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Chapter I: Student/Community Profile and Supporting Data and Findings

Demographic Data

Introduction

Daniel Pearl Magnet High School (DPMHS) is located in the Educational Service Center-North Educational Complex, in Lake Balboa, California. The school is housed in what was originally a military hospital during WWII, Birmingham General Hospital, a United States military medical installation, named for Brigadier General Henry Patrick Birmingham, which received its first patient in February 1944. The complex is slightly over 1 square mile in size and now houses two independent charter schools and various LAUSD facilities including: DPMHS, a large comprehensive charter high school, 2 smaller charter high schools, a continuation high school, a K-12 span magnet school, the School Police Command Center, Maintenance and Operations facilities and various local district offices.

Van Nuys (also known as Lake Balboa) was settled after WWII and consisted largely of housing tracts with modest homes that were purchased by returning veterans and their families. Over the years, apartment complexes for less affluent families have been built. The Van Nuys/Lake Balboa area has undergone a dramatic demographic change from predominately middle class Anglo families to predominately working class Latino families. Small businesses, light manufacturing, retail complexes and the largest private airport in the country, Van Nuys Airport, are located in this community. The community of Encino, just north of Van Nuys/Lake Balboa, is located in the Birmingham/Lake Balboa attendance area. Encino is noted for upscale businesses and retail establishments and multimillion dollar homes.

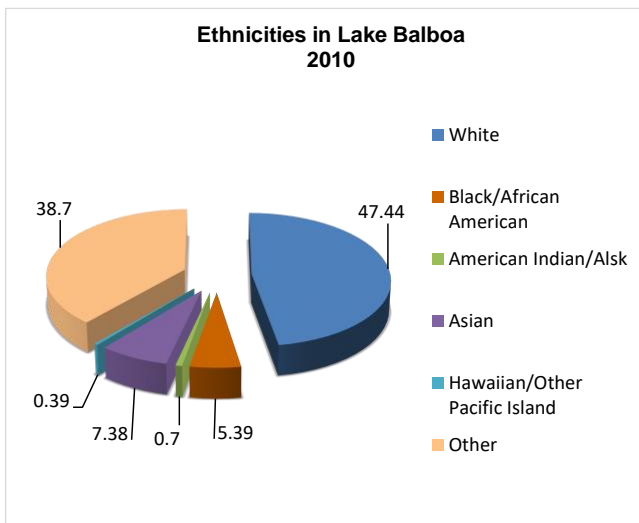
DPMHS was opened in 1997 as the Birmingham High School Journalism and Communication Magnet and was part of the highly regarded LAUSD Magnet Program that started in the 1970s as part of a court-ordered integration program. Until 2009, the magnet was like a "school within a school" in which magnet students took magnet courses in a designated area of the Birmingham High School campus. Magnet students took classes not offered in the magnet in other parts of the campus and also participated fully in all of Birmingham's student activities and athletic programs.

In July of 2009, the "host" high school, Birmingham Community Charter High School, (BCCHS), was granted independent charter status, and DPMHS remained in the area occupied by the original magnet program classrooms. The magnet teachers, many of which still remain with DPMHS today, did not want the magnet to be named in the charter and petitioned the LAUSD for their own site. The school board approved it and in 2010-2011 school year, DPMHS relocated to its current stand-alone campus within the Educational Service Center-North Educational Complex.

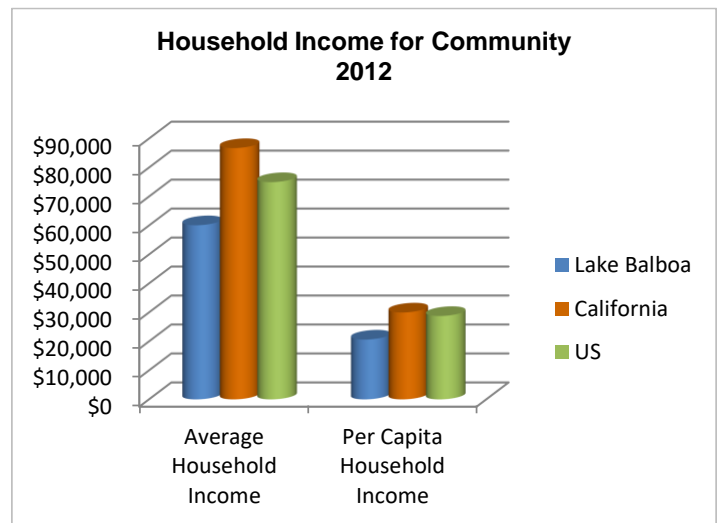
Due to its magnet designation, students travel to DPMHS from throughout the city of Los Angeles on district-provided buses (54% of DPMHS students are eligible for transportation). The student body is made up of socioeconomic levels ranging from poverty to middle class. With 57% of the students on free/reduced lunch, DPMHS has been designated as a Title I school.

Community

Lake Balboa is located just north of Encino, in the southern part of the San Fernando Valley, bordered by the 405 Freeway to the east, the 101 Freeway to the south and is home to Balboa Park and Recreation area and the Van Nuys Airport. Lake Balboa is a densely populated, racially diverse, residential urban area, where the median age is 30.7, and is evenly divided between single and married residents. There are approximately 50,000 residents, and current demographics indicate that 46% are white, 42% are Hispanic, 6% are African American, 6% are Asian, 1% are Hawaiian, and 1% are American Indian. The average house value is \$181,800 and the average annual household income is \$47,455. Approximately 67% of the residents are high school graduates, 19% have a bachelor's degree or higher, 20% are people with disabilities (5 years and older), 42% are foreign born, 60% speak a language other than English at home, and 14% of families are below the poverty level. Lake Balboa is affected by a number of active Latino street gangs, although DPMHS is relatively unaffected by this dimension of the community.



Source: CLR Search



Source: CLR Search

The community sits in the 27th Congressional district, is represented by Senators Barbara Boxer and Dianne Feinstein in the US Senate, and is represented by Brad Sherman in the US House of Representatives. In California, DPMHS is represented by Assembly Member Adrin Nazarian in District 46 and by State Senator Fran Pavley in District 27. Lake Balboa is part of Los Angeles City Council District 6, with Tony Cardenas as the representative. Zev Yaroslavsky is the Los Angeles County Supervisor for the Third District, where Lake Balboa is located. Tamar Galatzan is the elected board member on the LAUSD School Board that represents DPMHS. DPMHS is part of LAUSD Educational Service Center-North Educational Complex, the largest of the 4 mini-districts comprising the nation's second largest school district.

The Lake Balboa Neighborhood Council offers Emergency Preparedness support by training volunteers in Certified Emergency Response Training, maintains a \$50,000 Neighborhood Emergency Plan, provides Education/Outreach by offering community presentations, and promotes the community as an outstanding community in which to live, work and play. The Council also makes

recommendations regarding street/traffic safety, land use and is working to secure a branch of the Los Angeles Public Library within the community boundaries.

Daniel Pearl Magnet High School is located within one city block, both north and south, of multiple fast food restaurants, strip malls and a 2.25-square-mile recreational area, Balboa Park. The Van Nuys Airport is less than a mile northeast of the school, and offers presentations that inform students of career possibilities in aviation. Pierce College, a two-year community college, attended concurrently by some of our students, is approximately two miles away. We are in the process of developing a cross-age tutoring partnership with Gault Elementary school, which is one of the elementary schools within our complex of schools in the Educational Service Center-North Educational Complex.

Community Foundation Programs

DPMHS is a participating organization in the Daniel Pearl World Music Days, organized by the Daniel Pearl Foundation, to honor the month of Daniel Pearl's birthday. World Music Days is a world-wide event, held by many different organizations such as grade schools, universities, churches, and synagogues. The events are independently organized by the Pearl Foundation which keeps a map showing where the events have taken place giving the events a feeling of community.

DPMHS has a relationship with the Lake Balboa Neighborhood Council through the active participation of some of our parents, as well as one of our students, who was elected in 2012 to serve on the council as the youth stakeholder representative.

PBS has partnered with our Journalism/Media program to create Public Service Announcements to be aired on television and on the PBS website. The PSA's are also featured on the DPMHS Journalism website. This year, in 2012, DPMHS' music teacher wrote a grant for funding for the music program, and Little Kid's Rock has awarded DPMHS with \$4,200 of musical instruments.

DPMHS has a number of student teachers being supervised under master teachers from universities such as USC and CSUN. The CSUN university newspaper staff, *The Sundial*, also works collaboratively with our Journalism students, coming to DPMHS to review, critique and offer guidance to the students as they develop each issue of the school newspaper, *The Pearl Post*.

LA Pierce College offers a class on the DPMHS campus each semester that offers priority seating to DPMHS students, but is also open to community students. The counselor from Pierce College also comes to DPMHS to support students in completing college applications, as well as the FAFSA, along with our high school counselor and volunteer college counselor.

The Sherry Lansing Foundation, specifically Primetime LAUSD, has partnered with the school. *"The goal of the Primetime Program is to register....highly-qualified retiree volunteers as PrimeTime members and match them with specific volunteer opportunities that will make the most of their unique experiences and skills."* The tutors that come to DPMHS work with a select group of students who are identified through the English department as being at-risk for not passing the CAHSEE, demonstrate weak skills in classroom performance, low grades, as well as students who could benefit by having assistance in writing their college entrance essays. The students must agree to participate in the program on a voluntary basis.

WASC Accreditation History

Daniel Pearl Magnet High School's Initial Visit Application was in January 2010, and received an interim "initial" accreditation through June 30, 2013. This is the first full self-study for Daniel Pearl Magnet High School.

School Purpose

Our Mission, Vision and Expected School-Wide Learning Results (ESLRs) have been developed collaboratively and reflect the school's purpose.

Mission

Daniel Pearl Magnet High School is dedicated to providing an exemplary education for all students in a personalized small school setting.

Vision

Every student will graduate from Daniel Pearl Magnet High School as a strong communicator with the integrity and leadership ability to be a positive influence at home, in the community and in the world.

Expected School-wide Learning Results

DPMHS students will be:

- **Effective Communicators**, who read, write, speak and listen reflectively and critically across a variety of modes and media.
- **Academic Achievers**, who are self-directed lifelong learners, plan for the future by setting priorities and achievable goals.
- **Creative Users of Technology** who utilize a variety of technological resources and new media confidently and proficiently.
- **Responsible Members of the Community** who as global citizens, respect and appreciate different cultures and belief systems.

Status of School

Daniel Pearl Magnet High School is a Title I school, school-wide, and receives categorical funds to support the economically disadvantaged students who are eligible for free or reduced meals. DPMHS strives to provide a highly qualified education, as well as to support students in reaching proficiency or advanced proficiency on state academic assessments, as well as to achieve proficient/advanced proficient on state standards. DPMHS has a full-time high school counselor, as well as a part-time Pupil Services and Accounting Counselor, (PSA). Both counselors monitor student progress closely, with the PSA counselor focused on student attendance. DPMHS also has a school psychologist 1 ½ days per week, and although she focuses on students with IEP's, she also serves "non-DIS" students who are identified as needing an increased level of support to be successful in school. Student athletes at DPMHS can tryout and be selected to compete on athletic

teams at the neighboring BCCHS, and this agreement was agreed to when BCCHS was first granted its charter. This agreement benefits both BCCHS and the student athletes at DPMHS.

Additionally, DPMHS has a volunteer college counselor one day per week who assists students in establishing their College Board account, applying for various universities and colleges, scholarships, and programs such as Posse, financial aid, invites college admissions speakers to meet with students and parents, and coordinates college nights for our students to attend off campus.

DPMHS, through a variety of staff people, offers opportunities for students to participate in community service projects through the Museum of Tolerance, Mend Poverty, Read Across Age (in local elementary schools), fundraising for a local animal shelter and many others.

DPMHS works closely with local police and school police to keep informed of local activity related to crimes, school safety by attending the monthly meetings incorporating LAPD, LAUSD, outside agencies such as Jeopardy, counseling agencies and LAUSD Operations Coordinators. Since the "Sandy Hook" shooting tragedy in December, there has been increased presence of Police on all LAUSD campuses.

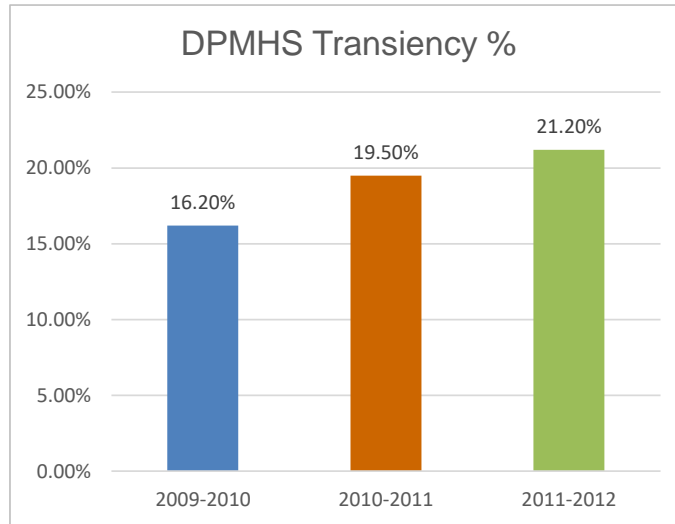
DPMHS is not a school under school improvement status, and has met all of its AYP growth targets since becoming a stand-alone school in all subgroups. DPMHS has increased its API by 21 points, and is currently at 823. In addition to Title I funds, we receive Title III funds. DPMHS is not in an Immediate Intervention-Underperforming Schools Program (II-USP) school; we do not participate in CSR (Comprehensive School reform) or HPSG (High Priority Schools Grant); we have never been audited' do not have a Corrective Action Plan or Joint Intervention Agreement; nor are we under any federal or state mandates. At this time, the school does not have any outside providers or external evaluators, nor does the school have a corrective action plan or joint intervention agreement. DPMHS is not under any state or federally imposed deadlines for improvement or evidence of growth in student achievement, in neither subpopulations nor school-wide.

Enrollment

As a magnet school, DPMHS draws students from all over LAUSD. Students apply for admission through the LAUSD magnet application system, and are selected through a point system. There is no entrance criteria based on performance, intellectual ability or selective criteria. DPMHS is one of the options for integration throughout the District, although the majority of our students come from relatively close neighborhoods and resident high schools.

DPMHS has a Resource Specialist Program, and can accept students with IEP's that designate RSP support, as well as Designated Instruction Support such as counseling, Adaptive PE, Speech and Language, OT and PT. The RSP population of students qualifies under a variety of disabilities, such as Learning Disabled, Other Health Impaired, Orthopedically Handicapped, and Autism.

Transiency

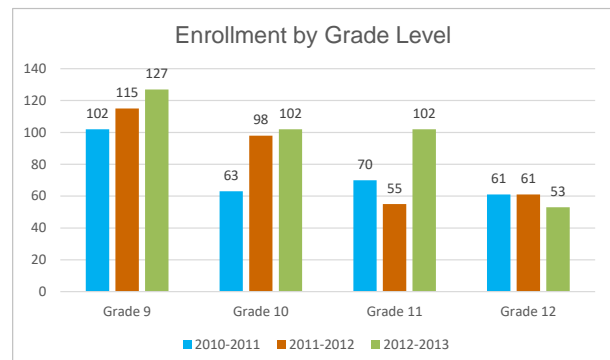


DPMHS enrolls students from all residential areas and schools within the LAUSD boundaries. This brings in a diverse socioeconomic representation of students to our campus. Our goal is to maintain a student’s enrollment for the consecutive 4 years of high school; yet, the last three years have demonstrated a gradual rise in the number of students who have checked out of our school. There are various reasons why some students either do not re-enroll in our school or withdraw during the school year. One contributing factor has been the district’s budget cuts in transportation resulting in fewer students being offered district bus transportation to and from our school. Some affected students have chosen to enroll in a school closer to their home. In addition, a few students have found the rigor of our academic program too challenging and have transferred to a school they feel is more at their comfort level. Due to the economic crises occurring in our state, some families have needed to move out of our district or state boundaries to find more affordable housing. Our school does not have its own athletic program resulting in a few students who have chosen to enroll and compete for their home/neighborhood school. With new charter school programs on the rise, some students and families have opted to try out those new programs, yet a few students have already requested to return.

Grade Level:

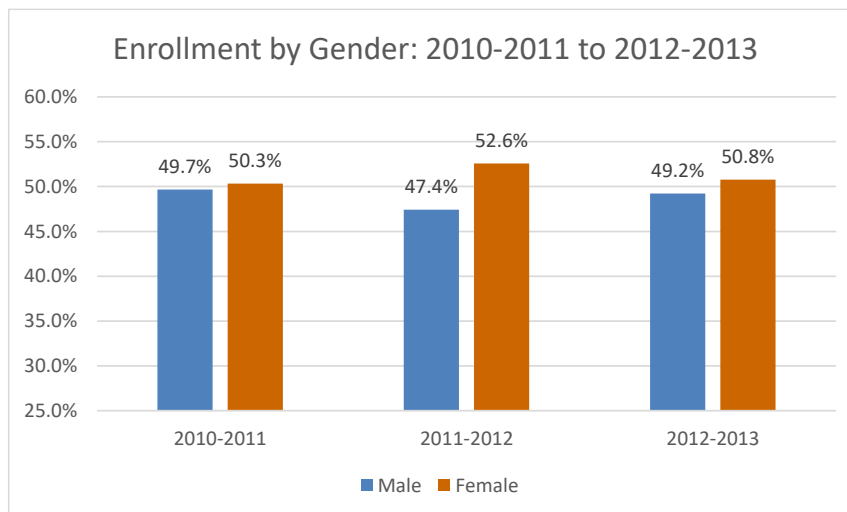
As of 12/14/12:

Grade	Credits	Enrollment
9	0 – 55 credits	125
10	60 – 105 credits	102
11	110 – 165 credits	101
12	170 – 230 credits	54



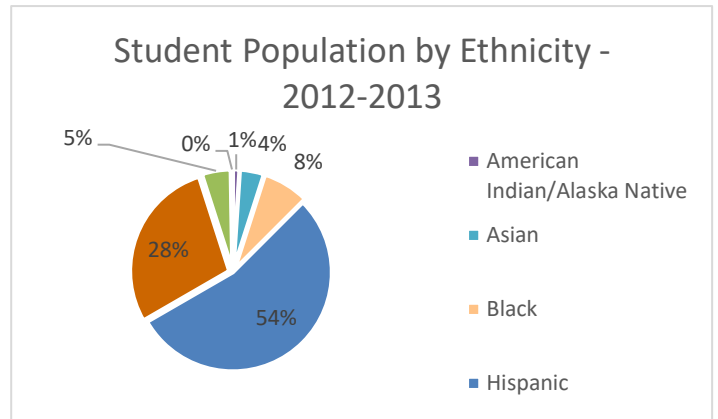
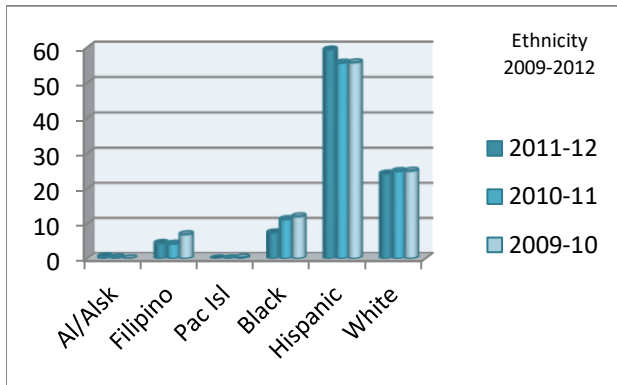
As the information above shows, enrollment has steadily increased over the past 3 years, with the largest jump in the junior class. Freshman have also increased steadily, the goal being to support the freshman class through their progression of grades in order to build the successive classes leading to high school diplomas. Although the school is determined to have a maximum capacity of 517 students, based on the SIS database, this year, 2012-13, saw an increased enrollment of 50 additional students. The impact of these additional students has been significant on crowding in classrooms and hallways during passing periods. The goal is to increase enrollment at DPMHS in order to increase staffing, as per the LAUSD staffing matrix, staff is assigned by school enrollment. The negative to this is the impact on class sizes, classroom overcrowding, and movement of students in a space that was not designated for the type of population that the school is housing. In addition, DPMHS is one of only very few comprehensive small high schools of its type in the LAUSD, and thus some of the funding models for the District do not take into account the extensive needs of maintaining a full school operation on budget models that have not been built for such a specific school. Most schools designated as magnet high schools in LAUSD are part of a larger school, and thus the funding of the magnet's school infrastructure overlaps with the "host" school, for example with resources such as the nurse, custodial staff, technology and textbooks. Thus, DPMHS would still have issues with support services that could likely strain the school's ability to support additional students, even if there was sufficient teaching staff, if enrollment for DPMHS were to increase.

Gender



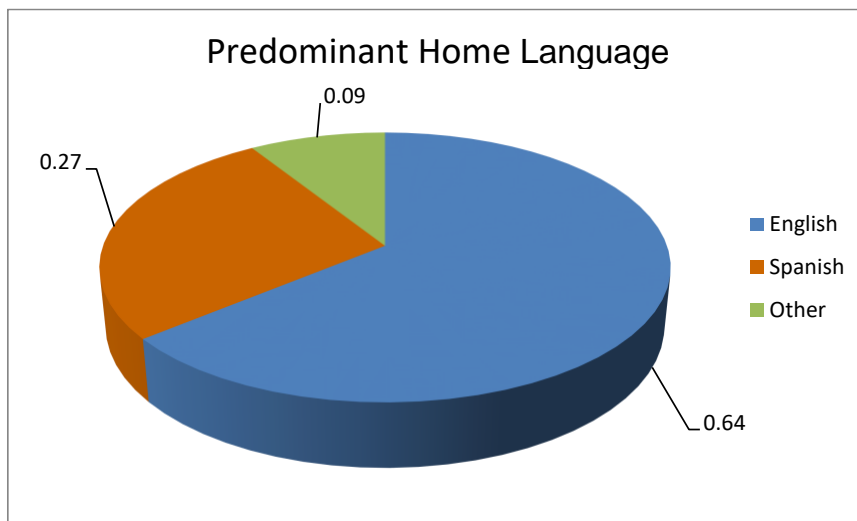
Enrollment by gender at DPMHS has remained relatively constant for the last 3 years. The chart below represents enrollment of all students throughout the course of the school year. Gender is represented in enrollment with a slightly greater percentage of females versus males, with the exception of 2010-2011, where gender was virtually even.

Ethnicity



Students in the ethnic class of Latino are the majority of students at DPMHS, and this percentage has remained fairly steady over the three years the school has existed as a stand-alone high school. The next largest class of students is white, with black students making up the third largest group. Students identified as Filipino have increased in enrollment, although slightly, over the three years. The subgroups American Indian/Alaskan and Pacific Islander are statistically insignificant.

Predominant Primary Languages



The predominant primary language, other than English, is Spanish, with an insignificant number of students having primary languages other than English and Spanish. Based on the School Information System, (SIS), 27% of all students' families requested correspondence in Spanish. The other languages represented at DPMHS, which are statistically insignificant are: Armenian, Korean, Farsi, Russian, Bulgarian, French, Hungarian, Arabic, Hebrew, and Filipino. DPMHS represents

many different cultures from around the world, which is represented by the many languages of our families.

Title I

DPMHS qualifies as a Title I school, based on the student applications for the federally-funded free and reduced meal program. Seventy-one percent of our students qualify for the federal meal program, therefore qualify as economically disadvantaged students. DPMHS receives funding through Title I: School wide Program funding, Parent Involvement and State Economic Impact Aid.

Until the current 2011-2012 school year, due to the small number of EL students, there was no need for an ELAC (English Language Advisory Committee) component for DPMHS. This year, upon the new EL Coordinator's appointment, a significant increase of EL students enrolled at the school was noticed, and thus an ELAC council will be convened and meet to give recommendations to the School Site Council regarding the needs of the EL Learners. The School Site Council must discuss and approve budgetary expenditures when spending federal categorical funds.

Special Programs

The following two charts show the number of courses offered in Advanced Placement, (AP), and Honors courses, as well as the number of students enrolled in each class by semester. One important note: AP courses are offered based on current staff credentials and expertise, training in AP contents, as well as the willingness of trained teachers to teach the AP curriculum. In addition, DPMHS is impacted by the size of its faculty and the limitations the small faculty places on the development of the master schedule. The same limitations can be directly correlated to the offering of Honors classes. As a goal, DPMHS is interested in increasing AP availability and was open to participating in programs such as the College Board's CAPE program created to increase the availability of AP courses offered to students. However, while funding to train teachers and materials would have been provided to the program, and there was faculty interested to increase AP class availability at DPMHS, in addition to student interest, neither the CAPE Program nor LAUSD provided the extra funding that would be required for the teaching staff that would allow these classes to be programmed at the school.

Number of Students Enrolled in AP Classes

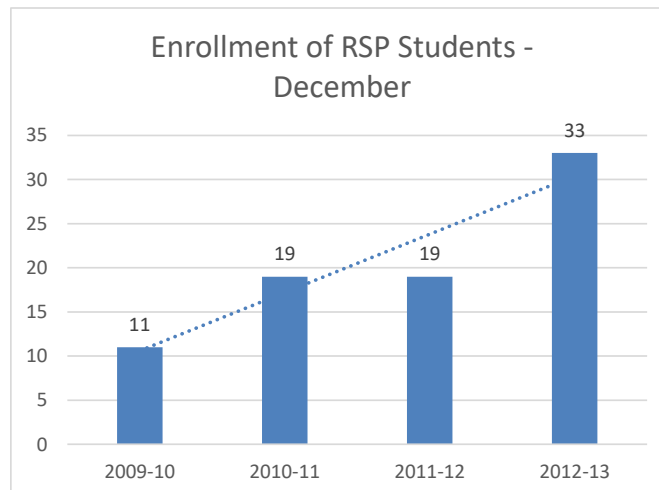
		AP Bio	AP Calc	AP Eng Lang	AP Eng Lit	Gov/Pol	AP Psyc	AP Span Lang	AP Stat	AP US Hist	AP Wld Hist
2012-2013	Fall	0	20	29	23	0	0	0	0	32	35
	Spring	0	20	29	23	0	0	0	0	32	35
2011-2012	Fall	0	10	32	26	0	5	0	0	0	34
	Spring	0	10	32	26	0	0	0	0	0	34
2010-2011	Fall	17	15	18	24	7	4	3	0	27	17
	Spring	16	14	17	24	0	0	1	0	40	0
2009-2010	Fall	0	12	34	44	27	7	11	2	22	31
	Spring	0	12	33	42	0	0	10	2	21	30

Number of Students Enrolled in Honors Classes

		H Alg 2	H Am Lit	H Bio	H Chem	H Eng 10	H Eng 9	H Geom	H Physics	H Physio	H Princ Am Dem	H US Hist	H Wld Hist
2012-2013	Fall	34	17	30	53	60	35	15	44	30	42	4	0
	Spring	34	17	30	53	60	35	15	44	30	42	4	0
2011-2012	Fall	28	10	46	44	55	51	26	44	0	31	28	0
	Spring	28	9	42	44	54	52	24	42	0	29	31	0
2010-2011	Fall	30	0	32	18	21	44	7	38	0	12	0	2
	Spring	28	0	31	20	25	40	6	36	0	17	0	1
2009-2010	Fall	19	0	9	44	21	25	25	39	20	0	0	0
	Spring	33	0	10	47	44	3-	24	40	17	24	0	0

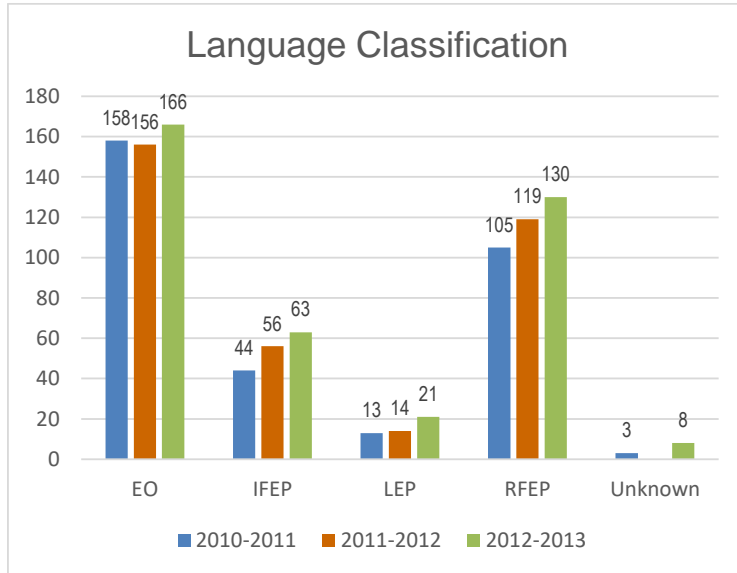
A relationship to AP and Honors courses is the percentage of students identified for GATE, which is made up of 107 students, 28% of the student population, according to the most recent GATE report submitted to the LAUSD in the Fall of 2012. DPMHS Teachers meet the District mandated 16 hours of professional development in the teaching of Gifted and Talented students each year and use a variety of techniques to differentiate their instruction to provide access to further depth and complexity and to provide opportunities to accelerate. Students also take advantage of District-wide Saturday Conservatory for the Arts in order to further their talents in music, dance and drama in ways that cannot be provided by the regular school program.

The Resource Specialist Program serves 8% of all students at DPMHS. Special Education has seen a steady increase in identified students at DPMHS; students are served through a collaborative model in English and Mathematics core classes, which includes collaborative planning and small groups, in addition to SDAIE techniques. Beginning in the spring semester of 2012, DPMHS is opening a Learning Center. The Learning Center will be open a minimum of 4 periods for students to “drop-in” for additional assistance It will also have two elective periods scheduled for the Essential Standards Skills course, which will support up to 15 students per period identified as at-risk for failing courses. The students selected will be IWEN’s and General Education students. Each period will be taught by one of the RSP teachers on campus.



Special Programs are supported by a GATE Coordinator, an EL Coordinator, both of which are additional unpaid responsibilities taken on by teachers. The school has one and a half RSP teachers, 3 ½ paraprofessionals to support IWEN's, a school psychologist, a full-time high school counselor and a PSA counselor. The Psychologist and PSA counselor are employees that visit the school once a week, due to the small size of the school and the funding models of the LAUSD.

