for All - CELDT (Reclassification)

Increase Reclassification Percentage

Projected Reclassification Rate



Targets	LAUSD	21	24	27
	Dorsey	7.4	16.6	24.9
	Baseline	2011/2012	2012/2013	2013/2014
Strategies <ul style="list-style-type: none"> Host mandatory CELDT Family Nights to inform parents and students about the importance of the Exam and how it affects the student and the school. Ensure that English learners understand the importance of the CELDT assessment, proficiency levels, and need for reclassification. Develop <i>Roadmap to English Language Proficiency</i> and require students to monitor progress Educate teachers and staff regarding the importance of CELDT and how it affects the school. Provide SDAIE professional development and monitor implementation and effectiveness in instruction in all classes. Ensure timely identification of limited English proficient students Implement procedures to assess the progress of LEP students in mastering listening reading, speaking and writing skills. Encourage students, teachers, and parents to review CDE released CELDT questions Monitor inclusion of English Language Development Standards in instruction 				
Benchmarks <ul style="list-style-type: none"> CELDT CST Parent Survey STS I-AP 				

Q. Commit To The Plan Agreement**Commitment to the Dorsey High School Plan**

Our school's design plan outlines a coherent and consistent academic program based on best practices, common vision, clear expectations, careful planning, evaluation of teaching goals and a supportive professional environment.

By my signature below, I acknowledge the following:

- I have received and read the approved professional development and instructional plan for Dorsey High School.
- I understand and commit to support the expectations, goals and vision embedded in the approved Dorsey High School plan.
- I understand and acknowledge that my commitment to this plan and the performance of duties required by the plan are a condition for my continued assignment at Dorsey High School.

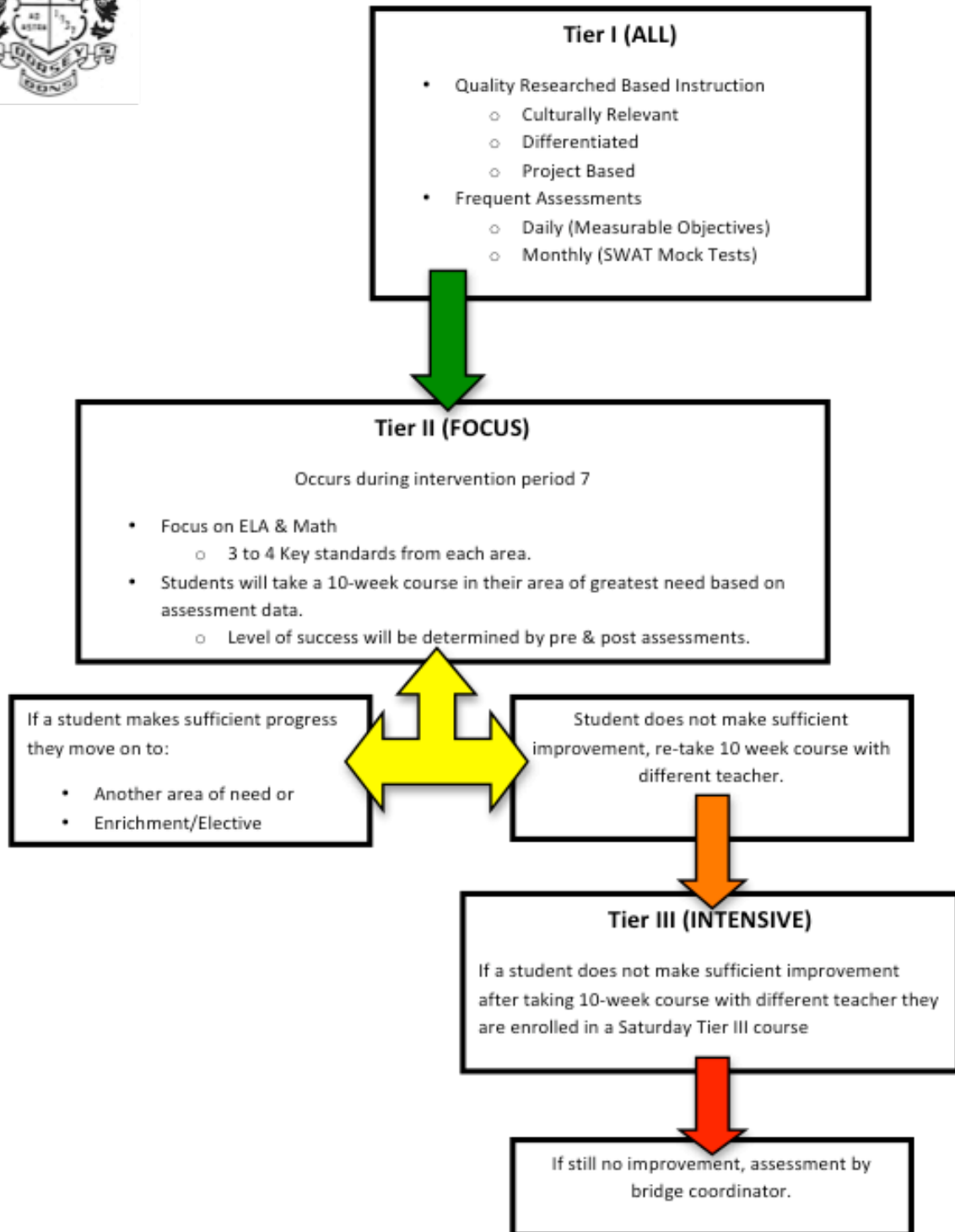
Teacher Signature

Date

R. RTI Flowchart



DORSEY RTI INSTRUCTIONAL PLAN FLOW CHART



S. Roadmap for Data Collection**Appendix S--Roadmap for Data Collection**