Language Proficiency



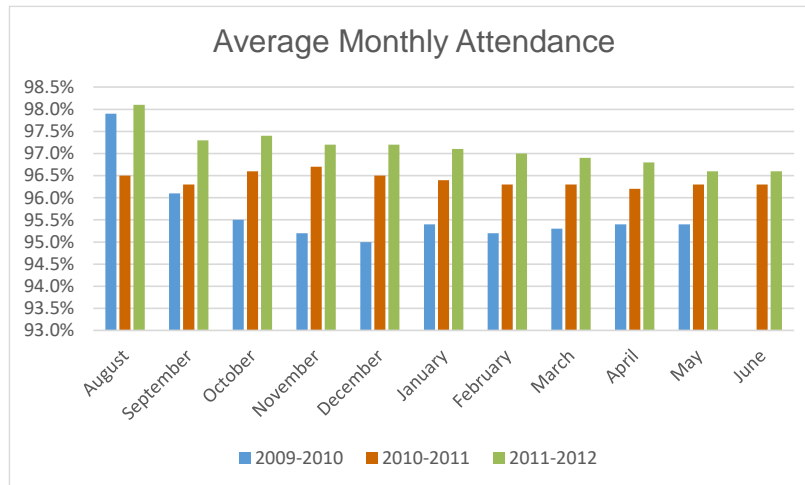
Current Language Status: # of Students

School Year	EO	IFEP	LEP	RFEP	UNKNOWN
2010-2011	158	44	13	105	3
2011-2012	156	56	14	119	
2012-2013	166	63	21	130	8

The EL population at DPMHS is historically small, statistically insignificant, with an increase noted in the 2012-13 school year. In considering factors for this low number of students in this subgroup, it is believed that DPMHS, being a stand-alone magnet with an emphasis on communications and journalism, plays a role in this low number of students. Given LAUSD has a very high number of EL students, this group is underrepresented at DPMHS. Consideration is given to the process of applying for magnet enrollment as one factor in low enrollment of this subgroup; parents may not know how to access the magnet program, EL students may “shy” away from a school with an emphasis on a program that is language-rich in its focus, and without a resident school as part of DPMHS, knowledge of the school may be limited.

Attendance

DPMHS has a student transiency rate of 19.5% during the 2010-11 school year, up from 16.2% in 2009-2010, reflecting a change of 3%. The average daily rate of attendance for 2010-11 was 96.3% for students, up 0.9% from 95.4% in 2009-10. 66.4% of students at DPMHS had 96% or higher attendance during the 2010-11 school year.



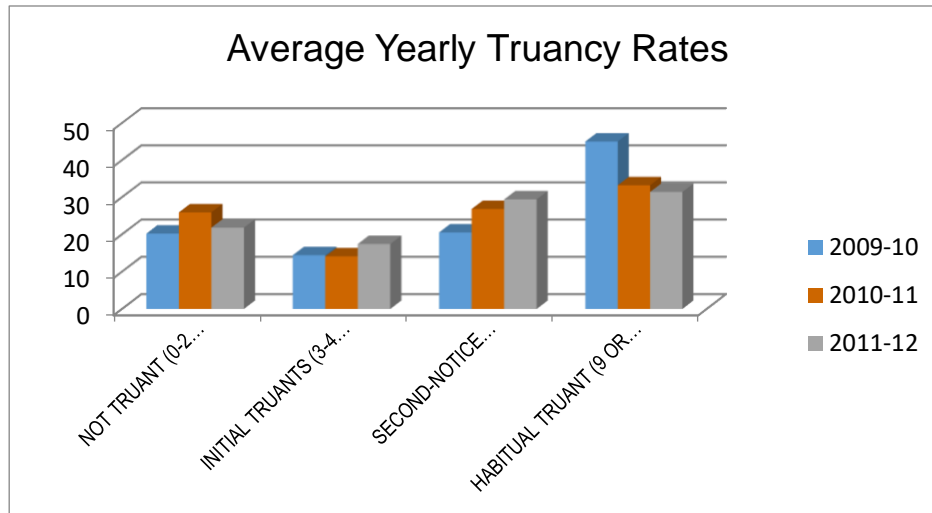
Attendance at DPMHS has improved over the past 3 years. Attendance hovers between 96.5% - 97% over the course of the school year, with the highest attendance rates captured in the first month of school. One of the reasons for this high rate in August could be due to students' attendance not being captured until they have officially entered school; therefore students who begin classes after the opening day are not counted as absent. Over the course of the year, attendance dropped off in the spring semester of 2011-12, and there is no single known reason for this. One of the issues the school has noted during the course of this year has to do with the pressure on the students to sustain performance at very rigorous levels for the duration of the school year. Some students have "chronic" illnesses that increase during the spring semester, some students are absent to assist families with tasks requiring translation for the parent, and some families at DPMHS travel to native countries during the school year. In response to this data, DPMHS uses categorical funds to hire a PAS Counselor for one day per week, with the emphasis on students with excessive absences.

Although in comparison to the LAUSD average, DPMHS is at or above the District averages in attendance rates.

Staff Attendance

In the 2011-12 school year, 73% of the faculty had 96% attendance or higher, up 2% points from the 2010-11 school year. In the 2009-10 school year, 92% of faculty had 96% attendance or higher.

Truancy



The incidents of truancy are relatively small at DPMHS. Some of the data reflecting truanicies has to do with the students not clearing their absences with parent notes or phone calls. Until the absence is cleared by a parent, (or in cases of field trips or school activities such as sports by an administrator) the attendance system, Integrated Student Information System (ISIS), counts the student’s absence as truancy. The DPMHS office staff work diligently to contact parents about clearing absences. Students who are found to be truant are referred to the PSA counselor, parent conferences are held, and daily/weekly attendance checks are implemented to closely monitor students who have demonstrated truanicies.

Another reason suggested by staff regarding truancy statistics, and cannot be verified, is the need for the school to more closely monitor clearing absences for students who participate in school-related functions, such as field trips or sports. The school makes every effort to manage the work of clearing these absences, however with the limited clerical staff (comprised of 2 people) available at the school, some of whom are not trained for the appropriate systems, this is not reviewed as often as needed. Teachers are not able to clear absences themselves as the District system only allows teachers access for attendance on a daily basis. In addition, because our student athletes play sports for an entirely different school (Birmingham Community Charter High School), constant communication must be maintained with our PE teacher, the teacher of record for these students, regarding their events so as to be able to clear these absences for the students. This adds several steps to the process of clearing absences for students at DPMHS.

Tardiness

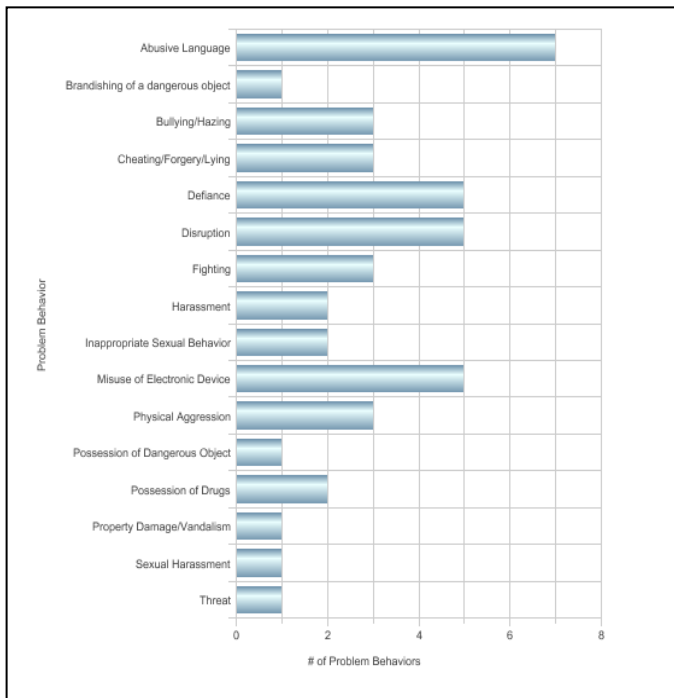
Tardiness is most frequent for Period 1, when students are expected to be in class before the 8:00am tardy bell. Students at DPMHS come from a wide variety of neighborhoods, of varying

distances from the school. Students who ride the Magnet busses, (qualified by a greater than 5 mile radius from the school), are excused from tardies to period 1 when the bus arrives late, but the tardy is still noted in the Integrated Student Information System, (ISIS) by the student's teacher.

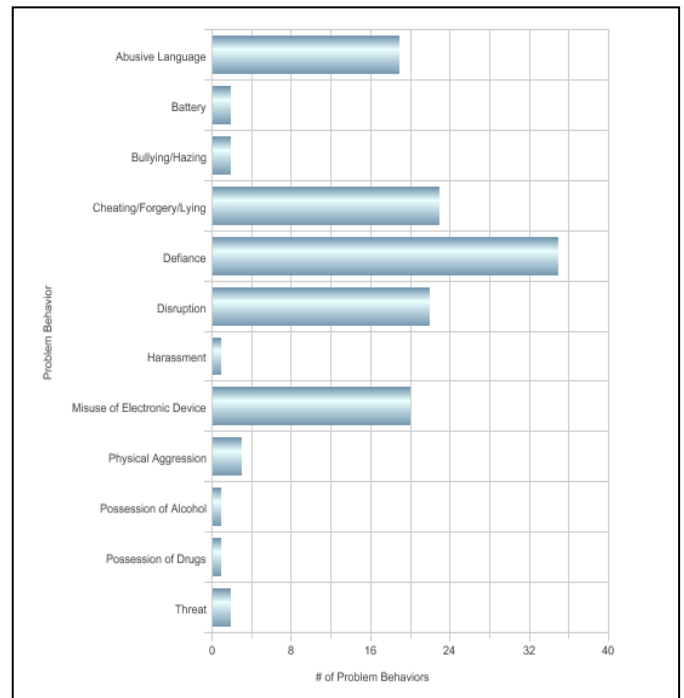
Students who take the LA Metro (public transportation), can face challenges such as full busses, scheduling of bus routes, and general congested traffic on city streets and freeways. These same challenges can also impact families who bring their students to school by car. In order to address tardies, during the 2011-2012 school year, students who arrived without a legitimate excuse from a parent or due to a late bus, DPMHS established mandatory study hall for a 10 minute period to support students in making up lost instruction time. If tardies become chronic, a referral is made to the PSA counselor for follow-up with the student and family. Students who are late to any class must sign a "log" book in the main office and receive a tardy clearance slip, stating if the absence was excused or unexcused, and then take the slip to the appropriate teacher as they return to class.

Over the course of the fall semester, 2012, different strategies were tried in an attempt to reduce the number of tardies. Some of the varying strategies were: writing an apology letter to the affected teacher and classmates which was then taken home for a parent signature, campus beautification, phone calls to parents made by the students, and random tardy lockouts. One of the considerations in evaluating strategies was the impact on the classroom where the tardy student would be entering, the amount of disruption to the class, the loss of instructional time and related positive impact on reducing tardy behaviors.

Referrals, Suspensions, Expulsion Rates and Crime Statistics



*Referral Data 2010-11
Source of MyData*



*Referral Data 2011-12
Source of MyData*

Student Suspensions:	2010-11	2011-12	Change
% Students Suspended			
All	5.3%	1.2%	-4.1
African-American	19.4%	0.0%	-19.4
Latino	5.7%	1.5%	-4.2
SWD	0.0%	0.0%	0.0
Instructional Days Lost to Suspension	22	4	-18

Student Survey	2010-11	2011-12	Change
% of students that responded	65.2%	110.1%	44.9
% Strong Agree or Agree			
Feel safe on school grounds	90.0%	96.9%	6.9

Based on the School Report Card Survey distributed each spring, students indicated they feel safe at school, with an increase from 90.0% in 2011 to 96.9% in 2012. Although there are student disagreements, student conflict and some incidents resulting in suspension, school safety and school climate is overwhelmingly positive and accepting of student differences and unique personalities. Students and staff maintain a focus on diversity, acceptance and building a sense of family at DPMHS. The school is very small in comparison to other comprehensive high schools and this affords staff and students to get to know each in a greater, more personal way, and all contribute to the harmony of the school. Most teachers have students more than once which allows for greater understanding between students and staff. The namesake of the school, Daniel Pearl, is often referred to when reflecting on how to build a cohesive, accepting community at school. Daniel Pearl, “Danny”, was committed to erasing discord between peoples, cultures, religions and countries through his work as a journalist. Danny is seen as a role model for all members of the DPMHS community, and it is the work of the DPMHS community to continue his work, to honor his legacy.

The staff at DPMHS takes the safety and security of the school seriously. Students are issued school identification cards and the school maintains copies of yearbooks to easily identify students if necessary. DPMHS is a closed campus, meaning students cannot leave campus for lunch, has a zero-tolerance policy for fighting, possession of/sales/use of illegal drugs/alcohol, and weapons. The administration, with paraprofessional support, conducts random metal detection searches daily, in accordance with Los Angeles Unified School District policy. DPMHS instituted an anonymous tip line this year, DPMHSwetip@gmail.com, to allow students, staff, and community members to report concerns anonymously, without being observed dropping a “tip” in a box at the main office or anywhere the box may be kept. This was as a result of students reporting that students don’t want to take the chance of being seen “snitching”.

A "School Climate Survey" was conducted this Fall, to better inform the staff and school community about the climate of the school, where students answered questions about the types of bullying or teasing that they have noticed on campus. Findings were discussed in a staff meeting. Survey answers revealed a high incidence of teasing towards students that are perceived or thought to be GLBT, and there was a whole-school assembly scheduled in November of 2012 where students heard a presentation from the organization GLIDE (Gays and Lesbians Initiating a Dialogue for Equality) to foster a better understanding of issues relating to this community and students who might identify as GLBT. The group's presentation is modeled on dialogue and engages students in a personal way so that they think about stereotypes and experiences related to being bullied because of their perceived or stated sexual orientation. In addition, the Gay-Straight Alliance club has been working to become stronger, with a core leadership team being mentored as the club strengthens its student leadership.

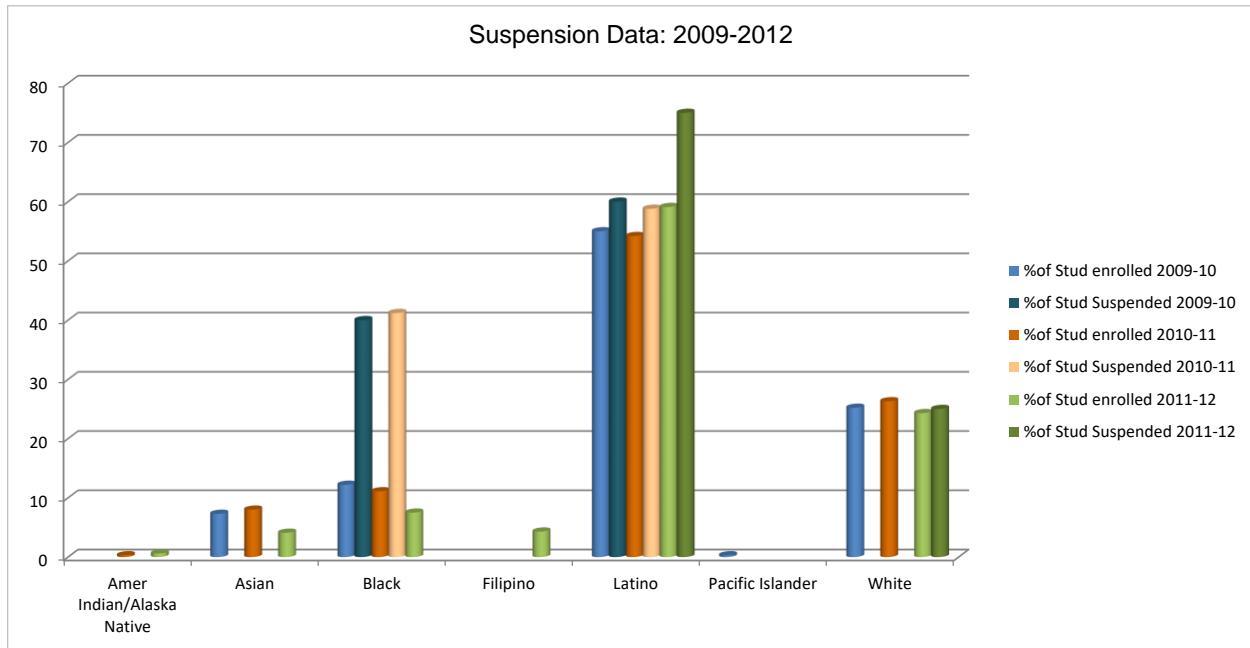
Daniel Pearl Magnet High School does not have an assigned LA Unified School Police Officer, but the West Valley Division of the LA Unified School Police is located within the complex of schools next to DPMHS, and can be reached immediately by contacting them directly or through dispatch. The school is also served by the LAPD West Valley Division, which is within 5 miles of the school, and responds when there is an incident of child abuse, hate crimes or anything that falls under the jurisdiction of the city police department. Daily police visits have been instituted by LAUSD at the beginning of the Spring Semester in January of 2013 since the tragic events of the Sandy Hook school shooting.

LAUSD adopted a new referral system as part of the Integrated Student Information System, ISIS, requiring discipline referrals to be completed online. The referral component is just being rolled out during the current year, 2012-13. Prior to this year, the District used another type of Online Office Referral System, ODR, but it was phased out at the end of the 2012 school year.

Prior to the 2010-11 school year, referrals were developed by schools individually and were not tracked online, and then within school, information was logged on the SIS, Student Information System, in a program known as ID19. As evidenced by the charts related to suspension, (Referrals, Suspensions, Expulsion Rates and Crime Statistics) there are 4 main categories of referrals at DPMHS: abusive language, defiance, disruption, and misuse of electronic devices, with a significant spike in cheating/forgery/lying from 2010-11 and 2011-12. For the new system, once referrals are entered by teachers, an email is sent to the appropriate designee at each school site. At DPMHS, as this system is rolled out across the district, these will be handled by the school counselor, the magnet coordinator and/or the principal. On occasion, referrals might be handled by the PSA counselor or the school psychologist, depending on availability or infraction.

There are times when students display emotional reactions to events on campus or as a result of peer interactions, and sometimes these situations are handled by the school office manager, who has a close relationship with many of the students. Referrals are most often dealt with through conferences with the involved student(s), parent conferences or phone calls, restitution and/or an apology letter to the affected staff or student(s). If students are found to be using electronic devices during the school day, they are confiscated, logged into a secure cabinet and are returned only to parents after a conference with one of the administrative staff. The new principal at the school, Deb Smith, has a background in Behavioral Psychology and has an expertise in how to discuss behavioral issues, especially those of a student population. In addition, having served a high risk

group at her previous continuation high school, she is working with both staff and students to improve staff and student understanding of discipline related issues.



Source: MyData

Suspensions are used very judiciously at DPMHS, and are reserved for the most serious of offenses. In 2009-10, there were 10 suspension events; in 2010-11, there were 17 events and in 2011-12, there were 4 events. The suspension events were classified as “disruption/willful force”, “defiance”, “obscenity/vulgarity”, “sexual harassment” and “possession of control substance, except 1st offense of marijuana”. Although there was a spike in 2011-12, this was due to incidents of peer to peer fights on campus, and an incident of a student stating obscenities to the school principal. None of the students suspended, over the 3 years included in the data, exceeded 5 days of suspension. Of the different subgroups, students identified as black have a disproportionate number of suspensions when compared to the number of black students enrolled at DPMHS, and the Latino subgroup also has a disproportionate number of suspensions in comparison to its enrollment numbers. During the 2012-13 school year, the only suspensions that have been issued were related to an incident of hazing that included 4 perpetrators and an incident of possession of marijuana that was approximately one ounce. Both situations were taken very seriously and were investigated by school police. If students display defiance or willful disobedience, the students are counseled, conferences are held with the student and parent(s), and guided reflections are assigned to help lead the students to greater understanding of their behavior and the alternative choices available to them. At times, role-play, modeling or apology letters are used to teach the expected behaviors.

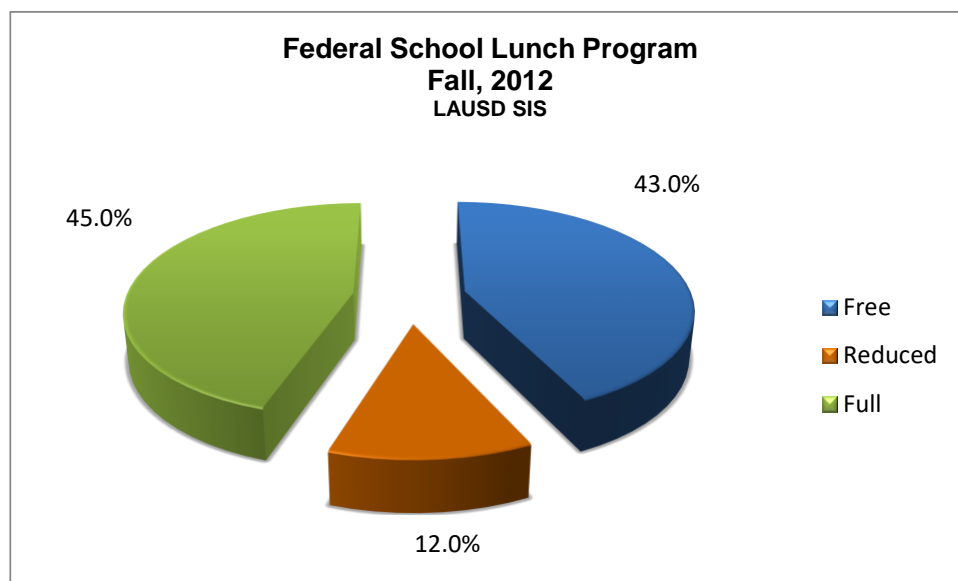
Expulsion

There has never been a student referred for expulsion from DPMHS.

Crime Statistics

Crimes on the campus of DPMHS are almost non-existent. There has been some behavior related to “tagging” on school property and stolen electronic devices, such as mobile phones and MP-3 players. This year there was a situation with a staff person’s keys stolen and subsequently, snacks were stolen from the Student Store. Crime in the 2 mile radius around the school primarily centers on stolen vehicles, burglary from vehicles, petty theft, and shoplifting. Graffiti is also evident in the neighborhood on commercial buildings, but relative to the greater city of LA, the neighborhood surrounding DPMHS is a safe area, and students are not significantly impacted by “safe passages” from home to school.

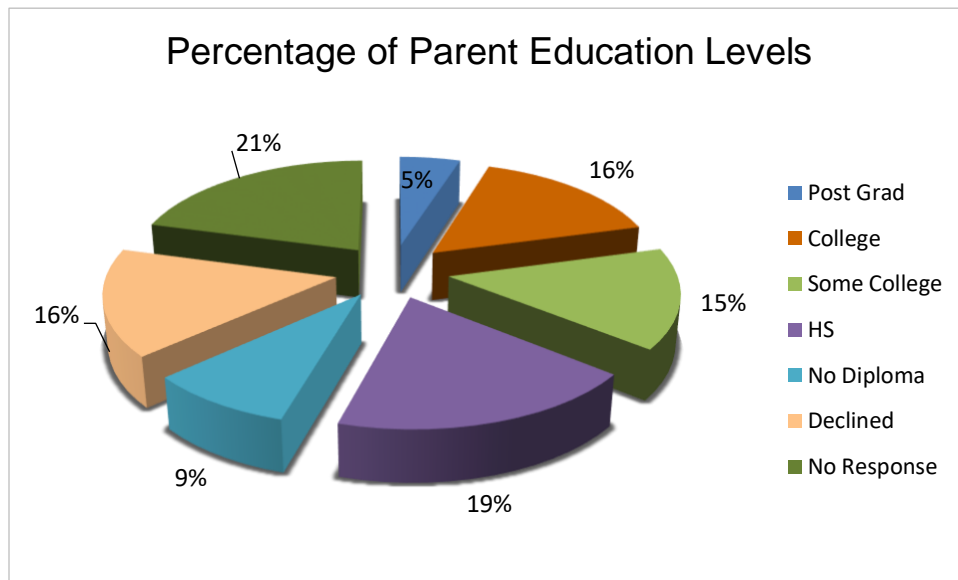
Socioeconomic Status



Source: LAUSD SIS

The majority of students at DPMHS, 55 %, qualify for free or reduced lunch, through the Federal School Lunch Program. The Los Angeles Unified School District uses the *Application for Meal Benefits* to determine the socioeconomic status of students. Based on the income levels of residents in the community covered by zip code 91406, the 55% of students qualifying for free or reduced meals seems appropriate; the student population of DPMHS is not solely from this community. The magnet program draws a population from primarily the San Fernando Valley, but also from the greater metropolitan Los Angeles, LAUSD boundaries.

Parent Education Levels



Source: SIS

Students attending DPMHS, based on the information extracted from SIS and provided in the above graph, come from homes where 9% of parents do not have a high school diploma and 37% of parents declined to answer. Research shows a strong correlation between parent education levels and high school graduation of their respective children. Parents without a high school education or some college experience may be limited in their awareness of required high school courses that lead to college acceptance, college application processes, and financial aid. The counselor at DPMHS, along with the volunteer college counselor, and other DPMHS staff often support students in their planning for their future endeavors by helping them to select appropriate classes at DPMHS as well as at one of the local community colleges, develop post-secondary plans, assisting them in creating accounts on www.collegeboard.org and exposing them to resources for financial aid and scholarships. All of the counselors support students in learning about their options, consider factors unique to different colleges and universities and are active in assisting students in planning for their post-high school careers. In addition, during the last two years, in the Fall of 2011 and 2012, the college counselor along with a teacher from the English Department held a "College Night" informational presentation in the evening where parents and students were encouraged to attend to receive information as 10th and 11th graders, giving them advice and direction regarding planning for their post high school graduation options.

Safety, Cleanliness and Adequacy of School Facilities

School Facility Conditions, Planned Improvements, and Needed Repairs (School Year 2011-12)

The District takes great efforts to ensure that all schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. Food service and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions may be scheduled on a less than daily frequency due to the limitation of available custodial resources.

School facility data is as of October 15, 2011.

School Facility Conditions and Planned Improvements (School Year 2011-12)				
Determination of repair status is based on the most recent Safe School Inspection. The assessment areas listed as "Poor" have been determined to have deficiencies as described in the Department of Education "Interim Evaluation Instrument." Deficiency details can be found at www.lausd-oehs.org under "School Inspection Results." Additional information about the condition of the school facilities may be obtained from the school.				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior/exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Note: "Poor" means that cited maintenance deficiencies in the category have not been repaired or mitigated to date, but have been reported via Trouble Call or identified as a major maintenance or bond project and will be completed as soon as feasible.

Overall Summary of School Facility Good Repair Status (School Year 2011-12)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			

School Accountability Report Card, 2010-11

According to the School Accountability Report Card, (SARC), the school meets all criteria in the highest range, "Good", in the inspection year of 2011-12. DPMHS prides itself on maintaining a safe and clean school environment. All staff and students contribute to maintenance of the school by keeping the grounds clean, and take part in reporting safety and functional concerns to the maintenance/custodial staff or to the main office so a "trouble call" can be placed with the District. The school is supported by a team of part-time custodians, who work diligently at the school for the LAUSD-allotted time, who also serve the neighboring continuation high school, the District offices and the LASPD substation. The time allocated per LAUSD presents challenges for the custodial staff to cover the need for classrooms/hallways to be swept, restrooms to be cleaned and restocked, trash to be emptied and surfaces to be dusted, mopped or vacuumed for the entire school on a daily basis. The time-constraints also make tasks such as light fixtures needing new bulbs, planters to be swept of trash and hosing down eating surfaces in the outer courtyards often left as lower priorities. A landscape crew which works at the school once every three weeks maintains the outside grounds, but the lawn and shrubs often need to be trimmed and cut more frequently, planter beds needing to be raked of debris, leaves needing to be raked and cleared, dead plants needing to be removed can leave the school with an unkempt appearance. Budget constraints preclude us from increasing custodial hours at this time.

Students take a personal interest in the safety, security and cleanliness of the campus. Daily, students assist with cleaning-up trash and recycling by clearing their own tables of meal trash. Student Leadership began a recycling program, and the money earned is used to support various events and to fund rewards for the students. Students can be acknowledged for their respectful behavior regarding campus beautification and clean-up through "house points" by receiving a ticket to turn in to the House Master.

One of the issues that is not addressed in the SARC related to safety is the functionality of the electronic door locks, which allows for a keyless entry into classrooms, offices, the library and other areas of the school. In the event of an emergency such as an earthquake, the possible problems include that not all staff have access to all rooms, sometimes the electronic locks malfunction, batteries that support the locks become drained frequently and do not operate the locks. There is only one technician in all of the LAUSD that can service issues with the locks that are throughout DPMHS. A "trouble call" can be placed, but it can take many days for the sole technician to respond.

The other challenge DPMHS deals with is the lack of a suitable PE/Athletic area, that supports a comprehensive PE program. The school does not have dedicated locker rooms for boys and girls, so the boys change in the MPR before and after each PE class and the girls change in an unused classroom. Students' belongings are not secured in these areas during the class period, and privacy is limited to non-existent. The lack of age-appropriate athletic areas such as basketball courts, softball fields, soccer fields, weight room, gym designed for PE, requires DPMHS students and the teacher to walk to the neighboring charter high school, BCCHS, to access their athletic areas. The DPMHS students are limited to areas not being used by BCCHS, takes instructional time away from the program, and when students are limited in mobility due to injuries, they are left behind to be supervised in the main office waiting area of the school. Equipment is also limited at DPMHS. DPMHS does not have PE equipment to allow students to play tennis, workout with weights, play softball, and other aspects of the PE curriculum. The PE program is further challenged by the shared use of the MPR, which serves as the boys' locker room, the "gym", a space for school assemblies, school productions and events. This causes disruption to the PE program when the MPR is not

available, for example during the two weeks that rehearsals and preparations are being made for the Daniel Pearl Music Days events.

Staff

The matrix and chart below provides an overview of classified and certificated staff.

Certificated Staff	20
Classified Staff	9
National Board Certified Teachers	0
Teachers Instructing Outside Credentialed Areas	0
Teachers with Emergency Permits	0
Teachers with Advanced Degrees	12
Teacher Induction Program Participants	0
Teachers in Intern Program	0
Gender of Certificated Staff	14 female / 6 male
Gender of Classified Staff	7 female / 2 male
Ethnicity of Staff	African American – 1 Asian – 4 Latino –4 White Non-Latino – 20
Attendance Rates for Teachers	2009-2010: 92.7% 2010-2011: 96.3%
Paraprofessionals	3 paraprofessionals working with resource SPED students

Faculty	Years in Education	Gender	Years in LAUSD	Ethnicity	Degree(s)	Credential/Certificates	Position
Abdelehad, Mirvet	13	F	11	W	BA MA	PPS School Psychology PPS School Counseling	School Psychologist
Ahal, Rene	14	F	14	W	B.A. M.A. MSW	Pupil Personel Services Cred. Administrative Services Cred. Designated Subject Adult Ed. Teaching Cred. Designated Adult Ed. Career/Technical Ed. Teaching Credential	PSA Counselor
Bootel, Nicole	16	F	6	W	BS, MA	Multiple Subject, Learning Handicap, Resource Specialist Certificate, CLAD, Admin Eligibility	Resource Specialist
Bryan, Robert	17	M	17	W	B.S.	Single Subject Physical Education Multiple Subject CLAD	Teacher, PE
Castellani, Noreen	16	F	16	W	MA, BS	Clear Elem, Supplemental Social Sciences, Admin Credential	Magnet Coordinator WASC Leadership Committee
Celi, Tamara	14	F	14	W	B.A. M.S.	English Single Subject, Library Credential, CLAD	Teacher Librarian
Chavira, Adriana	9	F	9	Latino	B.A. M.A.	Clear Single Subject, English	Teacher, Journalism Film
Cramer, Daniel	10	M	10	W	A.B J.D.	Single Subject, Mathematics	Teacher, Mathematics Math Dept. Chair
Hicks, Leslie K	7	F	7	W	B.S. B.M. M.A.	Clear Single Subject Mathematics	Teacher, Mathematics GATE Coordinator SSC Chair
Hoeks, Robert	22	M	14	W	B.S. M.S.	PE, History, Health Tier I, Admin	Teacher, History (long term substitute)
Hurtado, Glenda	16	F	23	Latino	B.A.		Teacher, Spanish
Keck, Pam	10	F	4	W		Preschool Certificate, NV	Parent Liaison
Keo, Davy	11	F	10	Asian	B.A.	Clear Professional in Social Science and English; CLAD	Teacher, History
Kim, Byung H	11	M	11	Asian	B.A.	Single Subject – Mathematics; BCLAD	Teacher, Mathematics
Kim, JaYoung	18	F	15	Asian	B.S. M.A.	English Single Subject	Teacher, English EL Coordinator
Mills, Doug	17	M	14	W	<i>In progress</i>		Special Education Paraprofessional
Morrison, James	7	M	7	W	B.A.	Clear Single Subject Biology; CLAD	Teacher, Biology, Health, Anatomy & Physiology
Nelson, Jim	Itinerant	M			B.A.		Adaptive PE Teacher
Owens, Stephen	4	M	4	W	B.A.	Education Specialist (Level 1 - Mild/Moderate) CLAD	Teacher, Resource (SPED)
Remillard Gorski, Jacqueline	12	F	10	W	M.M.E, B.A.	Professional Clear Single Subject Music: K-12	Teacher, Music & Guitar Choir Director
Rosas, Lupe	17	F	17	Latino			Special Education Paraprofessional

Faculty	Years in Education	Gender	Years in LAUSD	Ethnicity	Degree(s)	Credential/Certificates	Position
Santos, Aleli	19	F	14	Asian	B.S. B.A.	Business Administration Banking & Finance	Sr. Office Tech
Schaffter, Stephen	13	M	13	W	B.S.	Single Subject – Physical Science CLAD	Teacher, Physics & Chemistry Science Dept. Chair
Seiger, Diane	13	F	13	W	AA/June 13	Graphic Arts	School Administrative Assistant
Smith, Deborah	35	F	26	W	B.A. M.A.	Multiple Subj, Clear Mild/Mod, Clear Mod/Severe, Clear RSP Authorization Tier I, Admin	Principal WASC Leadership Committee
Torres, Martina	26	F	26	Latino	B.A. M.A.	Multi-Subj, Clear PPS, Clear	Counselor
Viskanta, Paul	16	M	12	W	B.A. M.A.	Single Subject English, CLAD CLEAR	Teacher English English Dept. Chair UTLA Union Chapter Chair WASC Leadership Committee
Whitmarsh, Jamie O.	13	F	13	W	B.A. M.A.	Professional Clear with CLAD English and Social Sciences	Teacher, English and Theatre
Wooten, Madgeolyn	8	F	5	Blk	A.A. B.A.	Social Work Certificate Travel Management Certificate Office Management Certificate Paralegal Services Certificate	Campus Aide
Zimring, Linda	41	F	41	W	B.A. M.A. M.S.	Music, Math Single Subject Credentials Counseling and Administration Certification	Volunteer College Counselor

Data Quest
NCLB Core and Compliant Classes by Subject Area, 2010-11
DANIEL PEARL JOURNALISM & COMMUNICATION MAGNET

Name	Row Description	Secondary Special Education	Secondary English	Secondary Math	Secondary Science	Secondary Art, Dance, Drama, Music	Secondary Foreign Language	Secondary Social Science	Secondary Other Classes
DANIEL PEARL JOURNALISM & COMM	Number of Classes	0	8	8	4	3	2	4	25
	Number Compliant	0	6	7	3	3	2	3	19
	Percent Compliant	n/a	75.00	87.50	75.00	100.00	100.00	75.00	76.00
Los Angeles Unified	Percent Compliant	n/a	73.55	82.87	75.18	76.56	86.77	85.09	67.81
LOS ANGELES	Percent Compliant	25.00	84.25	86.85	84.92	83.19	91.26	89.95	71.23
STATE TOTAL	Percent Compliant	79.76	90.55	90.17	90.29	88.72	94.23	91.22	79.54

Daniel Pearl Magnet High School has a staff of 30 members, including a 1 shared English position, 1 full time substitute teacher, 1 full time and one .5 RSP teacher, a teacher librarian, a Principal, counselor and Magnet Coordinator. We also have a Pupil Services and Attendance Counselor one day per week and a school psychologist who is here 1 ½ days per week, a nurse one day each week and an adaptive PE teacher here an hour each day. DPMHS has benefitted by a retired College Counselor volunteering one day per week, who comes in to meet specifically with students planning to go to college, assisting them in applications, the FAFSA, scholarships and other financial avenues to fund college. One hundred percent of the teaching staff at DPMHS meets the NCLB requirements. DPMHS has 16 faculty members with advanced degrees, and has 10 males and 20 females. All teachers provide instruction within their credentialed areas, along with elective courses that the teacher has a particular expertise or interest.

The school has the following classified staff: a school administrative assistant, an office technician, a half time community center representative, 3.5 paraprofessionals 3 staff in our cafeteria, 3 person custodial support (3 day/2 night- shared between 4 locations). The school has 1 position for a Campus Aide, whose primary responsibility is campus security, hallways and common areas, supervising nutrition and lunch and assisting with identifying visitors to campus.

District Policies/School Financial Support

Currently, LAUSD expends \$4349. per pupil for the 2012-13 school year. Other funding sources include Title I, Title III, Bilingual funds, Special Education and state funding. Budget development occurs each spring, in preparation for the upcoming year, the school principal works together with the leadership team and School Site Council in identifying school needs and aligning the budget with the Single Plan for Student Achievement. Meetings are held during the budget development time

period to allow the stakeholders of the school to give feedback regarding the needs of the school. Daniel Pearl Magnet is a small school; the budget is very small in comparison to larger high schools serving student populations between 1,500 and above. DPMHS works to determine the best way to allocate limited resources, basing decisions on data regarding student performance, school safety, maintaining an A-G master schedule and other identified needs.

District Policies/School Financial Support

The total operating budget for DPMHS is approximately \$1,978,400, and \$1,841,858 is allocated for salaries and benefits. Funding for magnet schools, as determined by LAUSD, per general education teacher is at a rate of \$60.00, which is \$85,000 per year. DPMHS can use IMA and General Supplies funding for instructional materials and general supplies at its discretion. DPMHS receives categorical funding through federal and state programs such as Title I, Economic Impact Aid/Limited English Proficient, and a very small amount of funding for English Language Learners and Special Education. The funding provided from these categorical programs provides practically all of the supplemental instructional materials, professional development, and additional counseling time, additional time for the school psychologist, the teacher librarian, the Pupil Services and Attendance counselor, and the office tech at our school.

(Please refer to the Appendix for this year's budget.)

Expenditures per Pupil, 2010-11

School Site Expenditures per Pupil			Expenditures per Pupil from Unrestricted Sources		Percent Difference Between School Site and	
Total	Restricted Sources	Unrestricted Sources	District	State	District	State
\$8,021	\$2,234	\$5,787	\$4,544	\$5,455	27.4%	6.1%

Source: School Accountability Report Card (SARC)

Source of Funding	Amount
Bilingual	\$136.00
Instr. Material Acct.	\$500.00
Test Coordinator Diff.	\$1,450.00
Title I	\$130,503.00
Impact Aid/DIS Bil Directed	\$5,906.00
Special Education	\$653.00

School Financial Support

	2012-13	2011-12	2010-11
Per Pupil Expenditure	\$4,349	\$3,700	?
Title I	\$130,503	\$94,918	\$94,866
Title III	\$136	\$280	\$536
Economic Impact AID/Limited English Proficient	\$5,906	\$5,742	\$5,522
Total:	\$132,193	\$100,940	\$100,924

The budget for DPMHS is quite small in comparison to other comprehensive high schools. Based on the guidelines from the Federal and State programs, DPMHS receives limited funding. The school identified critical needs during budget development in the spring of 2012 and the following expenditures were approved by the School Site Council and the Advisory Councils:

Title I:

- Secondary Counselor: 5 days per week, \$47,063.
- Pupil Services and Attendance Counselor: 1 day per week, \$20,418.
- Limited Contract Teacher Intervention: As Needed, \$22,287.
- Itinerant School Psychologist: .5 day per week, \$10,209.
- Senior Office Technician: 5 days per week, \$12196.
- Parent Community Representative: \$15.77 per hour, \$11,259.

Title III:

- PD Funds to cover teachers at District rate: TBD \$136.

State EIA-LEP:

- Rtl2 Staff Training: TBD \$2,299.
- Day to Day Subs: As Needed \$1,417.
- Tutor Teacher X-Time; As Needed \$1,274.

Parent/Community Organizations

Daniel Pearl Magnet High School has an active Parent Teacher Student Association (PTSA). The board of officers is elected and regularly conducts membership drives to encourage more parental and family involvement in the school. DPMHS also has a part-time Parent Community

Representative who supports the Parent Center, which offers parent training and meetings on a variety of topics such as “Talking to your Teenager”, emergency preparedness, and offers an opportunity to meet with the local LAPD community liaison. We also have an active School Site Council and Local School Leadership Committee. The role of the SSC is to give input on how to spend categorical funds. The LSLC approves decisions regarding the school calendar, the school schedule, and school policies. Both of these bodies meet together as a committee of the whole and both have parent, student and staff representatives. The meetings are publicized and all are welcome to attend the meetings, but only the board members have the ability to vote and approve items on the agendas.

Per LAUSD District guidelines, the council is comprised of 2 halves - 8 members representing the school site staff and 8 members of the student body and the parent community. At DPMHS the configuration is the Principal, 5 teachers, 2 other school staff, 4 parents and 4 students. For the 2011-12 school year, DPMHS received permission to combine the (formerly separate) School Site Council and Local School Leadership Committee into the combined SSC/LSLC described above. This year the LSLC formalized a process for staggering the selection of candidates for the council, so that continuity and institutional knowledge would be maintained as the groups composition changes each year. Except for the Principal, who is automatically on the council, terms are divided among stakeholder groups in an even fashion with 1/2 of the council up for re-election every year.

Another group fostering community that DPMHS offers is a student leadership class that is taught by one of the teachers on the faculty. Student officers for grades 9-12 have been elected and the student council holds class meetings, plans high school activities and is integral in building the traditions and culture at DPMHS. When the school first opened as a stand-alone school, the students selected school colors, a mascot, school logo and created new traditions and rituals.

Daniel Pearl Magnet High School is Both Special and Unique

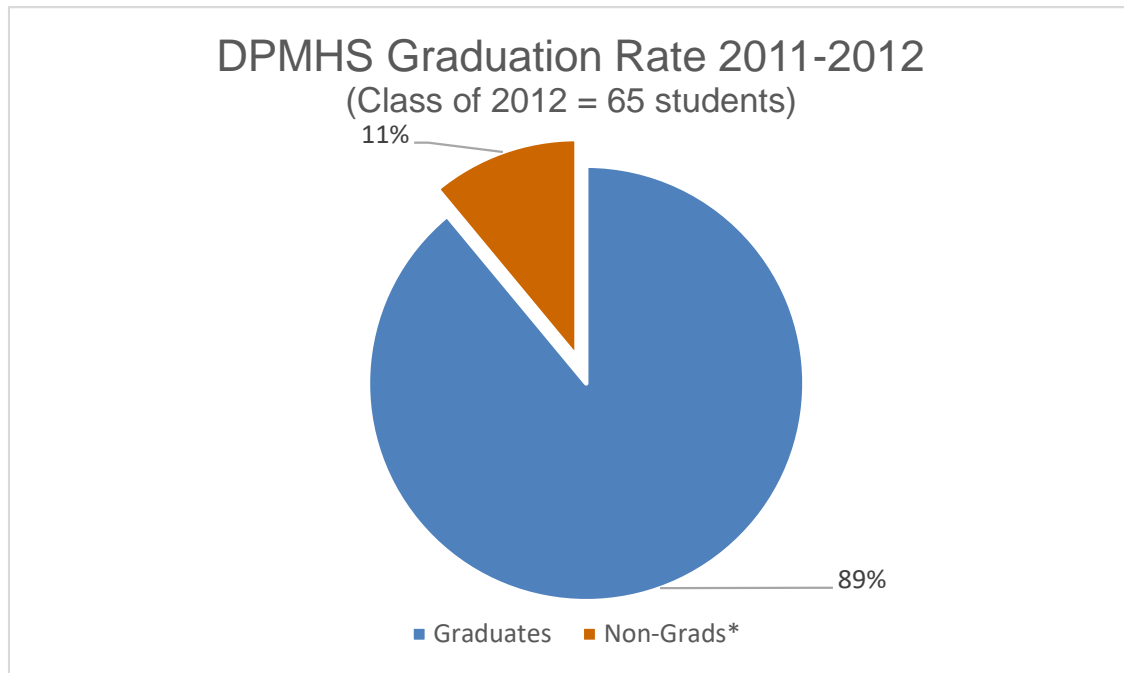
Daniel Pearl, the renowned Wall Street Journal reporter who was killed by extremists in Pakistan in 2002, attended Birmingham High School. In 2006, while still a program within Birmingham High School, the journalism and communications magnet program was named after him after a year of work with LAUSD and permission from his parents, who are active in our school community.

Following the separation of Birmingham High School from the Los Angeles Unified School District in July of 2009, the magnet program received approval from the LAUSD School Board to become a comprehensive high school named Daniel Pearl Magnet High School, Center for Journalism and Communications.

Daniel Pearl has been a highly regarded magnet program for many years. In June of 2012, all seniors in attendance graduated with a high school diploma except for 1 student who is expected to turn in evidence/transcripts to show he has completed all diploma requirements. Students have attended such schools as Wellesley, Dartmouth, Georgetown, Stanford, as well as University of California and California State University campuses and community colleges. Our journalism/yearbook students have produced a nationally recognized yearbook and an award-winning student newspaper, honored by the Los Angeles Press Club in 2012. In the May 8, 2012 issue of US News and World Report, DPMHS was ranked in the top 3.5% of high schools in the nation.

Graduation Rates – DPMHS

Based on the number of Class of 2012 students that entered school in August of 2011, DPMHS had 58 out of 65 students graduate in June of 2012. Data were compiled from LAUSD SIS TR60 Grad Audit and Senior Surveys collected in spring 2012.



**The 65 students included 3 students who checked out throughout the year to enroll in other schools, resulting in 62 seniors at DPMHS at the end of June. As of December 2012, the remaining 4 non-grads have all returned to DPMHS with completed credits and have all been issued diplomas.*

SAT/ACT (College Entrance Exams)

As part of the ongoing growth toward a college going culture, DPMHS counselors encourage students to prepare for and take the SAT, SAT Subject and ACT college entrance exams beginning as early as 10th grade. Students are encouraged to take these exams at the sites nearest to their homes. A few students requiring special accommodations have been allowed to take the exam at DPMHS.

Practice for the college entrance exams can be done by taking the PSAT exam. The PSAT has been administered at DPMHS for the last two years to all 10th grade students, with the fees being paid by LAUSD. Students in 9th and 11th grade who chose to take the exam pay and register for it through the school counseling office.

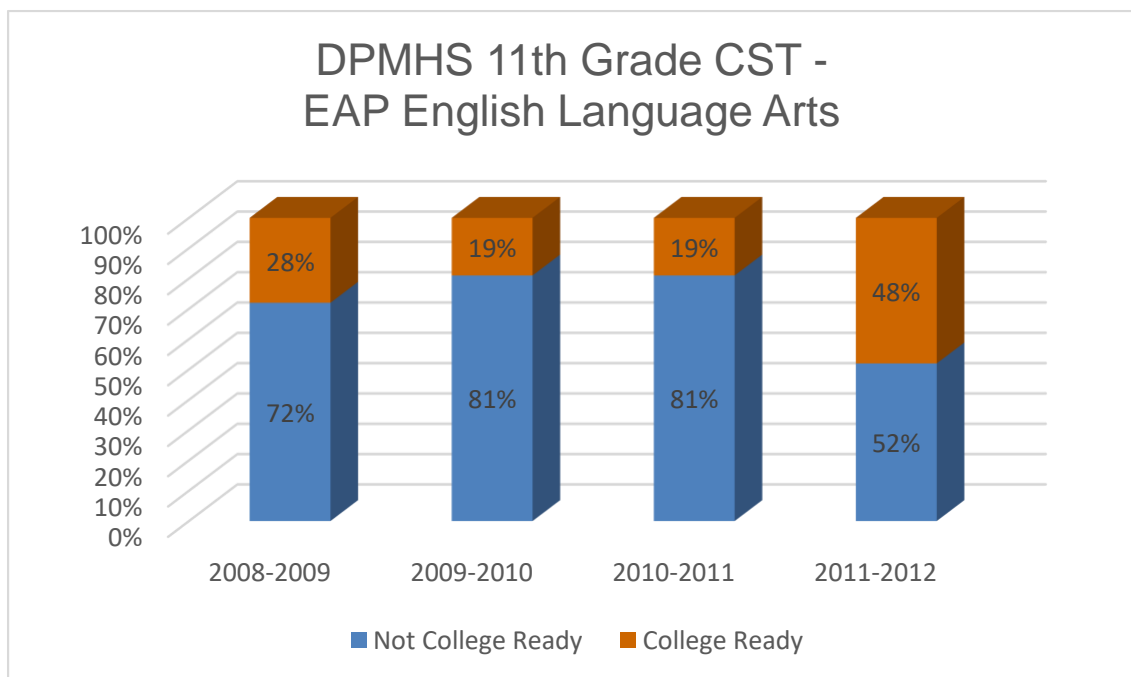
The college and guidance counselors at DPMHS work with individual/groups of students by assisting them in establishing a CollegeBoard account, completing their FAFSA, and developing post-high

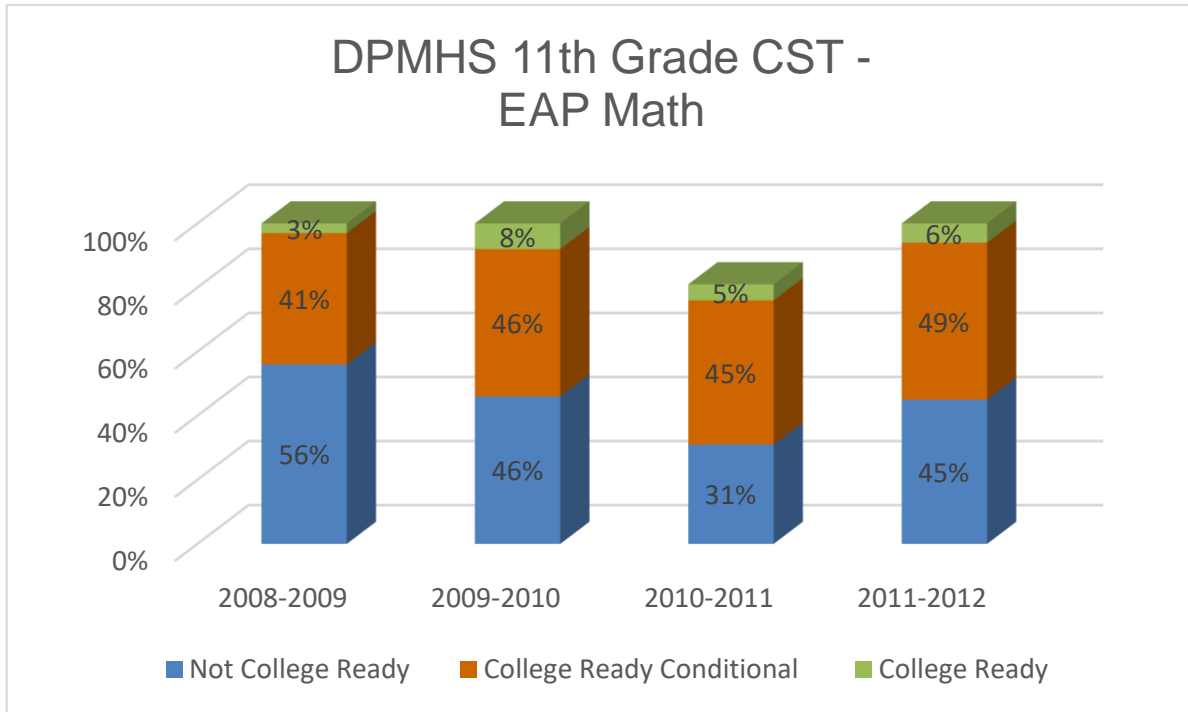
school educational/vocational goals. The counselors assist students in identifying their strengths, considering career pathways and registering for college/vocational classes while still attending DPMHS.

Early Assessment Program (EAP) data gathered from LAUSD MyDATA

EAP is an optional exam administered to 11th graders in conjunction with the CST exams for ELA and Math. The California Community College (CCC) District and California State University (CSU) systems both use it to determine if a student is college ready in English and/or Math. When student scores demonstrate college readiness, the student is qualified to be exempt from the requirement of taking the subject placement exam at the participating colleges. A student who scores “College Ready-Conditional” on the Math exam will be deemed “College Ready” if the student takes a higher level Math class (Algebra II or higher) during the senior year and passes with a grade of C or higher.

DPMHS administers the EAP-ELA exam during the spring 11th grade English class and the EAP-Math exam during the regular CST Math testing schedule. Prior to the exam, the counselor works with the 11th grade English teacher in presenting the importance and benefits of this exam.





Number of Students Meeting UC A-G Requirements

2012-2013 A to G Progress Summary by Grade

Grade	# of Students	# AG on Track	% AG on Track	# AG Not on Track	% AG Not on Track
Grade 10	92	60	65%	32	35%
Grade 11	51	30	69%	21	41%
Grade 12	63	23	37%	40	64%

A to G Progress Summary by Other Demographic

Demographic	# of Students	# AG on Track	% AG on Track	# AG Not on Track	% AG Not on Track
American Indian/Alaska Native	1	1	100%	0	0%
Asian	12	9	75%	3	25%
Black	14	9	64%	5	36%
Filipino	10	6	60%	4	40%
Hispanic	110	56	51%	54	49%
White	59	32	54%	27	46%
Special Ed	11	4	36%	7	64%
English Only	83	53	64%	30	36%
Initially Fluent English Proficiency	34	16	47%	18	53%
Limited English Proficiency	6	1	17%	5	83%
Reclassified Fluent English Proficiency	83	43	52%	40	48%

A – G Requirements

DPMHS offers core classes that meet the A-G college admissions requirements set forth through the California State University and University of California systems. Although we are slightly limited with only having 13 teachers, DPMHS students are still able to complete more than the 15 minimum units of A-G courses. Extra courses are available to our students in Social Studies, Math, Science, English, Foreign Language and Performing Arts.

Students are also referred to local community colleges or adult schools to enroll in courses that meet the A-G requirements. DPMHS' partnership with Pierce College allows one college course to be offered at our high school campus each semester. During the last three years, 20 DPMHS students have been concurrently enrolled in these courses each semester and have been able to receive college units as well as high school credits. The courses chosen are CSU/UC transferrable and contribute to the start of each student's college transcript.

Professional Development Activities

DPMHS faculty participates in professional development in a variety of ways, both individually and as a group through the school's PD's that is held weekly in the afternoon on shortened days.

DPMHS Teachers meet the District mandated 16 hours of professional development in the teaching of Gifted and Talented students each year and use a variety of techniques to differentiate their instruction to provide access to further depth and complexity and to provide opportunities to accelerate.

There are several faculty members that pursue Professional Development goals above these required hours with goals being additional certification or degrees:

- Our Resource Special Education teacher, Mr. Owens, is currently enrolled in the clear credential program for Special Education at California State University, Fullerton.
- Our English Teacher and EL Coordinator Ms. Kim is attending Cal Lutheran University's M.A. Educational Leadership program. The program earns students a Tier I Administrative Credential while also focusing on how to be a leader in education. Much attention is given to school culture and recognizing effective teaching and learning. Additionally, she is participating in the LAUSD Literacy Cadre, which exposes teachers to the Common Core State Standards and LAUSD's Common Core summer workshop and follow sessions. The Common Core Summer workshop focused on integrating effective teaching strategies for CCSS at the 6th & 9th grade levels.
- Mr. Schaffter is currently working towards his Online Educator certificate through UCSD Extension, which will certify him to create, manage and teach online classes

All certificated staff participates in weekly professional development sessions. During the fall semester of 2012, Professional Development has been driven by the required LAUSD PD modules related to Common Core, EL Learners, a new teacher evaluation protocol, and new components of the school ISIS program for discipline referrals. In addition there was WASC related activities to write. LAUSD's PD requirements will continue with the District rolling out PD to address the adoption of the Common Core Standards, the LAUSD consent decree regarding EL students, a proposed web based teacher evaluation, and additional components of the school data related to counseling and discipline referrals. The spring semester will focus on increasing knowledge of the Common Core Standards, review of existing data of student performance and preparation of the upcoming CST tests, and increasing the number of EL students moving to redesignated status.

While these priorities greatly restrict other PD initiatives, the school still works to schedule departmental meetings, with the emphasis being on working to formalize more horizontal and vertical curricular planning. For example, in the English department, the department with the most students served, there has been work to establish common texts for each grade level, common honors assignments for the 9-11 grade honors classes, establishing a common writing vocabulary for use across the curriculum and establishing use of the Turnitin.com online writing program. The department's goals in the upcoming year are to better establish expected writing results for each grade level, with anchor papers being selected that correspond with the LAUSD assessment program covering persuasion, exposition and literary analysis.

Student Participation in Co-Curricular and Extra-Curricular Activities

DPMHS has active clubs and extra-curricular activities available to students. Co-curricular and extra-curricular activities include:

- Anime and Gaming Club, sponsored by Mr. Schaffter
- Art Club, sponsored by Ms. Chavira
- Badminton Club, sponsored by Ms. Keo
- Beatbox Club, sponsored by Ms. Gorski
- Boardgame Club, sponsored by Mr. Schaffter
- Book Club, sponsored by Ms. Chavira
- Composer's Club, sponsored by Ms. Gorski
- Cooking Club, sponsored by Ms. Keo
- Gay Straight Alliance, sponsored by Mr. Viskanta
- International Cultures, sponsored by Mr. Morrison
- Interact Club, sponsored by Mr. Cramer
- Junior Class Council, sponsored by Mr. Schaffter
- Leadership Class, Ms. Hicks
- Lunch Bunch Literary Club, sponsored by Ms. Celi
- Peer Tutoring Club, sponsored by Ms. Celi
- Quill and Scroll (Journalism), sponsored by Ms. Chavira
- Revolution for Christ, sponsored by Mrs. Hurtado
- Senior Class Council, sponsored by Mr. Morrison
- Speech and Debate Team, sponsored by Ms. Whitmarsh

DPMHS students are able to participate in intra mural athletics with students at our neighbor school, Birmingham High School. The following is a list of sports and number of participants, both boys and girls:

- | | |
|----------------------------------|------------------------|
| ▪ Advanced Team Conditioning – 5 | ▪ Softball – 1 |
| ▪ Baseball – 4 | ▪ Swimming – 4 |
| ▪ Basketball – 2 | ▪ Tennis – 4 |
| ▪ Cross Country -- 8 | ▪ Track & Field – 14 |
| ▪ Football -- 10 | ▪ Volleyball, Boys – 4 |
| ▪ Golf -- 2 | ▪ Water Polo -- 1 |
| ▪ Lacrosse – 6 | ▪ Wrestling -- 2 |
| ▪ Soccer – 6 | |

Accomplishments (Update)

We are proud of these significant developments made by DPMHS students and staff since our last WASC accreditation visit:

- DPMHS has added a support class for Algebra 1 and Geometry as well as an essential skills elective class to the matrix for students to receive extra help in courses in which they are struggling.
- AP Classes have been increased to include classes in English and Social Sciences
- Our administration and counselors have implemented focused intervention with individual students geared towards graduation.
- The Pearl Post, the newspaper of DPMHS won the award for Best High School Newspaper in 2012 by the LA Press Club
- DPMHS was ranked in the top 3.5% of high schools across the United States by US News and World Report in 2012
- We received a grant to stock and open our library with a half-time Teacher Librarian (funded through categorical programs).
- Our school won the 2012 California Readers' Ed Pert Award and received 100 library bound books and a free author visit.
- We have a stand-alone cafeteria.
- We have a dedicated newsroom for Yearbook and Newspaper.
- The Journalism and Science departments received a teacher-initiated improvement project grant for professional development in the amount of \$15,000.
- DPMHS has formed an active PTSA and also opened a Parent Center.
- DPMHS has created a performing arts department.
- The school calendar has been modified so the Fall semester ends before the holiday break.

Chapter II: Student Performance Data

Academic Performance Index (API)

Because DPMHS only separated in the 2009-10 school year from Birmingham High School, we only have the following API data to report:

	Base	Growth	Pts	Met All	Statewide Rank	Similar Schools Rank
2009-2010		778		N/A		
2010-2011	777	803	26	Yes	7	8
2011-2012	802	823	21	Yes	8	8

The API score is calculated using the CSTs and the CAHSEE scores. Due to being a young school, 2010-2011 is the first year for which Daniel Pearl Magnet High School (DPMHS) has complete data as a stand-alone school. Over the past three years, DPMHS has met and exceeded its growth targets. In 2010 DPMHS's base API score was 777; its growth target was 5. For 2010-2011, DPMHS exceeded its growth target by 10 points. In 2011, DPMHS's base score was 802, its growth target was met as defined for small schools by "federal requirements of Elementary and Secondary Education Act (ESEA)...[as being met when the school or Student Groups scored at or above the statewide performance target of 800 for 2011"

(<http://api.cde.ca.gov/Acnt2012/2012GrowthSch.aspx?allcds=19647330120360>). DPMHS met its growth target with an 803 API score. This year, 2012 DPMHS's base API is 823; its growth target is yet to be determined. DPMHS has been outperforming its neighboring school, which serves a similar population of students. DPMHS exceeded Birmingham Community Charter High School's (BCCHS) API in 2010 (the first year DPMHS became independent from BCCHS and students were split between the two schools), 2011, and 2012. In all three of those years, DPMHS outperformed BCCHS in API by more than 100 points.

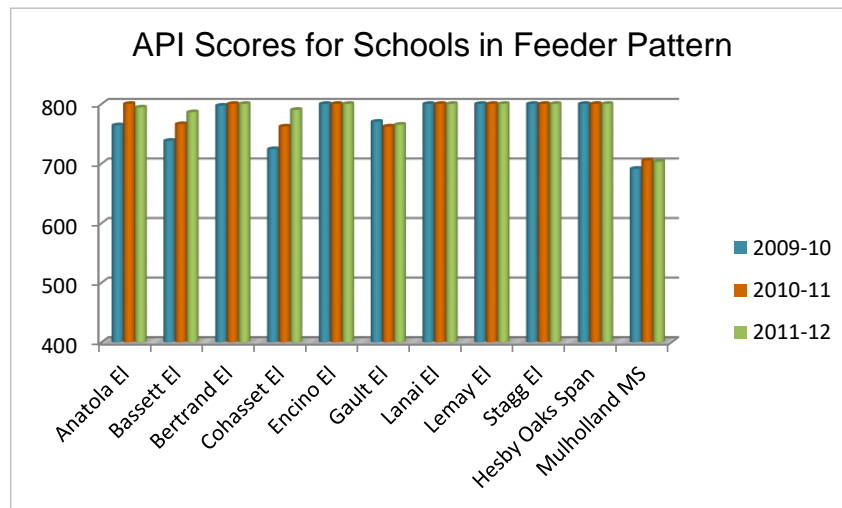
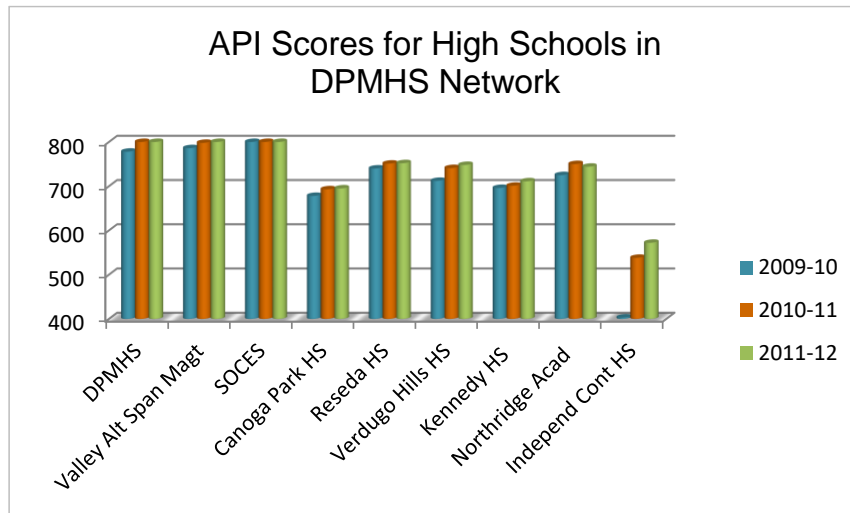
Implications:

DPMHS has exceeded API expectations for the past three years and, despite having to move after its first year, staff instability, and initial student instability, DPMHS has outperformed its neighboring BCCHS. The small school environment, faculty commitment to address student needs, and intentional development of school culture via the House system contribute to student success. The intimate school size allows students and staff familiarity with one another, even when students have not been in teachers' classes yet. The lack of anonymity holds students and staff accountable to one another.

There has been a steady growth of 23.5 points over the last 2 years in our API score. As a school we have met all API requirements and improved our statewide rank from a 7 to an 8. During our first year as an independent school in 2009, our API was 778, and since that initial score we now have grown to 823 in 2012. Based upon these statements and the numbers above, projections for 2013 show us rising at least 1 ranking point and possibly as many as 16 to 21 points to allow us to reach a potential API of 844. Interventions used in the past to support standards-based student achievement have been mandatory study hall/"academic recovery" for students that had earned D's or F's in

classes. This program was staffed by volunteer teachers on their lunch break. Lack of enough teaching staff across the disciplines has caused larger classes, so the schedule was modified to a 7 period day. Ironically this move created a greater workload making it more difficult for them to give non-paid time during the school day. After school intervention is not currently being offered at DPMHS currently due to budgetary restrictions and transportation needs of our Magnet students. The magnet continues to show strong growth in its API score, rising 46 points since the schools inception.

In light of the fact that DPMHS was becoming its own school over the past 3 years, the increase in our API score sheds light on the dedicated service of the faculty, the commitment of the student body to constantly strive for the best and a supportive community of families. While the school was creating its culture, adjusting to the new campus and suffering draconian budget cuts, the school has clearly risen above all of the adversity presented in its opening years to excel and achieve in spite of the challenges.



Source: DataQuest

School Ranking and Similar School Ranking

Daniel Pearl Magnet High School (DPMHS) only has 2 years of data of school rankings and similar school ranking scores. In 2010, DPMHS's statewide rank was 7, it's similar schools rank was 8. In 2011 DPMHS's statewide rank was 8, its similar schools rank was 8.

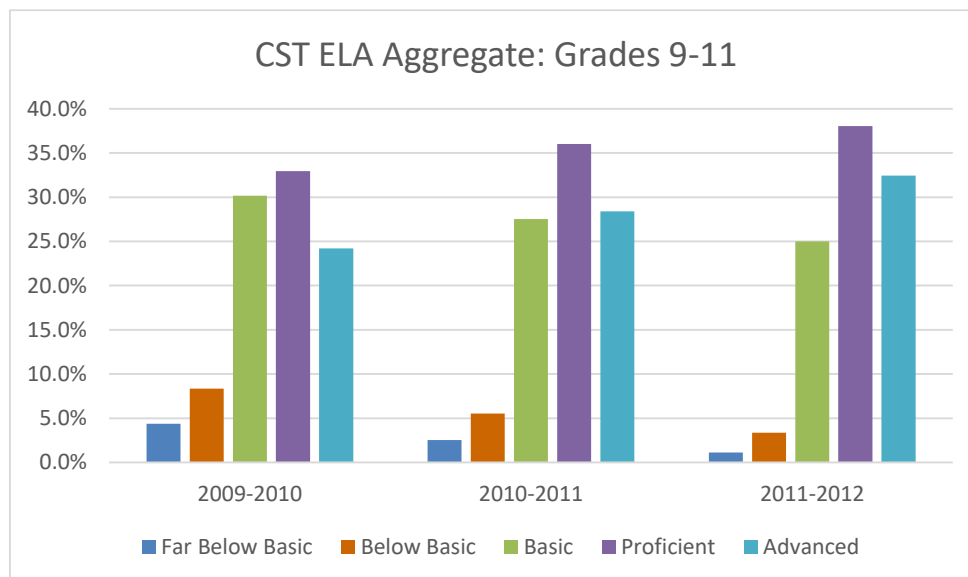
Implications:

DPMHS has a strong program. It has improved in comparison to schools statewide. In order to earn a similar school rank of 10, the staff and community can investigate where additional improvements can be made to the instruction, curriculum, and culture of the school. By examining areas of improvement, DPMHS can excel to even further maximize students' potential.

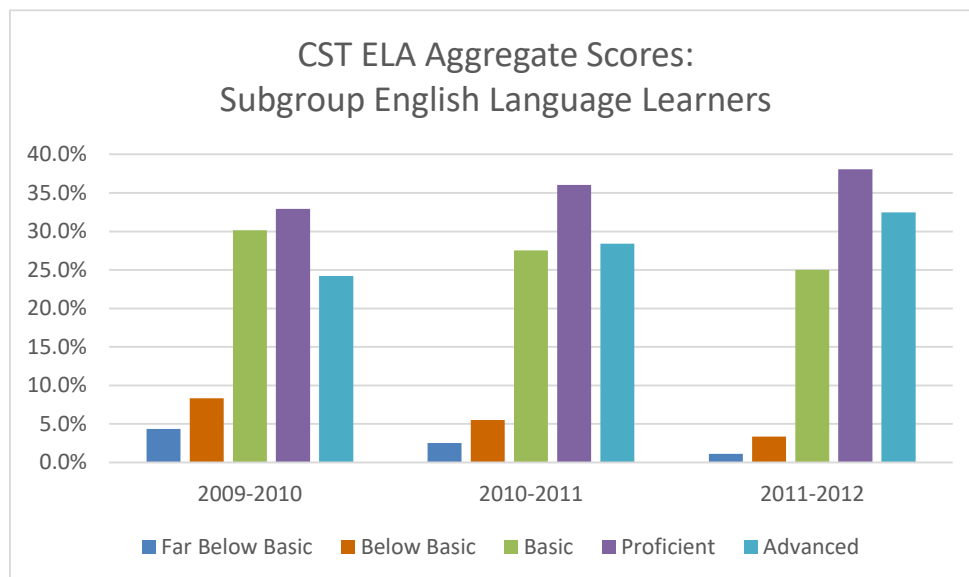
The Academic Performance Index has grown steadily over the past 3 years, with a current API of 823. Based on comparisons of the high schools in the DPMHS network, DPMHS is within the top 2% of schools in the network.

DPMHS has met all of its subgroups target growth scores since becoming a stand-alone high school. The Latino subgroup increased its score by 13 points, the Socioeconomically Disadvantaged subgroup increased by 19 points, English Learners increased by 14 points and students with exceptional needs had the greatest increase with a growth of 59 points. All subgroups at DPMHS have been steadily improving, as well as other subgroups such as White, 28 points; and Black or African American students with 21 points. DPMHS has met its AYP. Similar schools had a Base score of 781 and Growth of 784, so even in the "similar schools" category, DPMHS is outperforming comparable schools.

California Standard Test (CSTs)

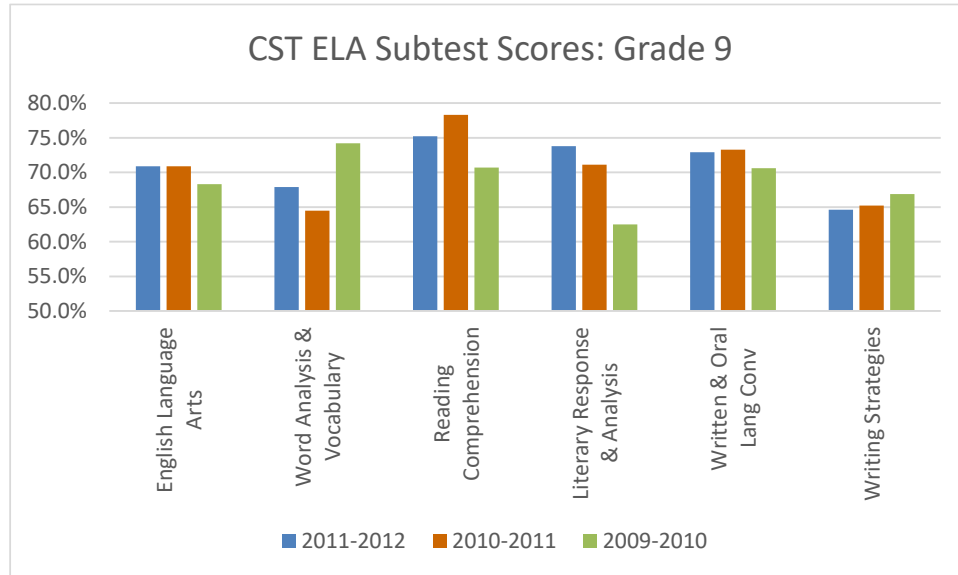


The graph above indicates the performance of DPMHS students overall in the ELA domain which has increased steadily since the 2009-10 CST exam. The largest group of students falls within the Proficient range, and the number of students in the Advanced range has also increased. Combined, the Proficient and Advanced groups make up more than 50% of all students at DPMHS in ELA. In 2011-12, students in the Below Basic and Far Below Basic groups decreased significantly. DPMHS continues to emphasize the ELA domain through rigorous standards based instruction, in addition to the use of the comprehensive online writing tool Turnitin.com, which allows teachers to edit with standardized marks across the grades and allows student grammar to be corrected automatically. The program teaches the grammar concepts as it marks areas for correction, giving students repetitive exposure to their most common grammatical errors and documenting them for the teacher as data. Students receive editing feedback prior to turning in assignments to their teacher. In addition, it supports the learning of how to cite sources, a component of writing that will be even more critical as Common Core Standards are fully implemented. DPMHS has been identified by LAUSD as a “School of Distinction” on the CST in ELA, (70% of students are Proficient and/or Advanced on the CST). The department also identifies students who may need increased support by discussing their individual CST scores with them and giving them information about their scores. One of the interventions DPMHS is instituting in the Spring Semester of 2012 is a Learning Center that will be open to all students at various times throughout the day, as well as an elective titled Essential Standards in English, which students will be programmed into for greater support in their reading and writing skills.

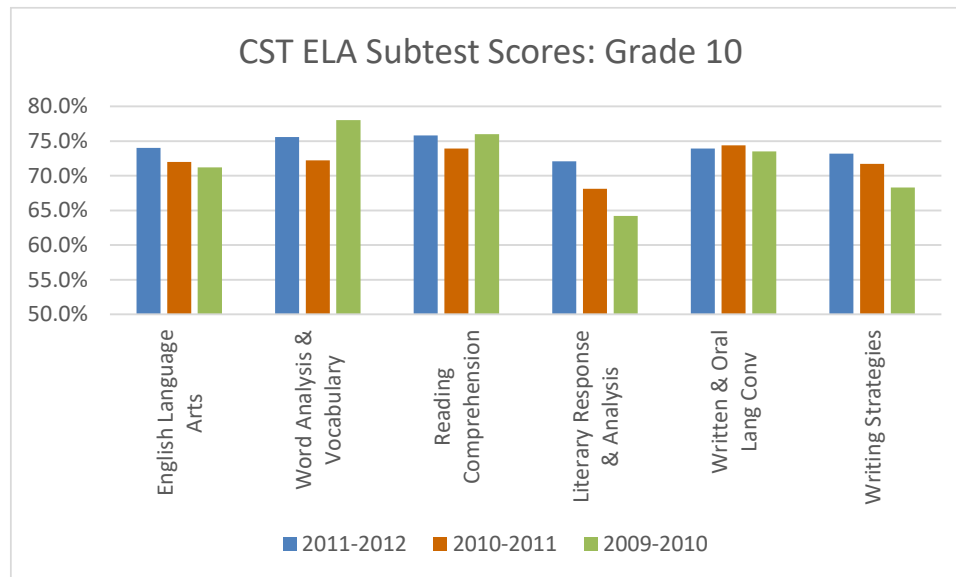


English Learners at DPMHS are also showing significant gains on the CST's in ELA. There were 10 EL students during 2011-2012. The combined scores of students falling into the Proficient and Advanced categories are more than 50% of the students in this subgroup, and students scoring Basic make up approximately 25% of all EL students. Students scoring Below and Far Below Basic, combined, are approximately 5% of all EL students at DPMHS. DPMHS provides a language-rich environment which is evident in all classrooms. Teachers emphasize the use of Socratic Questioning when leading discussions, classrooms display content-specific academic vocabulary, integrate Think-Pair-Share, graphic organizers, technology and manipulatives to support EL students and

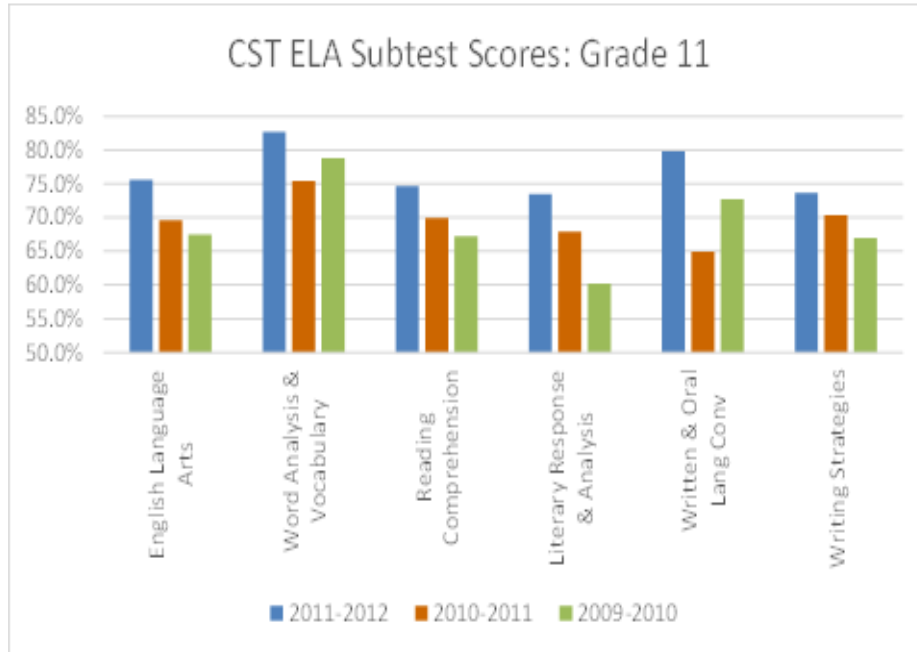
informational pieces to support EL students. Additionally, this being a Journalism and Communications magnet, the student body experiences a learning environment that emphasizes communication. All students take a Journalism class at some point during their 4 years at DPMHS. In the current year 2012-2013, the number of English Language Learners has increased to 25.



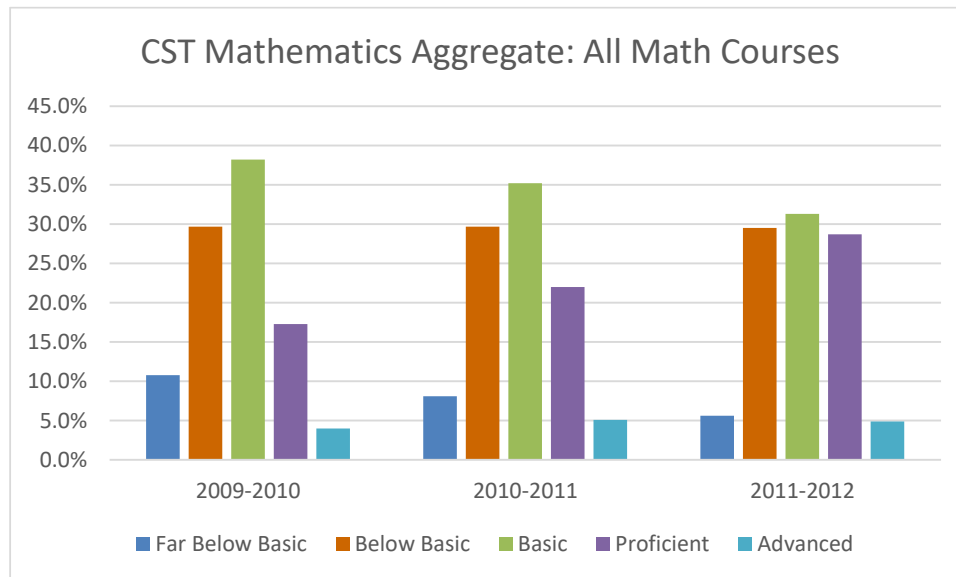
Seventy one percent of 9th graders scored proficient and advanced in the English Language Arts section of the CSTs. This is a decline of 2% from the prior year. Of 114 students, this equates to approximately 4 students. To address the concern of decreasing scores, the English Dept provides tutoring/extra help during nutrition, lunch and during regularly scheduled after school sessions. Although scores have gone down over the past 2 years in the Reading Comprehension, Language Conventions, and Writing Strategies strand, it must be noted that the decreases are small. The increase in class size for 9th grade - which has almost doubled in the past three years - is likely a factor in the decline. DPMHS has experienced increased numbers of students in the subgroups of socioeconomically disadvantaged, ELL, Special Education and Latino, and in some subgroups, as much as 30 students.



Students show consistent improvement in all areas of ELA on the CST except for Word Analysis & Vocabulary and Reading Comprehension. Even with a dip in Word Analysis & Vocabulary, that section of the CST is an area of strength, with more than 75% of students performing at proficient and/or advanced in 2011-2012. To build Word Analysis and Vocabulary skills the English department has been highlighting Greek and Latin roots in vocabulary. This builds on prior knowledge, as many students are exposed to Greek and Latin roots in 9th grade Biology. The CST ELA scores for Grade 11 from 2009-2012 reveal a general increase over time. The improved performance may be attributed to several factors in student programming and support. After DPMHS became a stand-alone school, students were programmed to participate in Journalism in Grade 9 which allows additional English Language Arts practice through their freshman elective. In some years, some of the English teachers at DPMHS provided individual tutoring for students at lunch and after school. In 2011-2012 DPMHS implemented a mandatory Academic Intervention program for struggling students. These academic interventions and supports likely contributed to student performance on CST's. These were during lunchtime. In addition to intervention, the English Department has been working diligently since DPMHS has become a stand-alone independent school to create a Core Reading list, Essential Questions, Common Writing Vocabulary (implemented throughout the school in all disciplines) and an Honors Reading and Contemporary Topics investigation assignment. The honors assignments are especially important to allow differentiation for the honors students to prepare them for the advanced work in Advanced Placement classes. While DPMHS has limitations regarding the master schedule, these programs contribute to the consistency and progressive development of academic instruction that the students receive. Areas of exception to growth on the CST are Word Analysis & Vocabulary and Written and Oral Language Conventions. Both categories experienced a dip in 2010-2011. However, the following year both categories increased significantly enough in 2011-2012 to surpass the 2009-2010 scores. Literary Response & Analysis appears to have one of the largest growths from 2009-2010 to 2011-2012 increasing almost 15% from 60% to almost 75%.



Math Aggregate

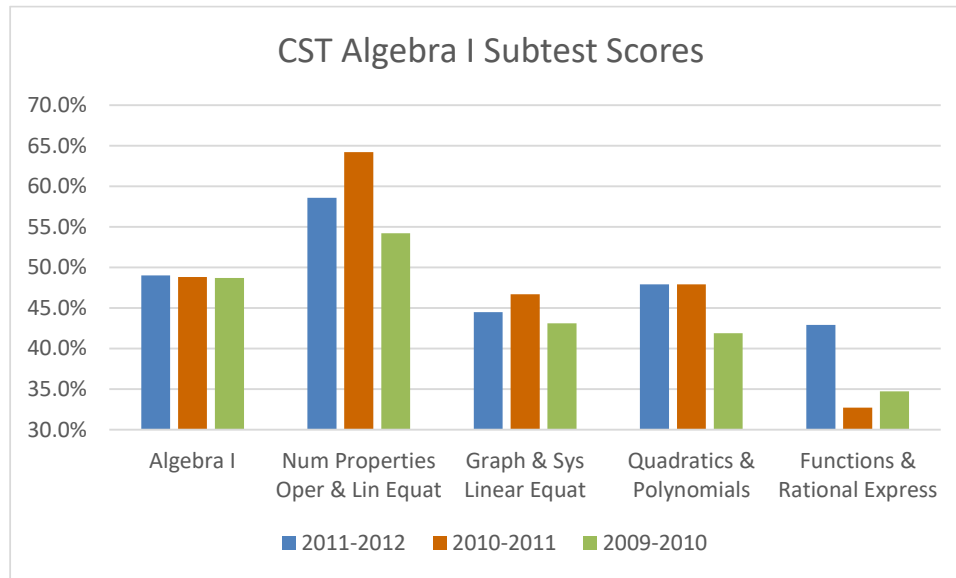


The percentage of DPMHS students scoring Proficient or better has improved 16.5 points over the last 5 years, including a 6.5 percent increase over the latest testing period. This improvement is consistent throughout the subgroups and is the result of increased focus on standards-based instruction.

The total number of students scoring Far Below Basic in Mathematics is about the same, with a large improvement in Geometry balancing an increase in the number of FBB scores on the other three mathematics tests.

The implications of this data seem to be that a greater rift is forming between students who are successful in mathematics and who advance each year, and those students who struggle and lose more ground each year. In response to this trend, DPMHS has implemented math tutorial courses designed to assist students who struggle in mathematics. In addition, mathematics tutoring is available to all students twice a week after school and any day by appointment.

CST Algebra I Subtest Scores

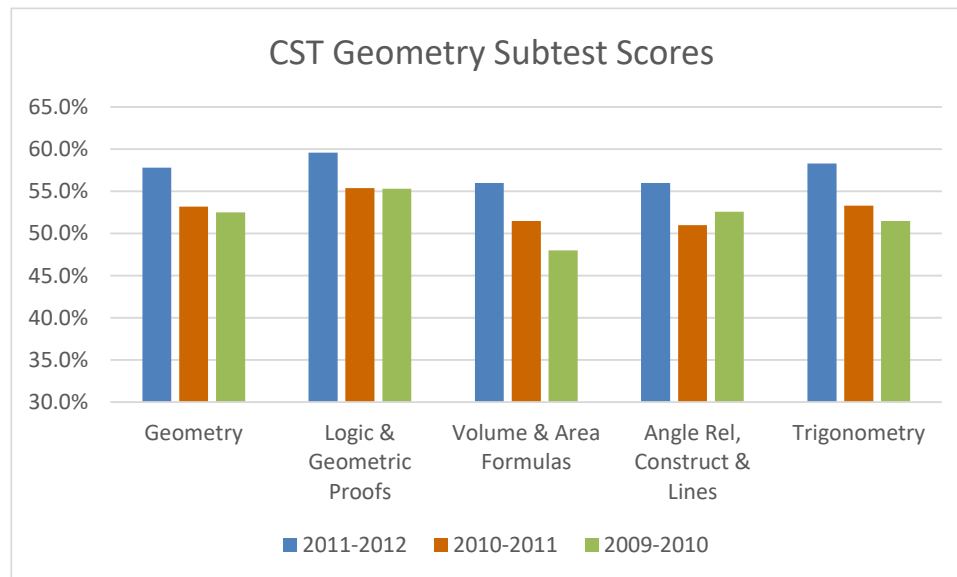


The CST Algebra 1 Subtest Scores show that Algebra CST scores have remained steady, despite three changes in the teaching staff in the last four years. Functions and rational expressions, a notoriously low-scoring topic due to its placement at the end of the year is a weakness compared to other topics, but is consistent with district-wide and statewide data.

The one spike in the Properties, Operations, and Linear Equations topic is probably due to the implementation of the ALEKS intervention program during that school year. Students had a chance to remediate the topics they needed help in (with the assistance of a web-based tutoring application). Since these items are covered earlier in the year, students got the most time to work on them. This spike is probably not unrelated to the large increase in the number of student scoring proficient on the CAHSEE mathematics portion in 2012.

This year, the mathematics department is committed to improving the experience and the achievement levels of the students in Algebra 1. Per District suggestion, the Algebra 1 classes are being taught this year by a DPMHS veteran who has received positive feedback from students and parents. The Algebra 1 tutorial class has also been implemented and the ALEKS program has been re-introduced for students who are struggling.

CST Geometry Subtest Scores



In 2011-2012 an additional 6% of students achieved advanced or proficient CST scores from the prior year. Over 5 years the increase for the school has been impressive and steady. The percentage of students considered proficient or advanced has doubled, from 17% in 2007-2008 to 34% in the latest year. Math intervention options, including after school tutoring and teacher directed weekend review sessions have contributed to these gains, as have daily standards based instruction that engages a variety of learning styles, foundational skills and interests.

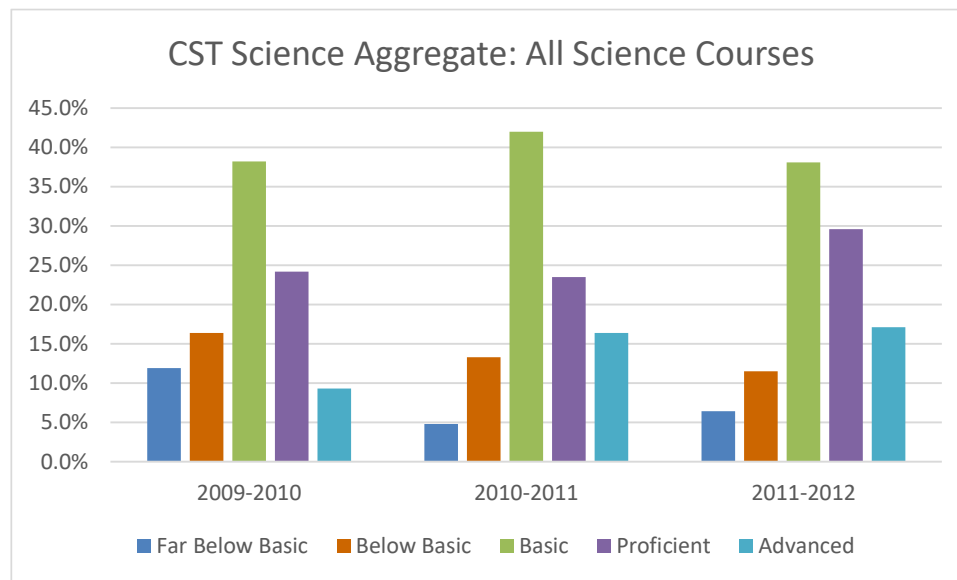
The most noticeable improvements have been an increase in the percentage of students considered proficient and a decrease in the percentage of students scoring at the far below basic level. The percentage of students considered proficient has nearly doubled in just three years, and the percentage of students considered far below basic has been cut in half.

While teachers are proud of these improvements, the mathematics department also recognizes that achievement in mathematics remains below targets. In particular, the percentage of students showing advanced understanding has remained about the same, as has the percentage of students whose scores are considered below basic.

To meet the needs of our students in the current school year, the mathematics department has raised funds to purchase subscriptions to online learning tools for students. Twice a week, mathematics teachers have also volunteered to offer tutoring, helping classrooms of 10-25 students complete assignments for multiple math classes. This year DPMHS has added three periods of math tutorial classes for students who need additional support and a new summative math class to prepare upper level students for pre-calculus and college courses.

The data imply that students are experiencing more success in mathematics, generally. Mathematics teachers see ample room for additional improvement and are experimenting with a variety of changes to boost student achievement.

CST Science Aggregate Scores All Science Courses



The science department continues to make gains towards the goal of all students being proficient or advanced:

- The number of students who are below basic or far below basic has dropped, while there are more students who are proficient or advanced
- Almost half of the students are rated as proficient or advanced, and this number is larger than the number of students who are considered to have a basic knowledge of the subject areas
- Considering the growth of the school, including a large infusion of students in their second, third, or even fourth year of high school, this maintenance of high standards speaks to the depth and breadth of knowledge that our students are exposed to in their science classes.
- One must note the small sample sizes in these groups. Each percentage point represents only about two students. Thus, two students gaining proficiency from basic understanding would change the score by one percentage point in each category. When we reflect that every student matters, it is recognition of how each student's performance changes the overall performance of the school.

It must be noted that Science, unlike many other subjects, is a series of disjointed courses from different disciplines that are grouped because they conform to the general term "science". There is no sequencing, so that Biology naturally prepares students for Chemistry, which in turn prepares students for Physics. Instead, these are three different subject areas, and the success in one does not predict the success in another.

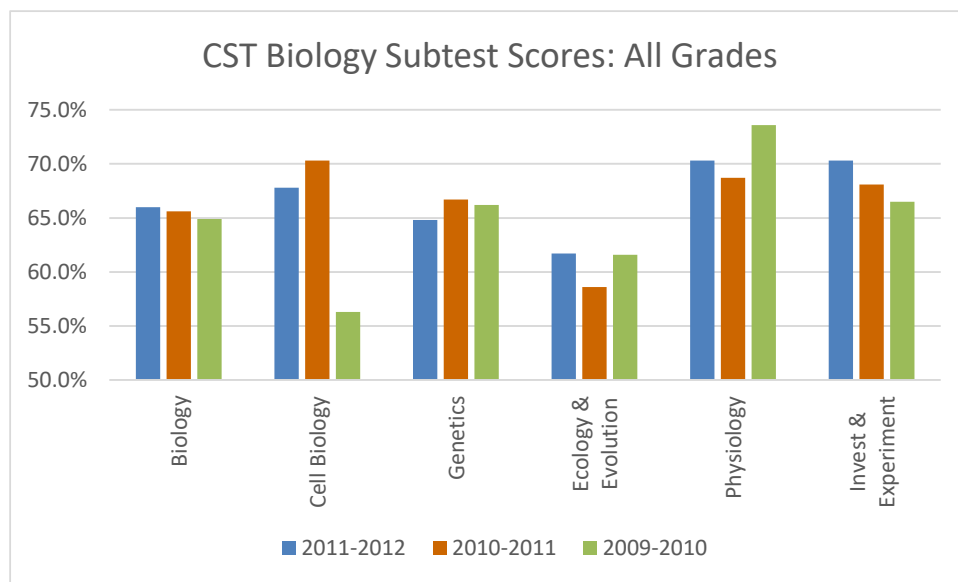
Additionally, there are higher-than-average class sizes (up to 40 in Chemistry and Physics classes), which does effect lab activities and more individualized instruction.

Note also that all students are enrolled for a minimum of three years in laboratory-based sciences, which meets the University of California entrance requirements. As a result, 100% of all students

take both Biology and Chemistry, and for the third year 80% take Physics, and the remaining 20% choose to take the Anatomy and Physiology elective instead. Despite being a Magnet devoted to Journalism, our students leave with a strong preparation in the Natural Sciences, and many go on to major in these or other science-based fields, such as engineering.

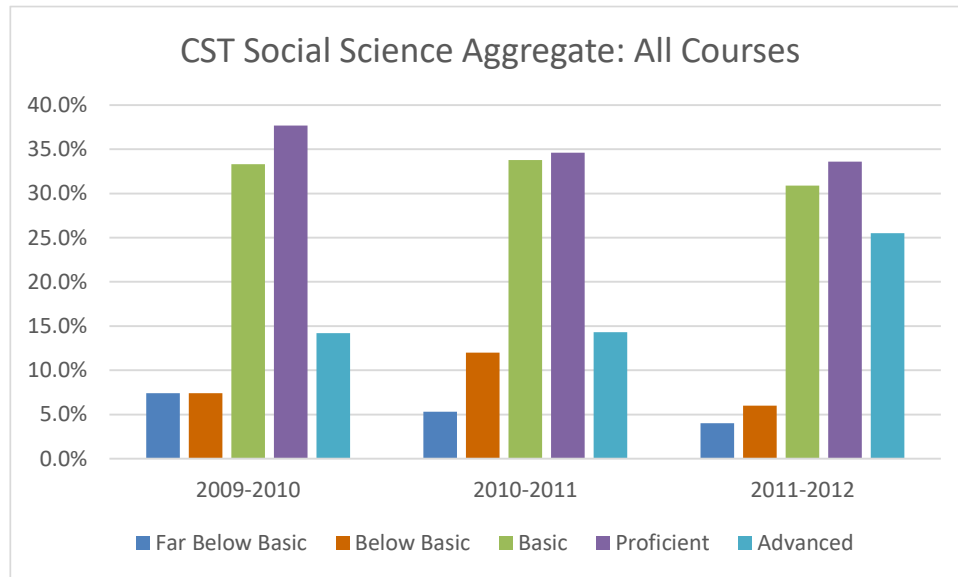
In order to maintain this level of high-quality education, and provide teachers with opportunities to work closely with struggling students, the Science Department (which teaches over 80% of DPMHS students) would benefit by hiring another teacher. A credentialed Biology and Chemistry could ease the imminent overload of the Science department that is anticipated as our enrollment increases. Chemistry classes of 48 and physics classes of 45 were the impetus for the move to a seven-period day. As the school reaches maximum enrollment these excessively high numbers will develop within the next year unless another teacher is hired. A two-person department that teaches over 80% of the student population simply cannot deliver the education that our students and parents expect and deserve.

CST Biology Subtest Scores



Each of these years represents a different group of students and each set of graphs is a different subtest. Overall, of the 114 Biology students tested, 54% scored Proficient or Advanced on the CSTs, an increase of 5% in the last 2 years. The graph indicates subtopics that need additional instruction. The most recent year data indicates strengths in Physiology and Experimenting, but indicates that more instruction, re-teaching and alternative teaching and assessment strategies are needed in Biology, Cellular Biology, Genetics and Evolution and Ecology. Some areas of concern that remain are lab instruction impeded by lack of a fully equipped lab and crowded classrooms.

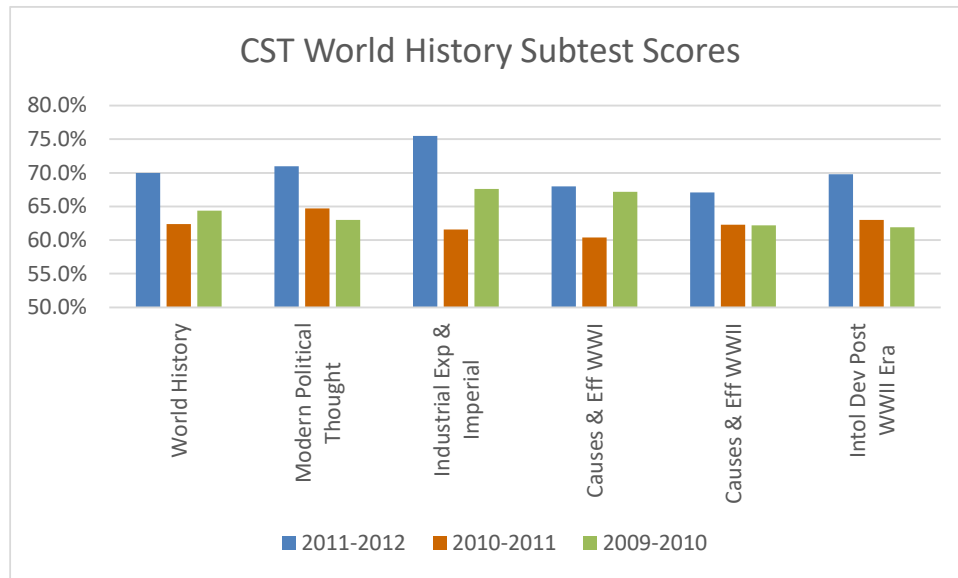
CST Social Science Aggregate Scores All Courses



The Social Science department continues to make progress in helping all students become proficient and advanced on the CST Social Science exams. Students have shown a significant increase in the number of proficient and advanced students within the past three years. Over the past three years, the number of proficient and advanced students has increased to more than 55% on the CST Social Science exams, while the number of students scoring in the Below Basic and Far Below Basic ranges continue to decrease.

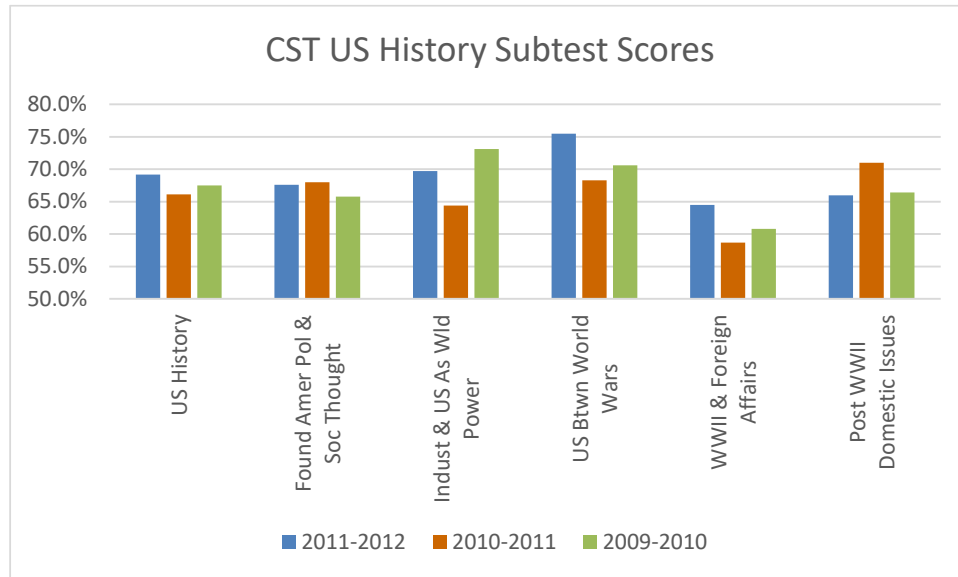
The implications of this data are two-fold: first, there is a continuous increase in proficiency; second, more work remains with the lowest achieving students. DPMHS continues to make strides in the number of students scoring in lowest brackets on the CST, but more emphasis is required to assist the struggling students. This means more use of SDAIE strategies, heterogeneous grouping, cooperative learning, more engaging classroom activities, and alternative methods of assessment and more emphasis of the CST standards.

CST World History Subtest Scores



The CST World History results from the past three years reflect the challenges from having a two-person department and from our transition to an independent school. Prior to our transition to an independent school, we had a three-person Social Science department where each teacher taught each grade level of the Social Science courses. With the reduction in staff, the World History course was split between two people, one of which had never taught World History. In addition, we also had a significant transition in student body that affected our ability to provide continuous instructions to all students. This is reflected in the 2010-2011 results. However, the CST World History results also reflect that this transition was addressed promptly and within a year, all scores in the subtest show a marked increase. We must continue to focus on the CST Standards to ensure that all our students are receiving appropriate and rigorous instructions in World History. We must continue to address the needs of our students by incorporating a variety of instructional methods to reach all levels of skills such as cooperative learning and the use of SDAIE strategies.

CST US History Subtest Scores

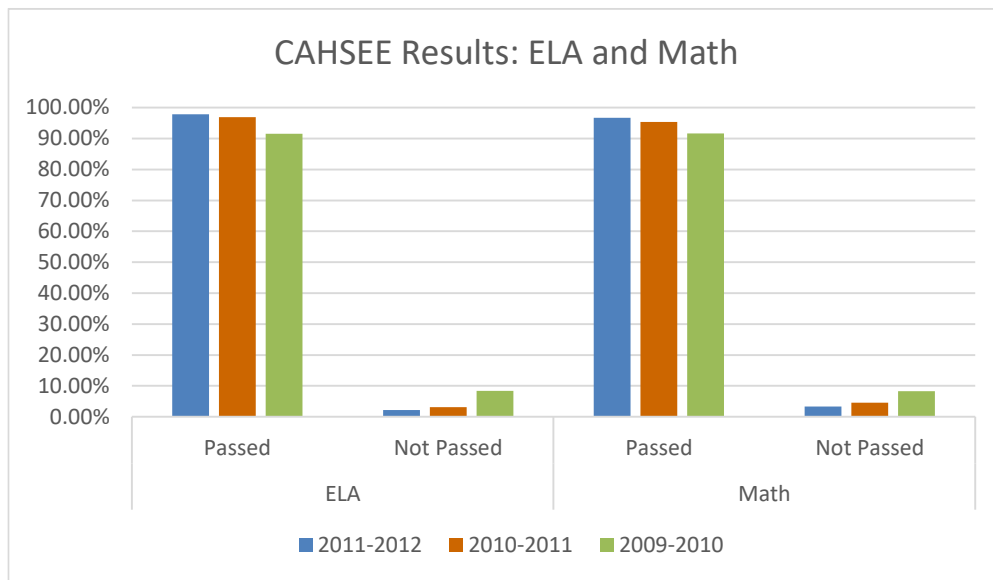


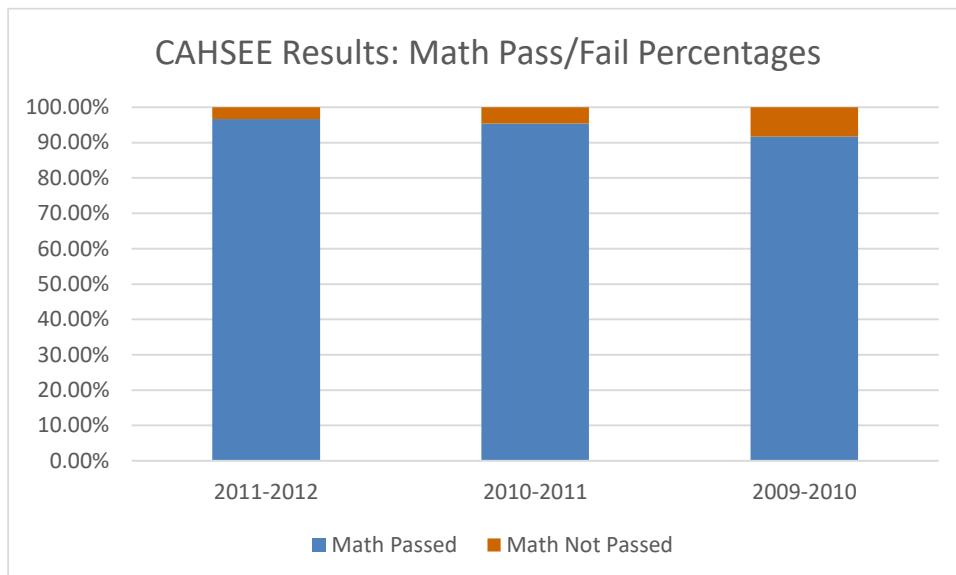
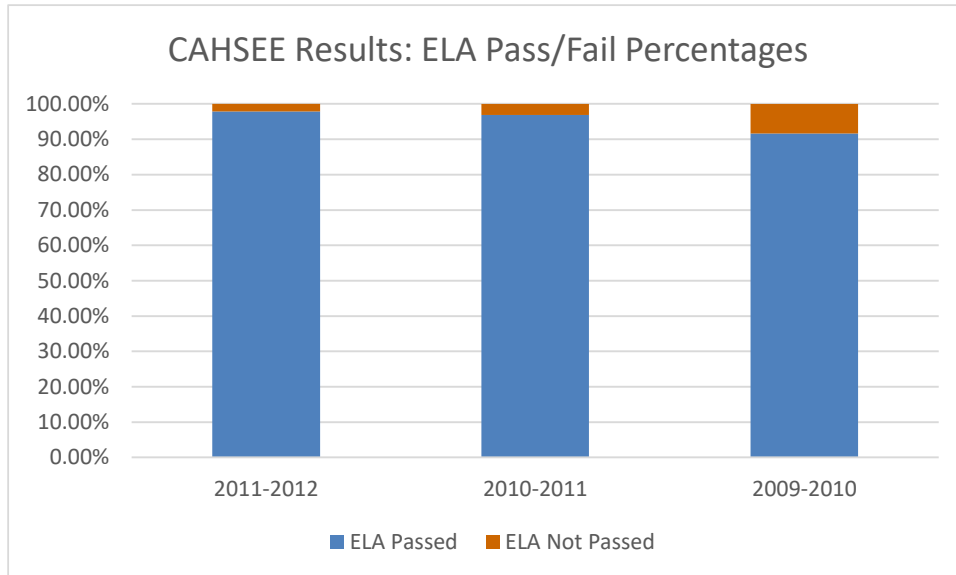
Similar circumstances influenced the outcomes of our CST United States history exam. Our students, as a whole are showing an increase in our CST U.S. History scores, but there is room for improvement, particularly with the standards on World War II and Foreign Affairs. The implication for our faculty is that not only do we need to continue to our current instructional path, but we also need to provide more focus on the standards that need improvement. Our current plan is to spend more time planning as a department to ensure that we are providing our students with the necessary tools to be successful and proficient in the Social Science exams.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is a requirement for all students to pass to be granted a high school diploma from Daniel Pearl Magnet High School. The trend over the past three years at DPMHS is the pass rate of students taking the CAHSEE in both English and Mathematics is increasing. DPMHS teachers, as part of their curriculum, imbed a strong emphasis on the power standards to reinforce student learning and provide well-prepared students as they take the CAHSEE.

CAHSEE Results ELA & Math



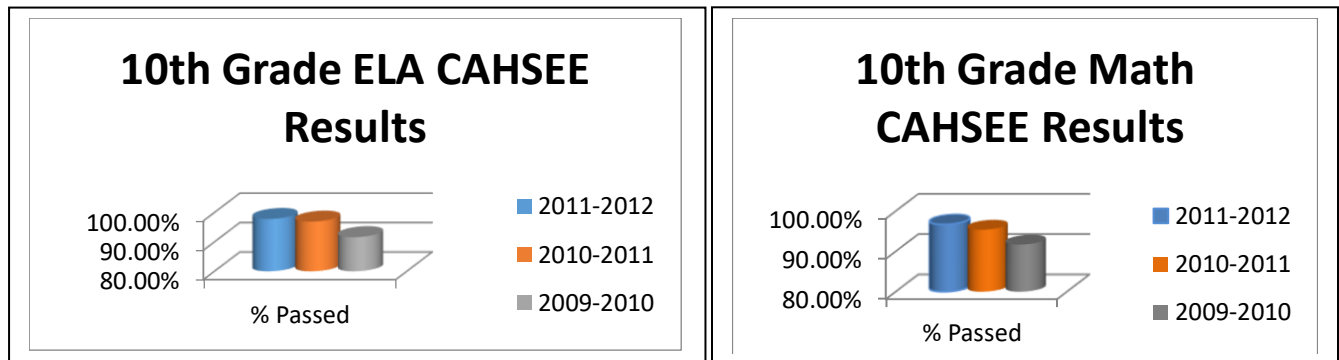


The three graphs above offer evidence that the CAHSEE pass rates between 2009-10 to 2011-12 have gone up steadily, while the percentage of students not passing has dropped, and this is seen in both ELA and Mathematics. The percentage of seniors who passed both subtests of the CAHSEE in 2010-11 reached 100%, so all students on track to graduate as seniors last year did not face the CAHSEE as an obstacle to their achieving a diploma.

CAHSEE is still a critical factor in student graduation criteria, so although we are doing exceptionally well, we must maintain a close watch on CAHSEE scores as they come in after each testing window. Students who do not pass the CAHSEE, one or both sections, must be identified and targeted for intervention.

10th Grade Initial Testing

School Year	ELA			Math		
	# Tested	% Passed	% Proficient	# Tested	% Passed	% Proficient
2011-2012	90	97.8%	84.4%	91	96.7%	79.1%
2010-2011	64	96.9%	71.9%	65	95.4%	67.7%
2009-2010	95	91.6%	62.1%	96	91.7%	67.7%



10th Grade Initial Testing CAHSEE Chart

The tenth grade, first-time CAHSEE test takers are improving in both ELA and Mathematics pass rates over the past three years. The largest jump in percentage of passing is noted from the 2009-2010, ELA: 91.6% to 96.9% and in Math, 91.7% to 95.4%. In the year 2011-2012, 97.8% students passed ELA and 96.7% students passed math. Overall, there was an increase in the percentage of students who scored proficient for both ELA and Math. As the tenth grade population gets closer to 100% first-time pass rates, the rate at which improvement is seen will become more difficult to see. DPMHS is a small school with approximately one hundred 9th grade students currently, so statistically, every group of 10 students is a possible 10% change in the data.

DPMHS will continue to focus on the first-time CAHSEE examinees. In order to help more students to pass or get proficient on the Math portion of the CAHSEE, DPMHS is offering a tutorial class during Period 4. Students review the CAHSEE math problems to increase their understanding and proficiency, directly relating to concepts covered on the test. Although DPMHS has offered a CAHSEE Bootcamp on two Saturdays prior to the test, the District's budget has not authorized additional funds to support this at this time. If these funds become available, DPMHS will again offer the CAHSEE Bootcamp. This year DPMHS went to a seven period day which has allowed us to offer the math tutorial lab to support both Algebra and Geometry. The English department continues to use the *Turnitin.com* program during class for English to support students with basic scores on the CST's in ELA.

During the 2011-12 school year DPMHS offered two extra days of preparation (on Saturdays) for students needing support for the CAHSEE Math section. Unfortunately, these funds are not available to repeat that program this year.

10th Grade Testing by Ethnicity

Ethnicity	School Year	ELA			Math		
		# Tested	% Passed	% Proficient	# Tested	% Passed	% Proficient
American Indian/Alaska native	2011-2012	1	100%	-	1	100%	100%
Asian	2011-2012	5	100%	100%	5	100%	100%
	2010-2011	1	100%	100%	1	100%	100%
	2009-2010	5	100%	80%	5	100%	100%
Black	2011-2012	8	87.5%	75%	8	100%	62.5%
	2010-2011	7	100%	100%	7	85.7%	42.9%
	2009-2010	10	80%	60%	11	81.8%	54.5%
Filipino	2011-2012	4	100%	100%	2	100%	75%
	2010-2011	2	100%	100%	2	100%	100%
	2009-2010	4	100%	75%	4	100%	75.0%
Latino	2011-2012	37	98.1%	84.6%	52	96.2%	80.8%
	2010-2011	37	97.3%	62.2%	38	100%	73.7%
	2009-2010	55	92.7%	63.6%	56	91.1%	67.9%
Unknown	2009-2010	1	100%				
White	2011-2012	20	100%	85%	21	95.2%	76.2%
	2010-2011	17	94.1%	76.5%	17	88.2%	58.8%
	2009-2010	20	90%	55%	20	95%	65%

10th Grade Testing – Special Ed by Ethnicity

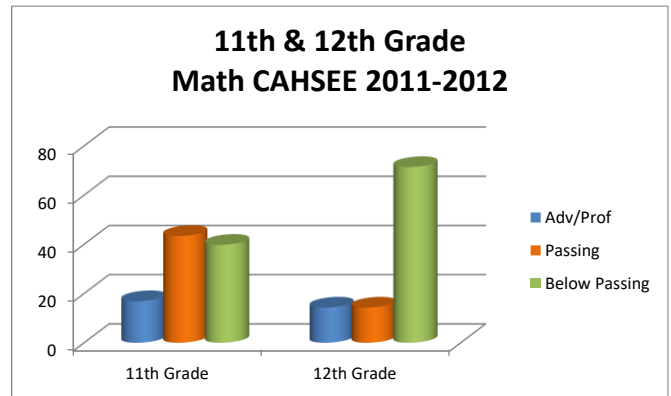
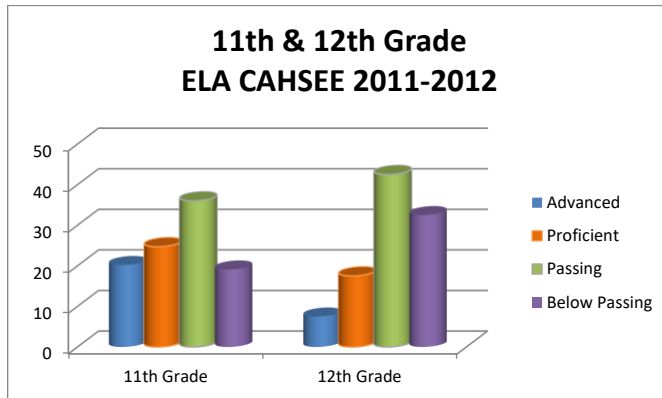
Ethnicity	School Year	ELA			Math		
		# Tested	% Passed	% Proficient	# Tested	% Passed	% Proficient
Black	2010-2011	1	100%	100%	1	-	-
Hispanic	2011-2012	5	100%	40%	5	80%	40%
	2010-2011	3	66.7%	33.3%	3	100.0%	66.7%
	2009-2010	3	33.3%	-	3	66.7%	33.3%
White	2011-2012	2	100%	100%	3	66.7%	66.7%
	2010-2011	1	100.0%	100.0%	1	-	-

Overall CAHSEE Pass Rates (as of May 2011)

	2009-10	2010-11	2011-2012
10 th grade	86.5%	93.9%	93.5%
11 th grade	96.3%	95.8%	96.7%
12 th grade	100.0%	100.0%	98.5%

There has been a consistent increase in the CAHSEE passage rates at DPMHS.

11th and 12th Grade CAHSEE Results, 2011-2012



CAHSEE Summary by Content Strands

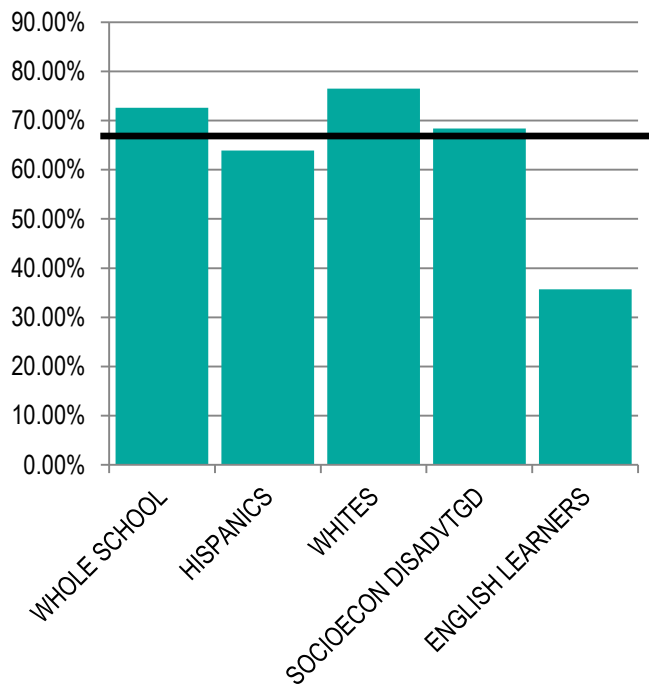
Test Area	Test	# Tested	Points Possible	Average # Correct	Average % Correct
English Language Arts	English Language Arts	138	54	37.7	69.9%
	Word Analysis	138	4	2.8	69.0%
	Reading Comprehension	138	13	10.1	77.6%
	Literary Response & Analysis	138	13	10.0	77.9%
	Writing Strategies	138	9	6.6	73.1%
	Writing Applications	138	4	0.7	16.8%
	Written & Oral Engl Language Conv	138	11	7.5	68.2%
Mathematics	Mathematics	94	50	26.9	53.8%
	Gr 6 – Probability & Statistics	94	4	2.8	68.9%
	Gr 7 – Number Sense	94	12	6.7	56.1%
	Gr 7 – Algebra & Functions	94	10	6.0	59.7%
	Gr 7 – Measurement & Geometry	94	12	6.1	50.5%
	Gr 7 – Probability & Statistics	94	1	0.2	22.3%
	Algebra I	94	11	5.1	46.7%

Adequate Yearly Progress (AYP)

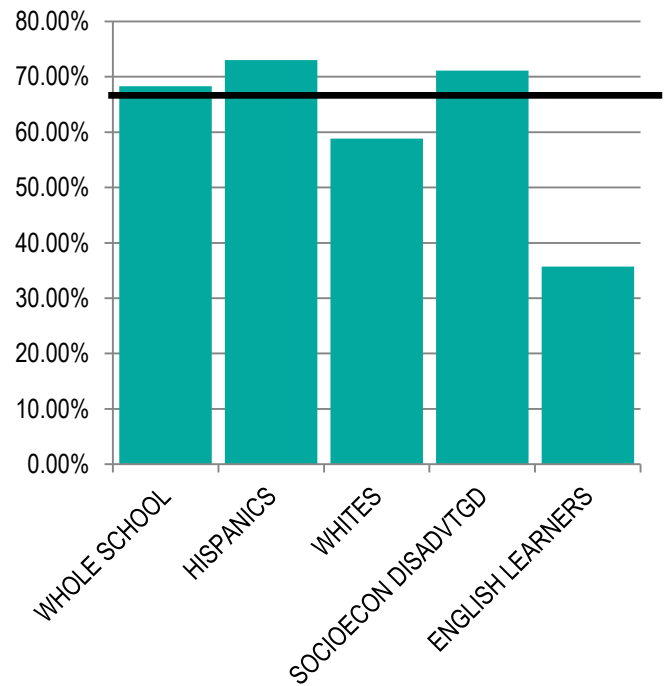
Current Year AMO Targets

Group	ELA		Mathematics	
	% P & A	AMO Target	% P & A	AMO Target
Whole School	72.6%	66.7%	68.3%	66.1%
Hispanics	63.9%	66.7%	73.0%	66.1%
Whites	76.5%	66.7%	58.8%	66.1%
Socioecon Disadvtd	68.4%	66.7%	71.1%	66.1%
English Learners	35.7%	66.7%	35.7%	66.1%

English Language Arts



Mathematics



CAHSEE passage rates increase annually. However, DPMHS is aware that English Language Learners need significant support both in English and Mathematics in order for them to pass it at the same rate as other subgroups. It is important to note that the percentage of English Language Learners corresponds to 10 actual students. Another notable call out is the passage rate for white students in math. Out of 59 white students, approximately 24 need additional help in passing the math CAHSEE. Latino students as a subgroup are very close to passing the ELA CAHSEE portion. To address these needs, a geometry tutorial course has been implemented and English Language acquisition strategies are being implemented in the classroom. Prime Time Tutors in the past have been used to assist students at risk of not passing the written portion. Writing guidelines and posters have been created by the English Department to help uniform the writing standards across the curriculum.

API

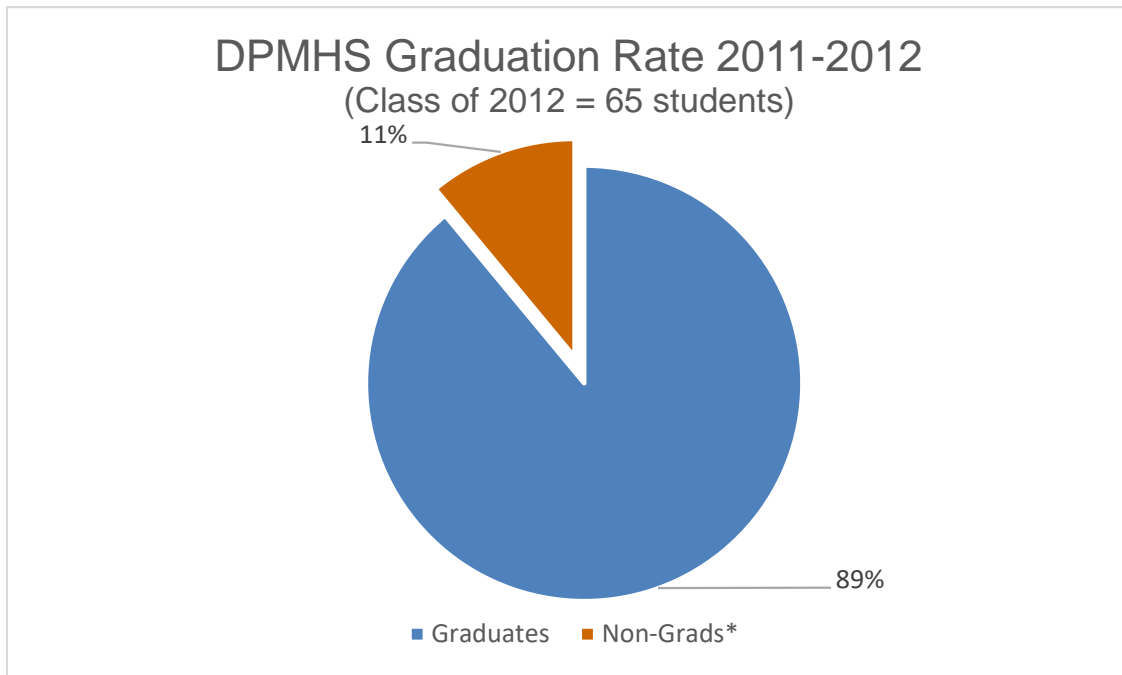
	Base	Growth	Pts	Met All	Statewide Rank	Similar Schools Rank
2009-10		778		N/A		
2010-11	777	803	26	Yes	7	8

As a school, our students have been meeting or exceeding the AMO targets in ELA and Mathematics for the past three years. The percent of students scoring proficient or advanced show an obvious upward trend. However, we have room for improvement, particularly with our English Learner population. The trend for this subgroup is on a negative slope. We have implemented some to help all our students, especially our English Learners to meet the AMO targets. We had lunch tutoring four days a week for students who require extra assistance. This was a successful program for two years. Again, as noted before with the intervention programs instituted earlier, these programs have been discontinued with budget cuts. However, with the move to a 7-period day, while many teachers have more students overall during the course of the day, many individual classes are slightly smaller; allowing teachers to provide a more focused and targeted instruction to students who could benefit the most from such individualized attention. In addition, our math department is making greater use of a program called ALEKS this year, allowing students who need additional assistance in math skills time to practice on this District provided program.

Graduation Rates

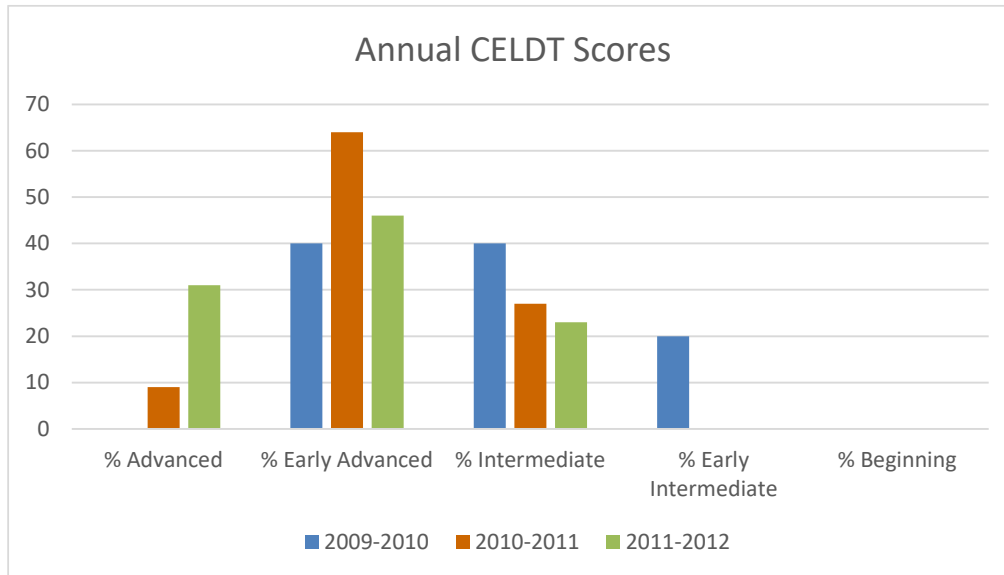
The graduation rate (NCLB) for 2009-10 was 95.5%. The four-year cohort rate was 79.5%.

Based on the number of Class of 2012 students that entered school in August of 2011, DPMHS had 58 out of 65 students graduate in June of 2012. Data compiled from LAUSD SIS TR60 Grad Audit and Senior Surveys collected in spring 2012.

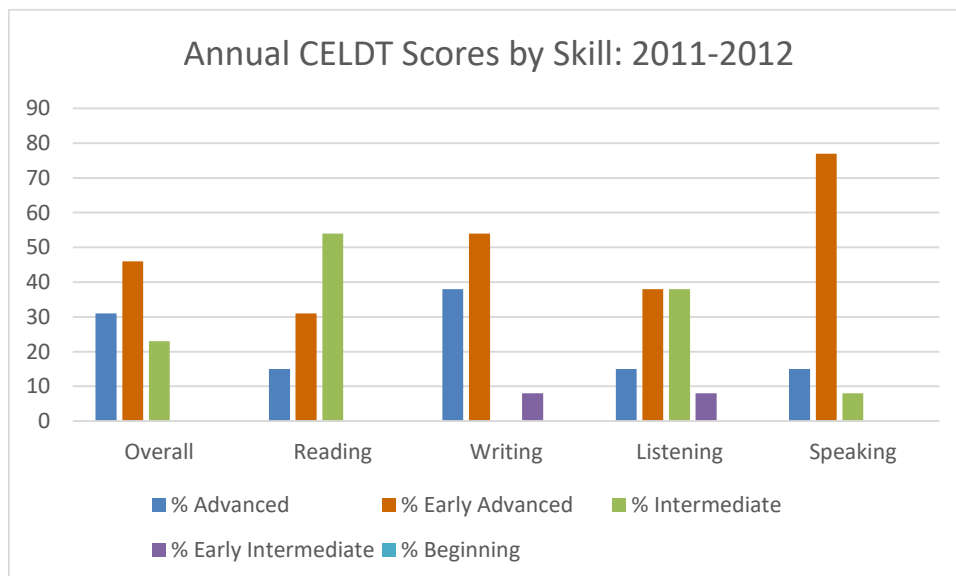


**The 65 students included 3 students who checked out throughout the year to enroll in other schools, resulting 62 seniors at DMHS at the end of June. As of December 2012, the remaining 4 non-grads have all returned to DPMHS with completed credits and have all been issued diplomas.*

California English Language Development Test (CELDT)



In 2009-2010 DPMHS served 24 EL students, in 2010-2011 14 EL students, and in 2011-2012 14 EL students. CELDT scores reveal a trend of students generally performing at higher levels over time. In 2009-2010 20% of students were performing at Early Intermediate levels on the CELDT and no students were performing at Advanced levels. By 2011-2012 30% of students performed at Advanced levels and no students performed at Early Intermediate levels. DPMHS does have LTELS (Long Term English Learners). EL students perform well on CELDT and earn grades/marks eligible for exiting the EL program. According to the current EL Coordinator's review during the Fall 2012 Semester, the CST appears to be the greatest barrier for LTELS exiting the EL at DPMHS.



DPMHS had a very small EL population in 2011-2012. With 14 (according to AYP) students, this population did not qualify as a significant subgroup. The CELDT assesses four academic areas: Reading, Writing, Listening, and Speaking. EL students performed at Intermediate or higher levels in all areas of the CELDT with the exception of Writing, in which less than 10% of the students assessed, were diagnosed as Early Intermediate and Listening. The less than 10% suggests that only one student in each category performed at Early Intermediate. EL Students performed strongest in the Writing category, with more than 80% of students writing at Early Advanced or Advanced levels.

Local Assessments

Students at DPMHS undergo a variety of local assessments, both District and teacher created, throughout the year. For example, students who have not taken or passed the CAHSEE take a diagnostic test at the beginning of the school year.

In 9th and 10th grade English classes, students take the District's English/Language Arts Periodic Assessments focusing on the areas of persuasion, exposition, and literary analysis.

In biology, students also take District created periodic assessments.

In algebra and geometry classes, students also take periodic assessments. In algebra, students take an end-of-the-year assessment.

College SAT and ACT Results

SAT/ACT (College Entrance Exams)

As part of the ongoing growth toward a college going culture, DPMHS counselors encourage students to prepare for and take the SAT, SAT Subject and ACT college entrance exams beginning as early as 10th grade. Students are encouraged to take these exams at the sites nearest to their homes. A few students requiring special accommodations have been allowed to take the exam at DPMHS.

Practice for the college entrance exams can be done by taking the PSAT exam. The PSAT has been administered at DPMHS for the last two years to all 10th grade students, with the fees being paid by LAUSD. Students in 9th and 11th grade who chose to take the exam pay and register for it through the school counseling office.

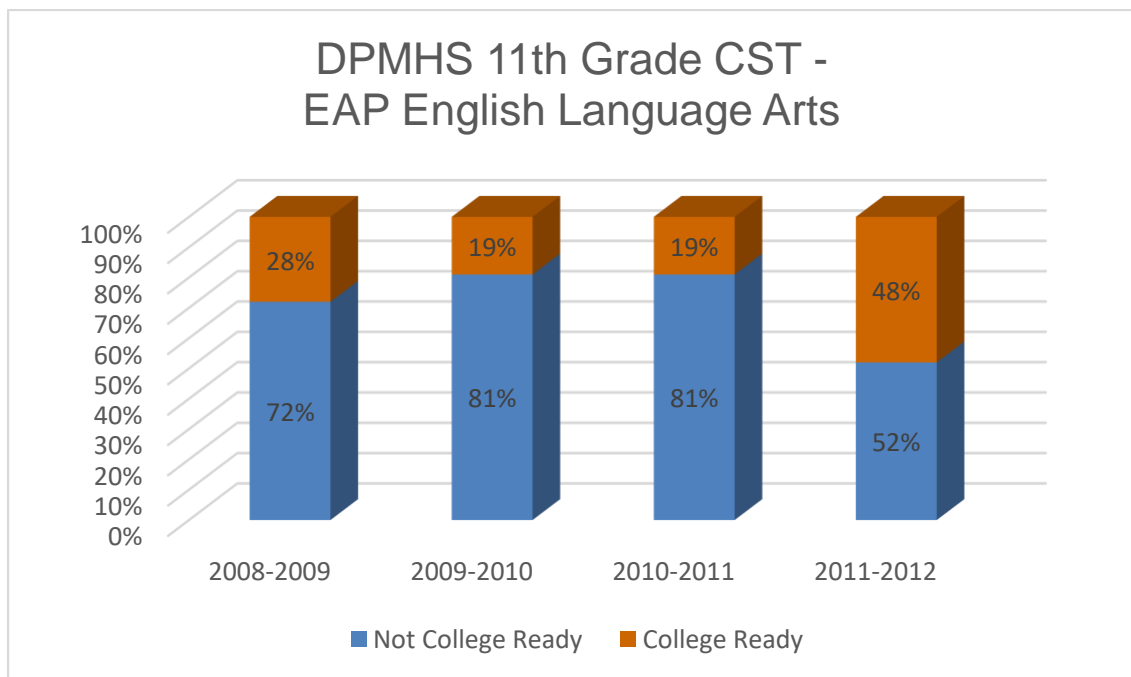
The college and guidance counselors at DPMHS work with individual/groups of students by assisting them in establishing a College Board account, completing their FAFSA, and developing post-high school educational/vocational goals. The counselors assist students in identifying their strengths, considering career pathways and registering for college/vocational classes while still attending DPMHS.

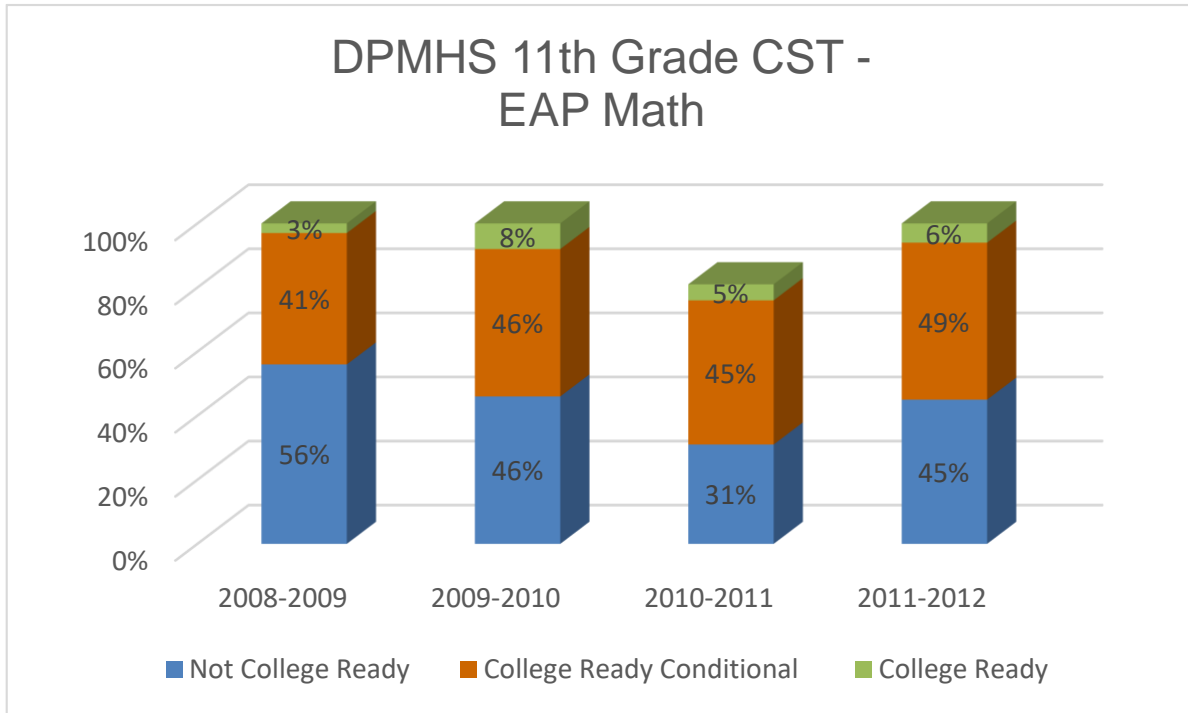
DPMHS is partnered with Pierce College/Los Angeles Community College District to offer students additional opportunities to speak with college outreach representatives at least once a month. Seniors are given the opportunity to receive assistance with their applications, college advice and planning for enrollment at community college. In 2012, 15 students participated in a field trip to Pierce College to take their placement exam, receive a personalized tour and become familiar with the campus. Several of these students were inspired to apply for the Pierce College Summer Bridge program and were accepted.

Early Assessment Program (EAP) data gathered from LAUSD MyDATA

EAP is an optional exam administered to 11th graders in conjunction with the CST exams for ELA and Math. The California Community College (CCC) District and California State University (CSU) systems both use it to determine if a student is college ready in English and/or Math. When a student scores demonstrates college readiness, the student is exempt from the requirement of taking the subject placement exam at the participating colleges. A student who scores “College Ready-Conditional” on the Math exam will be deemed “College Ready” if the student takes a higher level Math class (Algebra II or higher) during his senior year and passes with a grade of C or higher.

DPMHS administers the EAP-ELA exam during the spring 11th grade English class and the EAP-Math exam during the regular CST Math testing schedule. Prior to the exam, the counselor works with the 11th grade English teacher in presenting the importance and benefits of this exam.





2010 EAP English Language Arts Results

# of 11 th Grade CST ELA Test-takers	# of 11 th Grade EAP ELA Test-Takers	Participation in EAP ELA Testing	# of 11 th Graders Ready for College	# of 11 th Graders Not Ready for College
74	72	97%	14	58

2010 EAP Math Results

# of 11 th Grade CST Qualifying Math Test-takers	# of 11 th Grade EAP Math Test-Takers	Participation in EAP Math Testing	# of 11 th Graders Ready for College	# of 11 th Graders Ready for College-Conditional	# of 11 th Graders Not Ready for College
62	62	100%	3	28	31

Advanced Placement Test Results

Student Enrollment in AP Courses

School Year	# Students Enrolled	# Students Enrolled in AP
2011-2012	321	90
2010-2011	286	76
2009-2010	307	112

Student AP Exam Results, 2010-11

Exam Name	# Students Enrolled	# Students Taking Exam	# Students Passing Exam
Biology	16	16	1
Calculus AB	15	15	5
English Lang & Comp	17	17	4
English Lit & Comp	23	23	6
Psychology	0	2	0
Spanish Language	0	7	3
US History	24	24	3
World History	15	15	4

The percentage of students throughout the grade levels enrolled in an AP class at DPMHS has declined from 36.5% of students in 2009-2010 to 28% in 2011-2012, a drop of about 8%. This is primarily due to the availability of fewer teachers to offer the classes, in addition to having to manage priorities, such as offering a math lab in the math department to support students not achieving to expected CST goals. There is interest among both students and faculty to offer a wider range of classes, and the school is aware and concerned that the lack of more offerings can affect the recruiting of students, especially with the other relatively high scores that the school achieves. Anecdotal feedback from students and from recruiting efforts, primarily from the previous school Coordinator responsible for recruitment, is that the school does not offer as many opportunities for students to take AP classes as prospective students would like. It should be noted that two of the exams (Psychology, Spanish Language) don't correspond to courses offered at the school, and student test taking and studying is voluntary. The Spanish teacher, the only language teacher at the school, tutored students voluntarily during lunch and after school to make this option available to students interested in taking this exam. DPMHS follows the LAUSD District policy of there being no barriers to taking AP Courses, however students are counseled and discuss their choices and motivation for their selections with the school counselor during class programming periods every year. The English Department has instituted a more formal recommendation procedure, which has students fill out a form that is then completed by their current English teacher. While a student can still elect to take the class after a discussion with the parent, this system allows for a deeper conversation regarding the student's goals in taking the class. In addition, this more formalized procedure contributes to a more informed conversation with the parents allowing for the expectations of these classes to be communicated more clearly before the students opt to challenge themselves with college level coursework.

DPMHS AP Scores do not meet College Board averages, which according to the College Board for the years 1992-2012 are between 13.5%-15.5% for a score of 5 across all exams and 19.4%-21.5% for a score of 4, these being the two scores considered passing. This equates to approximately 33% of students passing the exam among all test takers. The two exams that meet this average are the Spanish Language exam, which should be remembered, does not correlate to a class offering and the Calculus AB exam.

There is an ongoing discussion at the school about the need to improve the AP Scores, and a clear understanding that scores need to improve. However there is no financial support available to institute programs that could support AP students in their preparation for the exams. There is no AP Coordinator at the school. Many schools offer extended tutoring opportunities to AP students after school, which DPMHS is interested in offering. While both the English and Math departments offer after school tutoring, the availability of these "drop in" opportunities differs from the targeted practice AP-only supplemental practice could potentially achieve. In the English Department, there is only one full-time English teacher who teaches a full course load. Other teachers in the department either are part-time or are focusing on the important Journalism strand, thus affecting the availability of teachers to even informally focus on specific AP students and strategies to support their success. Staff changes have also taken place in the Science, Math and Social Science departments. Such staff changes affect the AP program in that more closely aligned vertical planning to better prepare students for advanced coursework is set back as teachers need to familiarize themselves with the

school and teacher-specific course expectations. In addition, as with all after school offerings at DPMHS, the lack of late buses could also affect attendance for these opportunities.

The English Department is especially interested in providing this opportunity, where there is an understanding that scores could significantly improve in many of the testing categories with increased support for writing skills where students lack the extended one-on-one feedback that could improve the ability for students to understand the requirements of college-level essay writing. Writing is a labor intensive teaching process in addition to being a difficulty for many students struggling with formal composition. During the 2011-2012 school year, the English Department did institute a Contemporary Topics assignment for Honors students in grades 9-11, and the AP teachers strongly believe that this assignment will more strongly prepare the students who then select to take the English AP classes as upperclassmen. The ongoing assignments ask students to follow topics of interest and analyze arguments, thus making this assignment valuable in strengthening the skills necessary to prepare for the non-fiction analysis required in the 11th grade AP Language class. The English Department will be following the data to see if there is any increase in scores as students have multiple years of preparation from this assignment.

The English department consistently offers the two English AP courses and has informally discussed following other schools which have changed the traditional sequence of the classes to offering Language in the Senior year and Literature in the Junior year. This could be one option among several that could be taken to manage the material of the classes and thus even possibly increasing scores as material would more closely correlate to course sequencing for non-AP English courses in LAUSD.

Number of Students Meeting UC A-G Requirements

A – G Requirements

DPMHS offers core classes that meet the A-G college admissions requirements set forth through the California State University and University of California systems. Although we are slightly limited with only having 13 teachers, DPMHS students are still able to complete more than the 15 minimum units of A-G courses. Extra courses are available to our students in Social Studies, Math, Science, English, Foreign Language and Performing Arts.

Students are also referred to local community colleges or adult schools to enroll in courses that meet the A-G requirements. DPMHS' partnership with Pierce College allows one college course to be offered at our high school campus each semester. During the last three years, 20 DPMHS students have been concurrently enrolled in these courses each semester and have been able to receive college units as well as high school credits. The courses chosen are CSU/UC transferrable and contribute to the start of each student's college transcript.

Grade	# of Students	# AG on Track	% AG on Track	# AG Not on Track	% AG Not on Track
Grade 10	92	60	65%	32	35%
Grade 11	51	30	59%	21	41%
Grade 12	63	23	37%	40	64%

A to G Progress Summary by Other Demographic

Demographic	# of Students	# AG on Track	% AG on Track	# AG Not on Track	% AG Not on Track
American Indian/Alaska Native	1	1	100%	0	0%
Asian	12	9	75%	3	25%
Black	14	9	64%	5	36%
Filipino	10	6	60%	4	40%
Hispanic	110	56	51%	54	49%
White	59	32	54%	27	46%
Special Ed	11	4	36%	7	64%
English Only	83	53	64%	30	36%
Initially Fluent English Proficiency	34	16	47%	18	53%
Limited English Proficiency	6	1	17%	5	83%
Reclassified Fluent English Proficiency	83	43	52%	40	48%

Number of Students Taking Algebra by Grade Level

All students are either taking Algebra I, a higher-level math or have completed their mathematics requirement for graduation. The matrix below shows the number of students enrolled in Algebra I for the past three school years, by grade level.

Students Enrolled in Algebra I

School Year	Grade 9	Grade 10	Grade 11	Grade 12
2011-2012	64	3	0	1
2010-2011	54	4	0	1
2009-2010	45	2	0	0

Unlike many other high schools, DPMHS Algebra 1 students continue to be almost entirely ninth graders. This indicates ninth graders who enroll in Algebra 1 are earning passing grades, are earning credits over the summer, are not earning credits over the summer, are not earning sufficient credits to be promoted to tenth grade, or are selecting other schools. Based on other data, we know most Algebra 1 students are prepared to take other classes in mathematics after ninth grade.

Report Card Analyses

Secondary Course Marks – Fall 2010-2011 through Fall 2011-2012

Ethnicity	Fall 2010-2011		Spring 2010-2011		Fall 2011-2012	
	% of D	% of F	% of D	% of F	% of D	% of F
American Indian/Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	6.0%	10.0%	1.3%	0.0%	3.3%	3.3%
Black	10.6%	8.0%	7.8%	4.2%	9.6%	0.0%
Filipino			1.4%	1.4%	4.8%	0.0%
Hispanic	11.6%	8.4%	9.8%	6.5%	8.8%	6.8%
White	6.4%	4.5%	7.0%	5.3%	8.5%	3.4%
All Ethnicities	9.6%	6.6%	8.1%	5.4%	8.3%	5.0%

The chart above reflects final marks based on ethnicity, across all courses and all grade levels, from the fall semester of 2010 to the fall of this year, 2012. Based on the data above, it appears students in all ethnicities and grade levels improve in final marks from the fall semester to the spring semester. This is most likely due to the adjustment period for incoming students in the fall, learning the expectations and teaching styles of the teachers and the rigor expected of students at DPMHS. The decrease in overall “D’s” and “F’s” is dramatic in almost all subgroups, the exception being white students where an increase is noted from the fall to the spring. Based on this evidence, the faculty at DPMHS should look at how expectations are communicated to new students and what supports are offered to students who are struggling. It would behoove the faculty to monitor students’ grades very closely and implement supports early on in the semester, including strategies such as increased parent conferences, mid-grading period grade reports requiring parent signature, providing web-based access of grades to parents and students to allow for more close monitoring throughout the semester.

Core Courses	2011-2012					2012-2013				
	% of A	% of B	% of C	% of D	% of F	% of A	% of B	% of C	% of D	% of F
English Content										
Eng 9A	17% 19	31% 34	22% 24	16% 18	10% 11	16% 17	20% 21	32% 33	13% 14	17% 18
Eng 9B	14% 5	33% 6	31% 4	10% 11	10% 11	-	-	-	-	-
Eng 10A	25% 26	26% 8	37% 39	7% 8	2% 3	24% 29	22% 26	20% 24	22% 26	10% 12
Eng 10B	18% 18	28% 8	32% 2	16% 16	6% 6	-	-	-	-	-
American Literature	26% 10	34% 3	15% 6	13% 5	10% 4	5% 4	32% 24	29% 22	25% 19	6% 5
Contemporary Composition	31% 2	36% 4	10% 4	15% 6	5% 2	-	-	-	-	-
AP English Language A	25% 8	50% 16	18% 6	6% 2	0% 0	17% 5	20% 6	51% 15	0% 3	0% 0
AP English Language B	32% 0	48% 5	16% 5	3% 1	0% 0	-	-	-	-	-
Expository Reading Writing Comp A	5% 2	22% 8	51% 8	20% 7	0% 0	25% 10	27% 11	35% 14	2% 1	10% 4
Expository Reading Writing Comp B	2% 1	37% 3	40% 4	14% 5	5% 2	-	-	-	-	-
AP English Literature A	11% 3	50% 3	34% 9	0% 0	3% 1	8% 2	43% 10	47% 11	0% 0	0% 0
AP English Literature B	11% 3	46% 2	34% 9	7% 2	0% 0	-	-	-	-	-
Math Content										
Algebra 1A	2% 2	14% 0	27% 9	17% 12	36% 25	36% 28	19% 15	20% 16	9% 6	15% 12
Algebra 1B	1% 1	22% 4	25% 6	27% 17	22% 14	-	-	-	-	-
Geometry A	15% 5	40% 0	30% 0	12% 12	2% 2	12% 12	27% 27	34% 34	21% 21	5% 5
Geometry B	13% 3	24% 4	37% 6	18% 18	6% 6	-	-	-	-	-
Algebra IIA	29% 25	33% 9	26% 3	8% 7	2% 2	23% 23	32% 32	17% 17	12% 12	13% 13
Algebra IIB	31% 28	28% 5	30% 7	7% 7	1% 1	-	-	-	-	-
Geom & Alg/Trig A	-	-	-	-	-	46% 15	25% 8	18% 6	9% 3	0% 0
Geom & Alg/Trig B	-	-	-	-	-	-	-	-	-	-
Trig/Math Analysis A	25% 6	24% 5	37% 3	8% 5	4% 3	24% 13	33% 18	31% 17	7% 4	3% 2
Trig/Math Analysis B	14% 7	29% 4	35% 7	20% 10	0% 0	-	-	-	-	-
AP Calculus A	60% 6	20% 2	20% 2	0% 0	0% 0	35% 7	15% 3	35% 7	5% 1	10% 2
AP Calculus B	50% 5	30% 3	10% 1	10% 1	0% 0	-	-	-	-	-

Core Courses	2011-2012					2012-2013				
	% of A	% of B	% of C	% of D	% of F	% of A	% of B	% of C	% of D	% of F
Social Sciences										
World History A	12% 8	31% 20	40% 6	14% 9	1% 1	12% 11	23% 20	25% 22	29% 25	8% 7
World History B	15% 10	42% 7	30% 9	11% 7	0% 0	-	-	-	-	-
AP World History A	14% 5	17% 6	42% 5	22% 8	2% 1	8% 3	54% 19	34% 12	2% 1	0% 0
AP World History B	12% 4	33% 11	30% 10	18% 6	6% 2	-	-	-	-	-
US History A	47% 3	39% 7	11% 8	1% 1	0% 0	21% 15	15% 11	25% 18	18% 13	18% 13
US History B	35% 3	35% 3	15% 0	10% 7	1% 1	-	-	-	-	-
AP US History A	-	-	-	-	-	18% 6	25% 8	46% 15	9% 3	0% 0
AP US History B	-	-	-	-	-	-	-	-	-	-
US Government	9% 6	47% 9	29% 8	13% 8	0% 0	38% 24	33% 21	14% 9	7% 5	6% 4
Economics	3% 2	32% 9	32% 9	28% 17	3% 2	-	-	-	-	-
Science										
Chemistry A	42% 3	42% 3	14% 5	0% 0	0% 0	41% 60	46% 67	1% 15	0% 1	0% 0
Chemistry B	45% 44	38% 7	15% 5	1% 1	0% 0	-	-	-	-	-
Physics A	48% 6	28% 1	24% 8	0% 0	0% 0	54% 42	44% 34	1% 1	0% 0	0% 0
Physics B	52% 36	25% 17	17% 12	4% 3	0% 0	-	-	-	-	-
Biology A	24% 29	22% 7	24% 9	7% 9	21% 25	21% 24	17% 19	42% 47	0% 0	18% 21
Biology B	27% 3	19% 3	33% 0	8% 10	11% 14	-	-	-	-	-
Physiology A	-	-	-	-	-	30% 9	33% 10	33% 10	0% 0	3% 1
Physiology B	-	-	-	-	-	-	-	-	-	-
Non-Core Requirement										
Health FALL (online)	19% 10	34% 8	25% 3	19% 5	34% 6	16% 11	32% 22	20% 14	0% 0	30% 21
Health SPRING	60% 3	40% 2	0% 0	0% 0	0% 0	Not online 12-13				

The grade analysis above, of all courses, shows student performance across all courses and in all grade levels. The percentage of students earning “C”’s or better in almost all courses is the majority, with the exception of Algebra 1. DPMHS is keenly aware of the student performance in Algebra 1, and has placed a focus on evaluating the best way to remediate this area. Although the majority of students at DPMHS are passing most of their classes, we recognize there are still many who are not performing to the level that their potential would indicate. Critical required courses in the 4 core

contents have too many students receiving “D”s and “F”s, which impacts students negatively by causing them to enroll in courses again to either improve their GPA or repeat the course to earn a passing grade, losing opportunity to advance into higher level courses or progress on the recommended trajectory of courses to meet high school diploma requirements.

Implications of data with respect to student performance

Enrollment

DPMHS currently has 384 students enrolled. As per LAUSD guidelines for student: teacher ratio, we are normed at 36.5 students per teacher. Our overall enrollment has steadily increased since we became a stand-alone magnet high school in Fall, 2009. As each class has matriculated, the overall population grows and each new freshman class has increased.

Because we are a magnet, our enrollment must maintain a minimum ratio of 60% minority to 40% white. Approximately 59.3% of students are Latino, with the remaining students of African American, Asian, Filipino, American Indian origin. White students make up 24% of our student population. Three percent of these students are English learners and 34% are reclassified English learners, or students who no longer need specific language or support services. To monitor these students' progress, we have an English Language Learner Coordinator. Students with disabilities comprise 6 % of our student population. We have 1 full time and one half time Resource Specialist Teachers, and 3 paraprofessionals to support students with IEPs.

DPMHS is classified as a Title 1 school due to the fact that 67% of the students are socio-economically disadvantaged. A Title 1 coordinator helps to oversee that Title 1 funding is used to assist in meeting the educational needs of children from low-income households. Twenty-nine percent of our students are classified as gifted and a GATE Coordinator oversees the identification process, parent meetings and provides resources.

Gender is very balanced at DPMHS, with an almost exact even female to male ratio. In 2011-12, there was a slight increase in females, but this year, the percentage of females to males has returned to almost 50:50.

As recruitment efforts have increased and community awareness of our academic programs and accolades grows, such as our ranking in the top 3.5% by US News and World Report, our increasing API, and the Pearl Post school newspaper being awarded the #1 school paper by the LA Press Club, our enrollment has continually increased. Our ninth grade class has grown steadily and as the ninth grade class matriculates, our entire student body potentially can increase, though in the last three years, student transiency has prevented this. The enrollment capacity is 517 based on square footage of the building and the District's criteria, but not on feasible instructional space. While it would be ideal to fill all of those seats and have an increase in teachers and programs, the impact of more students on the tiny campus would dramatically effect both hallway and classroom overcrowding. To begin to address desires for more courses, DPMHS has gone to a 7 period day allowing more courses to be offered. But in order to really offer a full communications curriculum, we would need to hire more staff, which we can only do by having a larger enrollment, which would also lead to classroom and building overcrowding.

Implications: DPMHS is challenged in growing enrollment to serve a greater number of students by the physical, useable instructional space of the buildings. The school increased enrollment during the 2012-13 school year by approximately 50 students and the increased population has adversely affected students' ability to access lockers, move through the main hallway during passing periods, and created crowded classrooms, as well as brought about some peer to peer conflict that was not evidenced in the prior years. In some classrooms,

there is no remaining space to put another desk to accommodate growth. Additionally, the enrollment determines the number of teachers the school is eligible to have and therefore, the small size limits the school in adding courses to the master schedule and/or to offer different sections or teachers to better match students to teaching styles.

English Learners

DPMHS had a very small EL population until 2011-2012. During 2012-2013 the EL population more than doubled to 25 students. This year 2012-2013, 9 EL students returned and 16 new EL students enrolled. Of the 16 new EL students, 14 are 9th graders; one is in 10th grade and one in 11th. DPMHS does have LTELS (long term English Learners). In order to be redesignated, students must pass the CELDT exam with a score of 4 or 5 in the academic areas of Reading, Writing, Listening, and Speaking. In addition EL students must earn basic or higher on the English portion of the CST's, and earn a C on their final English grade to be exited from the program. EL students at DPMHS perform well on CELDT and earn grades/marks eligible for exiting the EL program. The CST appears to be the greatest barrier for LTELS exiting the EL status at DPMHS.

Implications: While the EL population is relatively small in comparison to other high schools, DPMHS continues to need to find ways to help students redesignate. Since the CST seems to be the largest obstacle, the focus of interventions for this population needs to be on preparing students for the ELA portion of the CSTs.

Suspension/Expulsion

Suspension is not a frequently used consequence to discipline students at Daniel Pearl Magnet High School. When suspension data for the LAUSD is evaluated, the most common reason suspension is used is for students showing disrespect towards adults, and further review of the data suggests that students suspended one time are often suspended on a "one time, one day of suspension" basis. DPMHS uses progressive discipline, school-wide, classroom based, and individually developed, to address student behaviors. DPMHS uses positive behavior support to reinforce desired behaviors, such as Student of the Week and "House Points". When students violate a school rule, consequences might include a loss of privileges, loss of "House Points", detention, campus beautification and/or parent/teacher/administrator conferences. DPMHS also utilizes support staff such as the school counselor, school psychologist, PSA Counselor, or outside agencies if the behavior of the student warrants intervention to sustain behavioral change. Suspension is reserved for the most serious of behaviors such as fighting, possession/sales of drugs, and behaviors determined by the District as having the "least discretion" of the principal. See the next for BUL 3927.1, Mandated Reporting of Certain Behavior.

Expulsion, like suspension, does not frequently occur at DPMHS, unless a student displays behaviors of the most serious on the Expulsion Matrix. See Matrix on next page.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Student Discipline Proceedings Unit

ATTACHMENT B

MATRIX FOR STUDENT SUSPENSION AND EXPULSION RECOMMENDATIONS
(State Law: Applicable to School Principals)

Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with Limited Principal Discretion	Category III* Student Offenses with Broad Principal Discretion
Principal shall immediately suspend and recommend expulsion when the following occur <u>at school or at a school activity off campus.</u> (E.C. 48915(c))	Principal must recommend expulsion when the following occur <u>at school or at a school activity off campus unless</u> the principal determines that the expulsion is inappropriate. (E.C. 48915(a))	Principal may recommend expulsion when the following occur at any time, including, but not limited to, <u>while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.</u> (E.C. 48915(b) and (e))
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious. [See II.1]) E.C. 48900(a)(1); 48915(b) 2. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b) 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana. E.C. 48915(a)(3); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 9. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e) 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(4); 48900(e)	12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e) 13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e) 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e) 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
5. Possession of an explosive E.C. 48915(c)(5); 48900 (b)	5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)	16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b) 17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) 18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b) 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e) 20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e) 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)

* For Categories II and III, the school must provide evidence of one or both of the following **additional findings**: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

** Grades 4 through 12 inclusive.

Implications: There are no real implications in this particular area. Although DPMHS has had spikes in suspensions form year to year, these suspensions were issued to address the most serious of behavioral infractions, such as drugs and fighting. The staff and administration at DPMHS holds suspensions for the most serious violations, and alternatives to suspension are utilized at all other times to address behavioral change.

Socioeconomic Status

Sixty seven percent of DPMHS students are eligible for free or reduced lunches through the Federal School Lunch Program. The application process takes into account the number of people in a household and their weekly income. Many of our families are working families, some with more than one job and some are already receiving government aid in another form. These families may be struggling to meet their basic needs and students assist with family responsibilities. These economic issues impact our students in the following ways: youth employment, care of younger siblings, serving as family interpreters. Because we are a magnet, 173 students who live beyond a 5 miles radius of the school are assigned a bus for transportation to school and this also poses additional issues. Some of our students come from incredibly long distances, getting on the bus before 6 am and arriving home at 6 pm. Such a long day creates challenges for these students such as completing homework and attending after school interventions. Late busses are currently in use for student athletes, but are only available for students who live in the Valley. Providing after school interventions is difficult when programming students who require transportation. These issues are paramount when considering our homework turn in rate, grades, attendance, the creation of intervention programs, and programs to increase parent involvement

Implications:

DPMHS needs to continue to evaluate and monitor its academic programs, interventions, and parent involvement programs to make sure they take into account the socio-economic issues facing our students and their families. Due to transportation and after school responsibilities, intervention programs must be programmed during the school day and not after school or on weekends. The effectiveness of the parent center is also challenged by these issues. Any parent meetings and in-services need to be scheduled in the evenings to accommodate the work schedules. DPMHS needs to create innovative ways to increase parent involvement in the school and their child's education. DPMHS needs to continue to be a resource for community support for the school families.

Attendance

The instructional calendar for student attendance is based on 180 school days. During the past three years, attendance rates have increased. In 2011-2012, 73% of students had attendance near perfect, at or above 96%, the standard set by LAUSD. This is an increase of 6% from the previous year. Students who are absent are encouraged to contact the teacher for missed assignments that day and many of our teachers post their homework online so students who are not on campus can stay on top of assignments. Absent students are required to bring a note or have a parent call to verify the absence. The school district uses Blackboard Connect Ed (a web based automated caller) to notify parents twice during the day of their student's tardies or absences. We have a PSA counselor that monitors uncleared absences and addresses any truancy issues. To encourage students to get to class on time, our houses, or smaller learning communities, receive points if a house has had no tardy members that week. Students who are tardy need to "give back" the time at lunch time. Seniors, often times a group prone to absences or tardies, sign a contract at the beginning of the year, acknowledging understanding that if their attendance falters, they will be ineligible to participate in senior class special events. The absences have generated \$62,000 in lost revenue for the school district and has indirect

Implications: Due to student absences, LAUSD loses significant funding, but DPMHS is not on per-pupil budgeting. Academic success, progress towards A-G requirements and ultimately receiving a diploma are all intricately tied to student attendance. With perfect attendance for all students as our goal, to improve it we need to develop more attendance incentives. We must continue to develop ways to reduce absences and tardies. We need to create a more effective system to clear absences so they do not become trancies and revenue is not lost. Providing engaging, bell to bell instruction, continued home: school communication and increasing incentive systems are ways DPMHS can increase attendance.

Staff

Daniel Pearl Magnet, being the smallest stand-alone high school in LAUSD, also has a very small faculty. Our certificated staff consists of 12 full time teachers (one is a long term sub who was RIF'd at end of 2011-2012 but meets NCLB criteria in Social Science, health and PE), 2 half time teachers who share an English position, one full time Resource Specialist teacher, a half time Resource Specialist teacher, one teacher librarian, one full time administrator, one full time secondary counselor, and one magnet coordinator. All are veteran, tenured teachers, meeting No Child Left Behind criteria The school has a nurse one day each week, a school psychologist one and half days, a PSA Counselor one day each week, and a college counselor (volunteer as her schedule permits). The classified staff is comprised of 3 full time and one half time paraprofessionals to support students with IEPs, a part time parent center community representative, one Senior School Administrative Assistant, one full time senior office tech, a plant manager two "day" custodians, a night crew covered by 3 custodians, a cafeteria manager and 2 positions, (one currently vacant). Additionally the school has a 6 hour campus security aide.

There have been changes in staff members in the last 12 months. DPMHS has a new math teacher, a long term sub in the social sciences dept., a shared English position between a returning and a new teacher, a new principal, new magnet coordinator, and a new office technician.

DPMHS is allocated 14 teaching positions; currently magnet high schools have a student: teacher ratio of 36.5. On average our classes have 34 students per instructor.

Implications: DPMHS Staff is very experienced and knowledgeable in their subject areas. It is currently undergoing an adjustment due to new leadership and staff. The matrix is affected by the small DPMHS staff also. This includes limited course offerings primarily in electives. Also adjustments in student's schedules cannot be made to address different compatibility or learning styles between teacher and student because of the small teaching staff. In cases where a student fails a course, the student must retake the course with the same teacher. With only 14 teachers allocated to DPMHS, the school cannot offer a critical elective class, Media, related to the magnet school's focus on journalism and communication. Another implication of the small staff is related to other duties as assigned and shared responsibilities. Securing teacher advisors, forming committees, finding sponsors for student clubs are the implications of a small staff. Overcrowded classrooms are another implication to a small teaching staff. Lastly, due to the small enrollment, DPMHS is not eligible for an assistant Principal, nor can the faculty appoint a dean because the impact on the course offerings would be too severe.

Limitations of the matrix prevent us from lowering class size and we addressed this as offering the 7th period but now kids have 7 classes AND teachers have an extra prep for which to prepare.

Student Performance Data

API

The information that forms the basis for calculating the API comes from the results of the STAR Program and the CAHSEE. Over the past three years, the API for DPMHS has risen impressively from 778 in 2009-2010, to 803 in 2010-2011 and 823 in 2011-2012.

The improvement has outpaced both the district and the state, and Daniel Pearl Magnet High School has one of the highest API scores among high schools in LAUSD and one of the highest pass rates on the CAHSEE at 97%. DPMHS is in the top 15 of high schools in LAUSD.

Improvements have been widespread. Nearly every student subgroup is scoring higher in every subject over every time period. Over five years, the percentage of students considered proficient or advanced in English or mathematics has increased markedly (more than a 10% improvement) for each of the following subgroups: African American, Latino, English Learner, White, SWD, and Socio-Eco Disadvantaged. Proficiency remains more common among students in English/Language Arts and Social Sciences than in Mathematics and Science, with over 70% of DPMHS students now scoring advanced or proficient in English/Language Arts.

Expectations are clear through the use of rubrics and exemplars. Lessons are clearly identified through the use of a daily agenda. Teachers, administrators and other staff members have taken steps to build a community of academic achievers. Moreover, adults at DPMHS respect, encourage and motivate students inside and outside the classroom. By volunteering to serve students and the school as sponsors, committee members, coaches, tutors and chaperones, staff members indicate to students that the staff members are invested in the growth and achievements of the students.

While LAUSD has many outstanding individual students, school wide high academic achievement at the high school level remains rare. Daniel Pearl Magnet High School aims to a place where all students develop their academic potential. Classroom practices and school wide policies are driven by their effects on student learning. Students participate in an engaging standards based curriculum.

Implications: Although DPMHS is a high performing school, we recognize that we need to increase support to help more students succeed. DPMHS has introduced academic support classes, including a skill-building course and tutorial and review classes in mathematics. For 2012-2013, the school adopted a new schedule that includes a seventh class period to allow students to take advantage of these opportunities. The schedule change was also designed to slightly lower average class size. The faculty at DPMHS will review the addition of the 7th period class by analyzing data on passing rates, class size, and the ability of students to carry 7 classes and the impact on faculty to carry 6 classes, (increased preps) versus 5 on a traditional schedule. Achieving and sustaining an API of 823 is an accomplishment, especially for a high school. DPMHS plans to build on this achievement through a determined focus on student achievement.

California Standards Tests (CSTs)

DPMHS has focused on raising CST scores each year, within each grade and performance band for all content areas. Particular attention and effort has been placed on improving performance of English Learners and other subgroups in recent years, and now the focus needs to shift towards Mathematics. The overall success of our students on the CST's has led to a high API score.

English Language Arts

DPMHS students show annual growth on the ELA portion of the CSTs. Over the last 5 years, the percentage of students scoring proficient or advanced has risen from 61% to 70%, an average growth rate of 2.2% per year. When looking more closely, 73.5% of ninth graders in 2010-2011 scored proficient or advanced, and when they became 10th graders, 67% scored proficient or advanced. In another instance, 60.3% of 10th graders in 2010-2011 scored advanced or proficient and when they became 11th graders in 2011-2012, the percentage increased to 74% scoring advanced or proficient. The content within English 10 changes to Contemporary Comp and American Literature when students matriculate to the 11th grade, therefore the CST scores over a two year period cannot be compared between the 10th and the 11th grade.

Individual test results by content area show that 9th graders score very well on their first CSTs at DPMHS, while 10th graders generally score a bit lower. 11th graders tested very well in 2011-2012, higher than first year freshman.

Implications: The English Department recognizes the need for continued efforts to support all learners. DPMHS teachers need to continue to provide standards based instruction, a language rich environment and reflective teaching and learning. Interventions need to be continually evaluated making sure they take into account the issues facing our students (socio-economic issues, English Language Learners, Special Education students etc.) Regular and ongoing evaluation of already established programs such as language-based electives (Creative Writing and Journalism), PrimeTime Tutors (who work with students struggling with writing), and the Learning Center (used to support students with IEPs and other students who struggle with reading and writing) to determine their effectiveness. Teachers need to continue to provide extra help and tutoring during lunch and regularly scheduled after school study hall sessions.

Mathematics

The percentage of DPMHS students scoring Proficient or better has improved 16.5 points over the last 5 years, including a 6.5 percent increase over the latest testing period. This improvement is consistent throughout the subgroups and is the result of increased focus on formative assessments such as performance assessments. The total number of students scoring Far Below Basic in mathematics is about the same. In Geometry the number of FBB decreased but at the same time there was also an increase in FBB's in Algebra 1 and 2

Implications: The implications of this data seem to be that a greater rift is forming between students who are successful in mathematics and who advance each year, and those students who struggle and lose more ground each year. In response to this trend, DPMHS has implemented math tutorial courses designed to assist students who struggle in

mathematics. In addition, mathematics tutoring is available to all students twice a week after school and any day by appointment.

Science

The data reflected in the aggregate scores for Science indicates that over the past two years, there have been slight increases in the number of students in the Far Below Basic and Below Basic bands for Life Science and Biology, with an average of about 2.5% increase, or about 3 students more. This increase might be a reflection of changes in the demographics of our population such as an increase of Special Education, English Learners or it may be relative to the corresponding struggles in math.

There was an 8% decrease in the number of FBB/BB students in Chemistry class between 2010-2011 and 2011-2012 and therefore an increase in the number of proficient and advanced students. What is of greater significance is the growth of Advanced and Proficient students, with students advancing 5.3, 3.2, and 6.5 percentage points for Biology, Chemistry, and Physics, respectively. More students are at higher levels than ever before, and fewer are in the Basic category.

All students are required to take three years of Science. In general, the District sequence is Biology - Chemistry - Physics. However, due to the limited number of course offerings, it is sometimes necessary to have students take classes "out-of-sequence", as LAUSD prescribes, so some freshman are in Chemistry classes, some Sophomores are in Physics, and some Juniors and Seniors are in Biology. Additionally, students who are enrolled in lower level math classes such as Algebra 1 may not be prepared for the mathematical demands of some science standards and concepts. All science classes have high enrollment. The school average for class size is 34; the smallest science classes are at or above the school average, with the largest classes having enrollments of 38 students.

Science instruction is challenged by a lack of appropriate classroom spaces to conduct labs, demonstrations, and hands-on activities, as well as a lack of laboratory equipment and supplies. The science department has access to a dedicated classroom that has tables and chairs, but lacks electrical outlets, sinks, fume hoods, and other laboratory facilities.

Although gifted with large amounts of chemistry glassware, the school also lacks chemicals and means of disposing of chemicals. There are currently 10 laptops available to the Science department, as well as a desktop computer in each of the science classrooms for each of the teachers to use.

Implications: Due to the limitations of the facility, it is difficult to conduct labs in science classes. Without lab spaces that are structurally designed specifically to conduct science experiments and dispose of chemicals correctly, science inquiry and experimentation is limited, thereby limiting student learning. An additional area of challenge is the limited size of the Science department. Not only are class sizes very large, all students taking any science class, (three quarters of the student population), are taught by 2 teachers, 1 in life science and 1 in physical science. Without an increase in the number of science teachers in the near future, it is likely that average class sizes of well over 40 students per class will be seen in the chemistry and physics classes, with similar numbers being probable in the biology classes.

Social Science

The CST assessments in World History and United States History are given to students enrolled in these courses, with the exception of seniors, as seniors are not tested on the CST assessments. For World History, students enrolled in the class are assessed on the CST World History exam in the Spring because it is an end-of-course exam. For United States History, students are assessed on the CST United States History exam in the Spring of their junior year regardless of their active enrollment in a United States History class.

Social Science assessment scores show a trend that is moving toward more students within the Proficient and Advanced bandwidth, and a decrease in the number of students scoring within the Far Below Basic and Below Basic bandwidths. The change in the number of students scoring Proficient and Advanced on the CST World History assessment showed a 17.2% increase from 2010-2011 to 2011-2012, while the CST United States History showed a 6.9% increase in the same time period. In the same time period, the Far Below Basic and Below Basic decreased from 22.2% to 13.8% in CST World History, and 12.9% to 3.6% for United States History. Although students are required to pass three years of Social Science courses, only the World History and United States History courses are assessed on the CST assessments.

Implications: Students must be enrolled in World History and United States History courses to ensure students are appropriately prepared for the corresponding CST assessments and meet their A-G requirements to graduate with a diploma. With an increase in the number of English Learners and Special Education students, teachers must be mindful that EL students may need more assistance in accessing the curriculum. DPMHS must continue to work with the rest of the student population to prepare them for the CST assessments. In light of our scores, it is imperative to continue to use effective classroom strategies that engage all students, and allow opportunities to practice critical thinking skills, such as using SDAIE strategies, thinking maps, frequently checking for comprehension, and other vigorous instructional delivery methods.

Overall CST Scores:

Overall, the CST scores of DPMHS students continue to show improvement in all areas. The number of advanced and proficient students has increased annually. Continuing to provide an engaging and rigorous standards based instructional program, while at the same time attempting to ensure students are programmed in the correct sequence of courses, providing interventions for EL learners and special education students, and continuing to provide tutorials in math, using *Turnitinonline.com* for English, and Prime Time tutors are all methods to maintain and improve our students' CST scores. As DPMHS continues to emphasize improvement in the overall CST scores, DPMHS acknowledges the correlation that performing well on the CST's will also increase the likelihood of success on the CAHSEE, college entrance exams and college placement in math and English courses.

CAHSEE

To graduate from high school with a diploma, students must pass the California High School Exit Exam. This high stakes test is first given in 10th grade. Over the past 3 years the number of students who pass the exam in 10th grade has increased from 91% to 97.8%. This is attributed to strong first teaching, engaging lessons, and interventions implemented to target at risk students.

From MyData

School Year	ELA			MATH		
	# Tested	% Passed	% Proficient	# Tested	% Passed	% Proficient
2011-2012	90	97.8%	84.4%	91	96.7%	79.1%
2010-2011	64	96.9%	71.9%	65	95.4%	67.7%
2009-2010	95	91.6%	62.1%	96	91.7%	67.7%

Implications: Our high passage on the CAHSEE indicates that our students are learning in their classes and that quality instruction is occurring. Our students are slightly weaker in the Math pass rate. Intervention for at risk students should be continued.

Critical Academic Needs:

A review of DPMHS data reveals that there are three critical areas of need:

- Student performance in Algebra 1 needs to be improved.
- Student performance in courses should correlate with CST scores
- Student pass rates in core academics needs to improve to reduce the percentage of students needing credit recovery options

Implications:

- DPMHS students excel and achieve and higher than the majority of students in LAUSD and the state.
- DPMHS does an excellent job of preparing students for post-high school opportunities
- DPMHS teaching staff and support staff provide a structured, rigorous program where all students are engaged and challenged to achieve to their full potential.

Questions Raised:

- What pre/post assessments/data are used in planning/evaluating student readiness in Algebra 1?
- What specific school-wide SDAIE strategies are being used to address the needs of EL learners?

- What differentiated instructional strategies, across all core contents, are used to increase student mastery of state standards?
- What motivators/incentives are in place to encourage performance of EL learners on the CSTs, and earn a “C” or better in English in order to redesignate to English Proficient?
- What professional development needs to occur to enable staff to utilize strategies that will be effective in increasing student achievement?

Chapter III: Progress Report

In 2010, DPMHS participated in the WASC Initial Application and visit. As a result of the initial visit, DPMHS was left with three identified areas of critical need. While work remains in each of the areas listed below, we believe that the progress we have made in addressing these areas is evidenced by our commitment to the WASC process as a vehicle for increasing student achievement.

Critical Areas for Follow-Up from Initial WASC Visit, Jan. 20, 2010

In 2010, DPMHS participated in the WASC Initial Application and visit. As a result of the initial visit, DPMHS was left with three recommendations of critical areas to follow-up. While work remains to be done in each of the areas listed below, we believe that the progress we have made in addressing these areas is evidenced by our commitment to the WASC process as a vehicle for increasing student achievement.

1. The school needs to focus on the development and implementation of a school-wide PD program.

The central challenge regarding implementing a school-wide professional development program has been the consistent immediate need for staff time to be prioritized to discuss operational matters, which are paramount in the opening and functioning of a new school. While part of a larger district, DPMHS operations needed to be organized without any previous infrastructure to support all aspects of school business and administration. In addition, considerable staff turnover necessitated that all staff be familiarized with procedures due to changing support staff in the front office, especially during the 2010-2011 school year.

Due to the small size of the staff and their strong interest in wanting to be involved in building a school culture, discussions about policies and procedures necessarily prioritized through the 2010-2011 school year. While they continue to be discussed, these matters now take up less time on the Professional Development schedule.

One priority during the 2010-2011 school year was training the faculty in the use of the online writing program *Turnitin.com*, while a robust program with elements that allow for teacher feedback, automated grammar correction, and peer review. The staff training was focused on registering students for the program, assigning a writing task through the program, and finally the extensive plagiarism information section. All staff participated in assigning a piece of writing through the program to support the use of this technology across disciplines. In addition, the English Department presented a school wide "Common Writing Vocabulary" so teachers would use the same terminology across all classes, supporting the students in understanding the basic foundations of scholarly writing.

During the 2011-2012 school year, the principal and newly elected union chair, who are jointly responsible for organizing how the allotted time is used, worked more closely together to move towards spending a greater amount of time examining how instruction is implemented at the school. A comprehensive list of items that need to be covered during the school year was created. In addition, a "faculty bulletin" was implemented to communicate important operational matters so as to minimize time required to discuss them during the allotted PD schedule.

This effort between the two school site leaders corresponded with the introduction by LAUSD of a "Teaching and Learning Framework" pilot that was working to overhaul the way teachers and principals would be evaluated in the classroom, and several Professional Developments focused on instruction in the classroom. This included example lessons given by the Principal, discussion of the "Teaching and Learning Framework" rubric and criteria, and review of key methodologies that teachers should be familiar with and using frequently in the classroom. The evaluation criteria for "Delivery of Instruction" was discussed and presented over several meetings for "Using Question and Discussion Techniques" to familiarize staff with how the criteria and expectations for this program to be implemented across the district is organized.

In addition to discussions about instruction, there was also focus during the 2011-2012 school year on teachers becoming more familiar with the data program "My Data" used district wide to provide teachers with student data. Presentations were given about different aspects of the program, including how to filter data for specific student information and sub-groups. The program was used to create lists of students to target for intervention and increased classroom support. The principal also reviewed the "Performance Meter - Data Summary Sheet" with staff, reviewing each of the 5 Goals presented on the report (100% Graduation, Proficiency for All, 100% Attendance, Parent and Community Engagement and School Safety) and discussing DPMHS progress according to the data for each category.

Because of budgetary issues, the Principal also included the staff in discussions on how the Master Schedule is created. This was also important for staff to understand due to potentially harmful budget cuts that would leave the school without critical teachers needed to maintain a comprehensive high school.

Department meetings are held to address content specific instructional strategies, critical needs identified by departments and to allow for deeper discussion of best practices. Departments can discuss the use of rubrics, exemplary models/pieces of work, grading policies, and vertical planning. Individual students can be discussed and strategies to effect positive change on specific students can be evaluated. Department chairs maintain notes for follow-up with the faculty at large, as well as the administration.

The 2011-2012 school year continued a transition from the need to primarily focus on operational matters and begin to implement more frequent departmental meetings. In addition to each subject area better familiarizing themselves with the data for their department, subject area leaders worked with teachers to refine and more clearly focus instructional strategies to address student critical needs that each department identifies from the study of data.

Other PD's focused on:

Single Plan for Student Achievement

- CST Data
- SAT Data
- AP Data
- Determination of instructional goals
- Establishment of Action Steps

- Presentation of preliminary categorical budget to support SPSA goals and action steps

Ongoing WASC conversation and planning

- review of data
- WIKI Training
- Review and discussion of Academic data
- ESLR review and discussion

Included in the PD's throughout the years, other areas of focus were:

- Review of struggling student data. Struggling students were identified as those with 2 or more D's or F's or a set of each at each grading period (5, 10 and 15 week)
- "NBC Learn" Presentation. This is a program available to teachers to view Journalism resources produced by the NBC News stations, providing our teachers with more resources to discuss journalism and reporting in the classroom
- Individualized Educational Plan responsibilities along with school wide preparation for DVR Compliance visit
- School Discipline Policies and new district wide online program and protocol
- "Summer Bridge" program with Pierce College
- Mandated Child Abuse Module "Breaking the Silence"

2. The Administration and Staff need to implement an assessment process to collect, disaggregate, analyze and report student performance data in order to improve instruction and learning.

Throughout the school year, students are assessed through a variety of state exams, such as CST, CAHSEE and CELDT. Students are also assessed through LAUSD-designed periodic assessments. In their language arts classes, 9th and 10th graders take a periodic assessment three times a year to test their skills and learning on exposition, literary analysis and persuasion units. Students also take periodic assessments in algebra, geometry and biology courses. The school district has a pacing plan that aligns with the classroom instruction for the courses in which students take periodic assessments.

The school district's MyData computer-based program compiles much of the standardized test data, including the periodic assessments, so that administration and staff can discuss the results in professional development meetings as well as in department meetings. Professional development has been offered on how to use MyData to find results and improve instruction or focus on particular students' special needs. Teachers use the periodic assessments to evaluate student performance and mastery of the curriculum and to modify their instructional delivery based on student needs.

In the past three years, a few intervention programs were started in response to students' performance data. In 2011, students who were receiving Fails or Ds in their core courses such as English, math, science or social science, were mandated to attend Academic Recovery tutoring

during lunch. These students received tutoring in their subject areas once a week to help them understand the curriculum or receive assistance in their assignments.

From analyzing the data, three new math courses were developed in the Fall 2011 to help students struggling in math. In the math tutorial classes, students receive basic and one-on-one instruction to fill in any gaps they have in their math skills.

Staff used CST test scores as well as grades received in math and language arts classes to provide tutoring for 10th grade students preparing to take the CAHSEE. Students who did not pass the CAHSEE are also encouraged to attend the tutoring sessions. The tutoring was offered after school as well as on Saturdays in the weeks before the CAHSEE exam.

To monitor the learning of students who have IEPs, the special resources staff use Welligent, which is a web-based program through which IEPs are scheduled and the IEP documents are written. Welligent is used to review individual students' standard scores on individual assessments given to guide the development of annual goals and incremental objectives. The special education staff also uses the IEPs accessible through Welligent to measure incremental achievement of objectives and annual goals and to adjust instruction accordingly when mastery of objectives or goals has been achieved.

After analyzing student data in the fall of 2012, a Learning Center was created to give students, particularly those with IEPs, additional instructional support. The Learning Center will be open throughout the day and supervised by a credentialed teacher, who will give students additional tutoring and individual help in a small-class setting. In that class, students can get help in English, math or any other course they need to see improvement in.

3. The counseling department needs to fully implement a four-year Individualized Graduation Plan for ALL students.

DPMHS has one full-time counselor who meets with the school's 380 students to track their educational progress. She also does presentations in classes to make sure students understand the district's A-G graduation requirements. The Los Angeles Unified School District has changed graduation requirements a few times during the past few years, so there are different graduation requirements for the students graduating in 2013, 2014 & 2015, and 2016.

In order to make sure that students in each graduating class are taking and passing the required classes, the counselor meets with all students at least once a semester in her office. She meets with seniors at least twice a semester to make sure they are on track to get their diplomas on time. Each time the counselor meets with students, she completes a Graduation Requirement form for the appropriate graduation year.

In addition to using the LAUSD high school's IGP, our counselor created several new forms in 2010 (Graduation Requirements – Class of 2013, and Graduation Requirements) so that students know what their graduation requirements are and ensure that they know which classes they must take.

When meeting with the underclassmen, the counselor reviews with students what they will be taking for the next two to three years.

In addition to meeting individually with students, the counselor makes presentations in classrooms, such as English or social sciences, to remind students of the graduation requirements and make sure they are on track with the non-course requirements, such as service learning, computer literacy and CAHSEE. She also discusses the graduation requirements that are specific to each graduation class.

Chapter IV: Organization

Chapter IV . Self-Study Findings

A. Organization: 1) Vision and Purpose, 2) Governance, 3) Leadership and Staff, 4) Resources

A1: To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

Daniel Pearl Magnet High School has a clearly stated Vision, Mission, Beliefs and Expected School-wide Learning Results, (ESLRs), which were collaboratively developed by all stakeholders of the DPMHS community. The Vision, Mission, Beliefs and ESLRs of the school reflect the student population DPMHS serves and the belief that all students can succeed when respect, individual learning styles, and unique interests are valued and supported.

Vision Statement:

Every student will graduate Daniel Pearl Magnet High School as a strong communicator with the integrity and leadership ability to be a positive influence at home, in the community, and in the world.

The Vision statement captures the spirit and the heart of what a Daniel Pearl Magnet High School education is about. Each student comes to DPMHS with unique educational, cultural and social experiences, and each is respected and valued for the experiences each has had. Instruction is focused on developing communication skills across the curriculum and within each media context. Students are encouraged and nurtured to gain a sense of their own voice, and the strength, responsibility and hope that comes with their own individual expression and they learn how that voice can significantly impact their immediate environment, their community and humanity.

Mission Statement:

Daniel Pearl Magnet High School is dedicated to providing an exemplary education for all students in a personalized small school setting.

The mission statement was developed by all stakeholders at DPMHS and it speaks to the aim of the school. Daniel Pearl Magnet High School is the smallest high school in LAUSD. It offers students a small learning environment where individual learning styles and needs can be met. As a magnet school it offers students a diverse population and the opportunity to experience a more intimate learning environment farther away from their home. The DPMHS family recognizes that as the student population, demographics, and current educational research changes, so must the living documents of the school, such as the Vision, Mission, and ESLERS.

Evidence

Vision and mission statements

Meeting Agendas

Shareholder Collaboration

Expected School-wide Learning Results (ESLRs)

The ESLRs are a result of the further development of the Vision and Mission Statement. They are aligned with national, state, and district standards, and state curriculum frameworks. Along with input from students and parents, the faculty at DPMHS developed the ESLRs through staff meetings and collaborative professional developments. The ESLERS are in our weekly bulletin as discussion prompts and are the focus of classroom conversations

Upon graduation from DPMHS students are expected to be:

- **Effective Communicators** who read, write, speak, and listen reflectively and critically across a variety of modes and media.
- **Academic Achievers** who are self-directed lifelong learners, plan for the future by setting priorities and achievable goals.
- **Creative Users of Technology** who utilize a variety of technological resources and new media confidently and proficiently.
- **Responsible Members of the Community** who as global citizens respect and appreciate different cultures and belief systems.

A2: To what extent does the governing board have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions for the school?

The Los Angeles Unified School District, headed by Superintendent John Deasy, Ph.D., is divided into 4 Educational Service Centers and one center devoted solely to schools requiring intensive support. DPMHS is in ESC North, under the leadership of an Instructional Area Superintendent, Linda Del Cueto, Ph.D. and an Administrator of Operations, Juan Flecha. There are 17 high schools in ESC North. The School Board governs LAUSD, and the Board is responsible for setting policies and bylaws, ensuring compliance with state and federal education codes. The Board, in accordance with the California Department of Education determines school district instructional initiatives, graduation requirements and curriculum standards are aligned with the California state standards, establish budgets and develop policies to comply with California Education Code and state law. ESC N, serving 125,000 students in the west San Fernando Valley is a semi-autonomous entity that monitors and supports schools’ instructional and operational activities. The DPMHS principal is under the direct supervision of the ESC-N Instructional Director, Margaret Kim, Ed.D.

Information about the school district and DPMHS specifically are available on the LAUSD website. Community information, demographics, API scores, School Performance Indicators, DPMHS school profile, School Accountability Report Card (SARC) are some of the many items available for review about DPMHS. A link to the California Department of Education, which also provides School Snapshots, is also available on the website. There are also innumerable links for employee reference such as to *My Data*, *Decision Support Services (DSS)*, and *Core K-12*. Leadership and support staff have access to the

Evidence

LAUSD Priority Initiatives

LAUSD Policies, Bulletins

LAUSD Graduation requirements

LAUSD website

CDE website

MyData

Core K-12

DSS

Student Information Systems (SIS). The various systems assists staff in decision making processes and evaluation of progress on mastery of academic standards and the effectiveness of the school's ESLRs.

The main governing body at DPMHS is a combined School Site Council (SSC) and Local School Leadership Council (LSLC) made up of 8 members: 4 students and 4 parents, 1 principal, 5 teachers, and 2 other school staff. The councils meet monthly to discuss data related to student achievement (CAHSEE, CSTs, CELDT), make categorical fund budget decisions, evaluate programs, calendar events and scheduling and consider any necessary revisions to the single plan.

A 2b: To what extent does the governing board delegate implementation of these policies to the professional staff?

DPMHS implements District policy and is under the supervision of ESC North. Decisions regarding staffing and norms are set by the District. Yet other policies are left to the existing council and stakeholders. It is believed that school leadership is capable of making sound decisions with regard to its student population, community and other stakeholders. Such items include determining how categorical funds are spent and bell schedules. The school is able to create its own Mission Statement, Vision, Beliefs and ESLRs, as long as they are found to be within the guidelines of the California Education Code and the LAUSD Board Policies and Regulations. DPMHS utilizes data from the CSTs, CAHSEE, CELDT, as well as other sources, to review current practices, the instructional program and intervention programs, and adjusts the school program accordingly.

A 2c: To what extent does the governing board regularly monitor results and approve the single school-wide action plan and its relationship to the Local Educational Association (LEA) plan?

The Single Plan for Student Achievement is annually reviewed by the LAUSD, the Board of Education, the District Superintendent and DPMHS. Using a variety of data from MyData, SIS, SARC, and the CDE, the Single Plan states outcomes and measurable goals. It is reviewed annually for its alignment with district policy. At the same time, programs and progress are analyzed relative to the instructional needs of students to determine if the fiscal and human resources have made progress toward the stated outcomes.

A 3a: To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school-wide learning results and academic standards?

During the 2010-2012 school years, staff met weekly to review data from a variety of sources (*My Data*, *Decision Support Services (DSS)*, and *Student Information Systems (SIS)*), in a continued effort to align instruction with standards and with the Single Plan for

Evidence

*LAUSD Board
Educational
Service Center-
N*

*Inside LAUSD
School Budget
Single Plan for
Student
Achievement*

*Single Plan for
Student
Achievement*

*Single Plan
Updates*

Student Achievement. CSTs, CAHSEE results, and periodic assessments were reviewed. While overall improvements were noted in the data, the careful review revealed areas for attention. Scores in Algebra, while in a continual upward movement, still were not as high as desired. As a result of the review, and in conjunction with SSC and LSLC, interventions were put into place. An after school math tutoring program was set up. A math tutorial course was programmed into the school day. Other scheduling changes due to the review include the change from a 6 period day to a 7 period day. Mandatory lunch time tutoring was implemented for students earning a D or F in classes. Students determined to be at risk for not passing the English portion of the CAHSEE or the ELA section of the CSTs were targeted for support by Prime Time tutors.

Achievement data also indicates that smaller classes, a more expansive matrix and other interventions could also increase student achievement but funding and matrix restrictions limit these options. A major portion of categorical funding was dedicated to the “purchase” of 2 ½ days of high school counselor time to create a full-time position, a part-time librarian teacher, additional time for a school psychologist, and 1 day per week of a Pupil Services and Attendance Counselor. This year, 2012-13, the increase in enrollment allowed the addition of a full-time music teacher, which has allowed a minor focus on music for our students, also aligning with Daniel Pearl’s love of music and how it is a universal language.

During these meetings, the needs of all learners were addressed as well as the needs of Special Education students and English Language Learners. Best practices, instructional needs and challenges and specific student issues were discussed. During these meetings in-progress intervention programs were evaluated and modified when necessary.

The new principal has used this first year to gain knowledge about the school, the systems in place, to review recent data and to identify some possible areas for change. The principal meets monthly with other principals and District officials to discuss data, instruction and policies.

A 3b: To what extent does the school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs?

DPMHS reviews and updates the Single Plan for Student Achievement annually, and throughout the year, updates are written if needed to address new information requiring changes. During the 2011-2012 school year, the Single Plan for Student Achievement was completely revised to meet the new District and Federal requirements. In the process of developing the new plan, the leadership and school council(s) reflected on the current needs of the student population. The School Site Council reviewed the recommended amendments, along with the data, and after this review, used this information in the development of school budgets and intervention plans. DPMHS acknowledges that involving stakeholders and improving communications is essential to

Evidence

School Budget

Single Plan for Student Achievement

School Matrix

SIS

Class Rosters

Special Education Caseloads

student success and will continue to involve all stakeholders in the development of the Single Plan for Student Achievement, and any subsequent amendments or changes.

The leadership and staff at DPMHS do an exceptional job of handling all of the demands of a small school, requiring all members to contribute beyond the scope of their assigned roles and duties. The administration is limited to one principal based on student enrollment. Because DPMHS is a magnet school, it also receives funding for the position of a magnet coordinator, who works alongside the principal, handling many administrative tasks such as discipline, safety, and providing information to department chairs, as well as teachers, to support the instructional program. The school does not have a dedicated position for an AP or a dean of students.

The leadership team consists of the principal, the magnet coordinator, the school counselor and the UTLA chairperson, along with the department chairs when necessary. Supporting the leadership team is a full-time SAA, (School Administrative Assistant), and an office technician, who is partially paid for out of categorical funds, to assist with record keeping, attendance and handling phone calls and messages. The SAA supervises all classified staff, handles payroll, and manages the school budgets and a variety of operational tasks. The SAA is often relied on to contribute to the school by assisting with supervision, extra-curricular events, supporting students needing “a shoulder to lean on” and participating in after-school meetings such as the SSC and PTSA. The SAA is critical in the school community, handling parents, demands from the school principal and other leadership team members and has a very positive and significant impact on the culture of the school.

One consistent area of need that all stakeholders of the school are aware of is the need for increased staffing, both in an administrative capacity and most importantly, in the teaching staff. While all stakeholders are aware of budget limitations, all agree the need for more staff for DPMHS is critical for the school to continue to function in the model of a personalized small school and to refine its offerings to students.

Conversations about the need for increased resources continue in various leadership meetings, department meetings, PD’s and staff meetings. The staff actively seek solutions to meet the needs of the student body through community resources, volunteers and fund raising.

Areas of Strength:

- DPMHS has an engaged staff that is invested in the school's success and works to provide a well-rounded education to its students
- The school has an exceptionally robust vision, purpose and organizational foundation modeling its choices and most important priorities after the strong character and example of its namesake, Daniel Pearl
- DPMHS has built and instituted formal and transparent leadership and management structures with a view to establishing institutional memory and long term effectiveness
- DPMHS leadership, guided by the Principal and SSC President, is informing and

Evidence

School Budget

Single Plan for Student Achievement

School Matrix

SIS

Class Rosters

Special Education Caseloads

Staff meetings

Review of:

CELDT

CSTs

CAHSEE

- educating council members and leadership about budgetary and curriculum choices and priorities at the school, taking input and feedback
- DPMHS communicates frequently to all stakeholders and provides multiple and varied opportunities for stakeholder involvement and contribution to the management and involvement with the school

Areas of Prioritized Growth:

- DPMHS needs to more effectively collect data and research-based examples of where growth can occur, and how additional staff could contribute to student success and achievement
- DPMHS staff leadership duties need to be better distributed throughout the faculty so as to balance the effects of staff changes. This includes a view towards minimizing staff changes so as to strengthen long-term investment by
- Extend and strengthen favorable collaboration and partnerships with leadership of community organizations that share values and mission related to Daniel Pearl and his legacy
- Increase use of technology to monitor School Action Plan, ongoing WASC review, and multiple data points so as to provide a single repository of school information, for example on a WIKI or internal website, allowing for wider and more frequent use and access to DPMHS community

B. Standards-based Student Learning: Curriculum

B1: To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the Expected School-wide Learning Results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected school-wide learning results are accomplished.]

The academic program at DPMHS is driven by California standards. Content standards and LAUSD Instructional Guides are the foundation to developing classroom curriculum. Instructional guides further help teachers determine what to teach and what to assess. Using these, teachers create a syllabus highlighting both curriculum standards and student expectations. These broad, yet specific goals are the foundation for the course overview.

Successful lesson planning is a critical step for teachers at DPMHS in providing the rigorous standards based academic program. The broad goals from the frameworks and curriculum are then divided into units and sub divided even further into specific focused and purposeful lessons. Clear lesson objectives and determining measurable student outcomes are essential to the lessons.

Instructional materials include district approved textbooks, teacher created manuals, and supplemental materials. Our school is textbook compliant in reference to the

Evidence

Adopted texts

CA State Standards posted and embedded in texts.

Standards posted in classrooms

Lesson Plans

Textbooks

Tech Equipment

ALEKS subscriptions

Library

IEP's

Learning Center

Student projects

Notebooks

Math Manipulatives

Williams Consent Decree (Quality, Currency, and Availability of Textbooks and Instructional Materials. Each classroom is equipped with an overhead projector, computer, DVD player, and screen. Our science department uses an individual student response system whereby students have a clicker or remote control to answer questions. Instructors use this as real time assessment data to gauge student comprehension. The math department also utilizes an individually targeted instructional software program correlated to math standards. The internet is used regularly, as are magazines, and software programs. Other supplemental materials include literary selections, newspapers, and primary sources. Our journalism classes have a computer lab, equipped with 25 macs with relative software to create podcasts, videos, audio slides as well as to produce prints, a yearbook and online newspaper. DPMHS also received a grant from our school board member of 2 carts housing 45 laptops which are used for an online mathematics program, ALEKS and the Learning Center. Additionally, other materials – including internet, magazines, newspapers, encyclopedia, literary selections, and/or software programs are available to supplement the adopted text(s). Supplemental materials and course accommodations for special education students or English Language Learners are sometimes necessary to help all students comprehend connected discourse.

Teachers at DPMHS are aware that all students have different learning styles and often vary instruction to meet differing learning styles. Classroom discussions and lessons always attempt to raise objectives by challenging students with critical thinking and questioning strategies based on Bloom’s Taxonomy, the Socratic questioning method, project based learning and prompts for depth and complexity. Visual organizers, front loading key vocabulary, concepts, drawing on prior knowledge, integrating technology in the classroom and addressing multiple modalities assist students in accessing a rigorous curriculum and increasing their learning. Changes in modality such as reading aloud to students in a directed reading-thinking activity reinforce learning. Additionally, teachers frequently scaffold lessons, and use a variety of methods to increase student engagement, including cooperative learning groups, hetero/homogenous groupings, and think-pair-share. Teachers also utilize a hands-on learning approach. For example, a math class may include using an alternative note taking practice using foldable-style (fold an 8-page booklet to take notes on the 8 different types of factoring) pages. Doing hands on activities with geosolids (small manipulatives for studying geometric solids) or algebra tiles, using multi-media (PowerPoint, animations, real-life application video) to hook students into the lesson; using calculators for investigating patterns and graphs; cooperative groups matching activities (match your point-slope equation to your classmate who has the same equation but in Standard form; match the trinomial to its factored form). Our teacher librarian also assists students with learning concepts by helping them to identify valid primary sources.

Many courses invite guest speakers to provide firsthand information. In the Theatre Ensemble class, guests have come to class to share their theatrical experiences. The Journalism class frequently has guest speakers from PBS and other media outlets that come in and assist students in writing their articles. Dr. Pearl has come to address high level math courses on Artificial Intelligence. Field trips are taken to

Evidence

Lesson Plans

Visitor Logs

*LAUSD
Instructional
Guides*

State Frameworks

Literary Works

Posters

Computers

Films

Websites

*Teacher-made
exams/tests*

enrich concepts learned in class. Students in science courses visited the engineering department at California State University Northridge. Films and movies, music and songs, poetry and other literature are also part of the DPMHS curriculum in many courses. Students in English 109 publish a writing Anthology annually. Technology is also utilized for research and presentation of student learning.

Integration among disciplines is also a focus at DPMHS. For example, to increase literacy across the campus, the English Department has created writing posters for each classroom highlighting Academic Vocabulary and Writing Vocabulary uses and have in-serviced other departments. Across the curriculum writing standards are also shared.

DPMHS teachers respect individual differences and honor student's prior knowledge when developing curriculum within their classrooms. Teachers seek methods of learning and ways students can express their learning and work to provide a range of instructional activities. Many classrooms plan activities linked to Gardner's eight modes of intelligence. In math classes for example, to demonstrate number sense concepts students place themselves in order around the room (body/kinesthetic) and in other upper level math classrooms, students use graphing calculators to create pictures of equations, and tables of data (visual/spatial). Prior knowledge of a topic may be tapped in preparing to read classic literature. In English prior to reading the Odyssey students charted and categorized prior knowledge about heroes and then posed questions based on what they've gathered, in order to learn more and to dig deeper into the concept of heroism.. While reading Fahrenheit 451 students share their experiences with mass media and social media.

The instruction in Social Sciences is supported through the use of web-browsing for research information, historical films, slides, individual and group discussions, and the LAUSD adopted text. Historical events are compared and contrasted to present day occurrences, and students are encouraged to debate topics from informed positions. The Science program at DPMHS reflects the state frameworks, the California State Standards in the use of the LAUSD adopted textbooks and are supported through the use of films, videos, and current events. The most recent example of For example, after the earthquake and tsunami in Japan, students discussed earthquakes and tsunamis, both of which are State standards, but are Earth Science rather than included in Physics or Chemistry. The same is true with things that happen in Space, global climate change, and anything else that comes along.

Instructors also vary the techniques for assessments. Assessment and mastery of skills is demonstrated through open ended-tests, peer review, history night (oral, visual, written, media displays that were evaluated by community members using a rubric), *turnitin.com* (online editing software that allows students to submit writing for online feedback), chapter tests, teacher created online assessments, and one on one assessment. These assessments attempt to target knowledge from the range of basic recall to higher levels of thinking including synthesis and evaluation. Our school also participates in the mandated California State Tests (CST) and district

Evidence

turnitonline.com

Student Clickers

Agenda Books

Graphic Organizers

Language-rich classrooms

CA State Standards posted and embedded in texts.

designed/mandated Periodic Assessments in 9th-10th grade English, Algebra and Geometry, Biology, and 10th grade Social Sciences.

In addition, DPMHS also has some unique assessment options. For example, in History students participated in a History Night that was the culmination of research projects students had worked on the entire semester about Turning Points in history. This was self-directed with minimal suggestions/comments from the instructor. Students chose the topic, presentation mode (essay, documentary, website, museum exhibit, or reenactment/performance), and whether to work individually or with a group. In Chemistry and Physics students are assessed using a remote control clicker. The instructor posts a question on the front screen, students their individual clicker to select an answer and the results are put on a class graph. Individual responses are monitored because each clicker is assigned to a specific student. The teacher can then re-teach when necessary. Student success in math is always being measured throughout their courses, through daily assignments and frequent individual checks for understanding during group instruction.

Curriculum accommodations are made when necessary to meet the needs of all learners. For students with IEP's, their plans are reviewed regularly and collaboration among members of the IEP/SST team ensures students are making progress towards their goals. Access to accommodations such as preferential seating, use of graphic organizers and agendas, checking for understanding, and others are not exclusive to IEP students only. Math, English and vocational goals are all based on CA standards. All students, even those with IEPs (Individualized Education Plans) or English Language Learners, have access to a rigorous, relevant and coherent standards-based curriculum. Key standards are emphasized in class assignments. Students see the standards they are working on posted on the classroom agenda board. They are aware of the current standards they're working on and include it on their written assignments. Paraphrasing these Key Standards into their own language is encouraged as it becomes more meaningful to them. While our EL population comprises only 20+ students, our teachers work tirelessly to provide a language rich environment with support for these students provided through scaffolding, and differentiating instruction, which benefits not only English language learners but also the entire school population as well. They receive the same rigorous curriculum based on CA state standards.

All students at DPMHS have access to a rigorous curriculum based on state standards, taught using a variety of instructional strategies, materials, modalities, and differentiated instruction and accommodations to provide an individualized academic experience. All of these efforts focus on assisting students in meeting their A-G requirements.

B2 To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.

All students at DPMHS have an Individual Graduation Plan that begins prior to their

Evidence

Agenda Books

Graphic Organizers

Language-rich classrooms

CA State Standards posted and embedded in texts.

Graduation Plans

IEPS annual goals are reviewed and implemented in classroom

Tests and Review of student's work samples for comprehension

Standards aligned contracts

entering our school. Created by the school counselor, it takes into account their initial postsecondary goals including 4-year college, community college (transfer plan or specialized certificate), or focused career based institution. As they progress through high school, they regularly meet with the counselor to adjust their IGP. During these annual meetings, the counselor helps students to identify interests and potential vocations post-high school and plan for future steps. The counselor, coordinator and Principal provide guidance for credit recovery options through APEX (online instructor supervised courses) or other outside programs. Credit checklists are provided to students along with their transcripts and all students are assisted in filling it out. These are used when meeting with parents as well. All students' progress towards graduation is accessible to administrators at DPMHS in the SIS system. The counselor avails herself to all students on a walk in and appointment basis. The counselor also supports students in their college applications, scholarships and financial aid applications.

Additionally we have a part time college counselor who meets with students to help them to identify colleges that relate to their interests as well as potential grants and scholarships. The college counselor provides business cards with her contact information so students can contact her when she is not on campus. The college counselor is beginning a new program this semester during lunchtime highlighting the various aspects of the college search and application process as well as information about colleges less known by students. This program will open their postsecondary visions and opportunities. This will be done as a "House" activity, utilizing our established small learning communities. To maintain good standing in their house and earn house points students will attend at least 2 lunch time college introductions. The college counselor also attends college conferences and brings back information for all students. Speakers are invited to present at DPMHS and students are also taken to college conferences. The college counselor meets with all seniors individually in the fall to help with their application process and suggest potential colleges for them to research. She also follows up with them to be sure they are aware of deadlines and special programs. In the spring, the college counselor speaks to all juniors in their classes with testing information and deadlines. Subsequent to that, she calls in all juniors individually to assist them in beginning their college search process and makes sure they all know the required tests they should be taking in the spring. DPMHS needs to continue to work with all eligible 11th and 12th graders in making postsecondary plans.

There are tables outside both the counselor's and the college counselor's offices with handouts and information to assist students in their college planning.

This year we are a pilot school for the online college planning program, My CCA.net (My College Consultant Assistant), on which all of our seniors are included. This program is able to help them organize their information and allows the college counselor and counselor to view their progress. It also allows the college counselor to email the entire senior class with information and reminders. The juniors will register with this site in the spring.

Evidence

Visitor Logs

Field Trips

*Parent Meeting
Sign-ins*

*Informational
Tables*

Teachers at DPMHS incorporate college planning and career planning within their classrooms. For example, in our chemistry course, the instructor has escorted students on a field trip to the engineering school at California State University, Northridge. In our journalism classes, speakers frequently visit to discuss their respective paths into journalism and their college experiences.

Our award winning high school newspaper features a college corner highlighting a college, or advising on the process to apply or financial aid issues.

DPMHS holds two annual college nights each year; one for 9th grade families and one for 11th grade families, though all families are invited to attend. At these events, they are informed of different post-secondary opportunities and college requirements as they may differ from graduation requirements.

Both the college counselor and the guidance counselor maintain relationships with local community colleges, and state universities and keep students and families informed of workshops, events, financial aid opportunities important deadlines.

DPMHS is partnered with Pierce College/Los Angeles Community College District to offer students additional opportunities to speak with college outreach representatives at least once a month. Seniors are given the opportunity to receive assistance with their applications, college advice and planning for enrollment at community college. In 2012, 15 students participated in a field trip to Pierce College to take their placement exam, receive a personalized tour and become familiar with the campus. Several of these students were inspired to apply for the Pierce College Summer Bridge program and were accepted.

All students with a 2.0 average have the opportunity to enroll in college course taught on our campus and at the neighboring high school. Such courses allow students to earn college credits. The counselor, Magnet Coordinator, and Principal all offer assistance in learning about programs and offering guidance for students considering enrolling at DPMHS.

Special education at Daniel Pearl Magnet High School is a Resource services program (RSP), 100% inclusion in the general education curriculum, and all students with IEPs are identified as Resource students. There is no Special Day Class (SDC) program at DPMHS. Special Education services are provided to the students in their general education classes by Resource teachers (one full-time and one half-time RSP teacher), with individualized and appropriate accommodations as outlined by their IEP. Students with IEPs are progress-monitored along with their report cards. They each have an annual review where current supports and accommodations are revisited. Additionally, a more extensive review occurs every three years that also includes a health examination. If there has been a significant change in the student's academic progress, standardized testing may also occur prior to the three-year review. These annual and triennial reviews allow the IEP team an opportunity to develop new objectives and goals based on the student's academic needs, and in conjunction with student commitment and parent/guardian approval. IEP services are reviewed and changed based on the assessed needs. As members of the IEP team, our students take an active role and are central to the evolution of the IEP

Evidence

The Pearl Post

Field Trip Rosters

*Pierce College
 Class Roster*

Graduation Data

Grad Checks

*Parent
 Conferences*

Phone Logs

Emails

Writing Posters

*Writing Reference
 Manuals*

Turnitin.com

document. They are prepared for the meeting ahead of time so they have an opportunity to provide input into the development of the IEP document. After students share their proposed IEPs with the team, the team concurs or recommends changes and the team requests parental approval if the student is under the age of 18.

An Essential Skills/Learning Center class has been established at DPMHS, and is taught two periods each day by the RSP teachers. Included in those classes are both students with IEPs whose grades indicate a need for additional study skills supports and also specifically-identified general education students who would benefit from improved study skills.

Although initial IEPs are not common at the high school level, occasionally there is a student who needs to be assessed for special education services, by means of both standardized academic testing as well as psycho-social assessment by the school psychologist. A Student Success Team (SST) process is well-established at Daniel Pearl Magnet High School, and has helped from time to time to identify students who may need more formalized academic supports and classroom accommodations through either a 504 Plan or the IEP process.

B3 To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

The goal of DPMHS is for students not only to get a diploma and be prepared to move forward to post-high school programs. Although some seniors in the 2011-12 school year did not graduate in June, as of this date, 100% of students in the 2012 senior class have achieved their high school diploma. In June of 2012, 98% of seniors achieved their diplomas, and this is indicative of the attention students receive from the faculty, in support of all students meeting graduation requirements.

A primary focus of assisting students in meeting the graduation requirements is making sure there is a constant flow of communication between students and their families, the counselor, and the school. The counselor and administrators make sure to keep students and families informed through the use of graduation checklists, meetings to discuss annual progress and reviewing student's transcripts.

While we have a very high graduation rate, the most prominent concern for students first enrolling at DPMHS is not passing their core requirements. To address this concern, in years past we have implemented interventions such as mandatory lunch time tutoring for failing students. We have also purchased and use *turnitin.com*, an online writing/editing tool. Our teacher librarian has also been instrumental in teaching research methodologies, identifying primary and reliable sources and instilling a passion for language which connects directly to core curriculum class success. Another way we have addressed our concern for student's passing core classes is the English department's writing reference manuals that students use while writing. To standardize writing expectations across the curriculum, the English department created posters for all disciplines on using "writing vocabulary." Math tutorial Intervention classes during the school day, and after school tutoring by volunteer teachers are also addressing our concerns. With the most recent change

Evidence

Master Schedule

California State Standards

Service Learning Projects

Master Schedule

to a 7 period day, we can now also opportunities for academic recovery within the school day, and we continue to offer guidance to students seeking off-campus opportunities for academic recovery.

Vital to obtaining a high school diploma is passing the CAHSEE, California High School Exit Exam. 96.7 % of students enrolled who took the CAHSEE through November 2012 have passed it. We attribute this to focused standards based classroom lessons, providing a math tutorial, and the use of Prime Time tutors who target students at risk of not passing the written portion and offering CAHSEE Prep classes prior to CAHSEE on Saturdays.

Another challenging requirement of graduation is the Service Learning requirement. Currently we have a teacher who volunteers to oversee all service learning projects. LAUSD requires students participate in a Service Learning project. The projects must benefit the community in some way, be connected to civic responsibility and students complete the project by turning in a written report of their project and the outcome. Typically, this is done through a teacher in the Social Science department, but currently, Mr. Schaffter, Science, manages this component of student graduation requirements. Other teachers have volunteered to incorporate service learning projects into their curriculum, across the curriculum at times as well. For example, some students in a journalism class integrated a text they had read in English class, *Nickel and Dimed*, and then interviewed working class poor citizens, created documentaries and podcasts and then published them online. Another group of students, through Ms. Keo's history classes, were selected to participate in a service learning project at the Museum of Tolerance. After attending a series of workshops at the museum, students developed their projects and presented them at the museum to notable guests such as Ms. Caroline Kennedy and Thurgood Marshall, Jr. DPMHS was sought out to participate in this program by leaders at the Museum of Tolerance, and the students were selected based on interest to participate.

A computer literacy class is also required of graduating students prior to the class of 2016, and has been a challenge for DPMHS. When the school was operating on a 6-period schedule, it was difficult to get students programmed for all required electives and competencies in a limited master schedule. This year, DPMHS implemented a 7-period schedule, and it has been less of a challenge this year. Also, DPMHS has only been able to offer 2 technical arts classes, due to the limited master schedule and competencies of teachers. As the students move through the remaining years of this requirement, DPMHS will maintain the ability to offer this requirement, but will begin to phase it out as students graduating in the class of 2016 and later.

Areas of Strength:

- Offering standards based curriculum
- Communicating progress towards graduation and monitoring students IGP
- Offering a variety of methods to assess learning
- Reaching graduation goals

Evidence

Course Syllabi

Lesson Plans

Differentiated Instruction

Cornell Notes

IEP's

Rubrics

Model Papers

Student Clickers

- Continue to move away from book/lecture lessons into creating engaging, student centered lessons

Areas of Prioritized Growth:

- Continue to provide clear expectations of course requirements through a variety of tools such as: syllabi, checks for understanding, teacher websites
- Continue to explore a variety of interventions to increase our math scores
- Increase student exposure to colleges and admission requirements
- Increase journalism-based electives and current technology
- Increase parental involvement in student’s progress toward graduation

C. Standards-based Student Learning: Instruction

C1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

In an effort to help all students achieve standards of achievement and the expected school wide-learning results, DPMHS provides an engaging, rigorous, standards based academic program accessible to all students.

DPMHS students have diverse academic, personal, and extracurricular backgrounds. Teachers attempt to become familiar with students’ academic backgrounds and try to connect that with learning within the classroom. Students with specific needs such as Special Ed Students, English Language Learners and Honors students receive differentiated instruction. The small learning environment at DPMHS is committed to being one where students exercise academic risk taking while feeling supported and encouraged to succeed by peers and staff.

Despite a limited staff, DPMHS is committed to providing students rigorous, challenging academic experiences. Some such opportunities include:

- Advanced Placement courses
- Honors Program
- Community College classes
- Use of state adopted text books
- Use of teacher created, student created supplemental materials
- Online writing/editing software for students
- ALEKS Math program
- Computer based lessons and projects
- Variety in assessment methods
- Use of rubrics and model papers/projects
- Use of Cornell notes

Evidence

Leadership Class

School-wide Technology

Visitor Logs

School-wide Technology

Turnitin.com

ALEKS

Supplemental materials

School Library

Learning Center

Student Clickers

Books on Tape

Software

- Varied assessments (History Night, clickers)
- Differentiated Instruction when necessary for Special Education and English Language Learners
- Los Angeles Virtual Academy (LAVA)
- Curriculum based guest speakers
- Guest presenters from universities and postsecondary institutions
- Guest author visits
- Portfolio Reflections in some classes
- (Limited)Hands-on laboratory experiences in science
- Utilization of LAUSD's Digital Library subscription databases
- Collaborative lessons with the Teacher Librarian, including research skills and literature circles using the California Young Reader Medal (CYRM) titles
- A lunch time peer tutoring club to be established weekly in the library in the spring of 2013
- Community based service opportunities (Red Cross blood drive, collections of food, supplies and items for families, homeless, cancer children and animal shelters
- Vast array of student created and managed special interest clubs
- Participation in Houses

C2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook, and the classroom, that actively engage students, emphasize higher other thinking skills, and help them succeed at high levels?

DPMHS instructors use a variety of strategies and resources to support and increase student learning. The variety of strategies and resources address the diversity of the student learning community. Resources that all teachers have at their disposal beyond district adopted textbooks include technology in the classroom,. English students utilize Turnitin, an online editing tool that helps student's edit their writing prior to final turn in to the instructor. Students also have access to a web based individualized math tutorial program. Students also have access to video cameras and digital cameras. Some teachers use supplemental workbooks related to their text books. Departments have videos to supplement content. The school library is open for all students and has texts and internet access.

Resources available include:

- *Turnitin-com.*
- Museum of Tolerance Program
- 60 computers (25 in media/communications, 45 on laptop carts)
- Videos
- Digital cameras (video and still)
- Learning Center (to be implement Spring 2013)
- Aleks online math program
- PBS News Hour – Student Reporting Labs to assist journalism students
- Soundcloud.com- used for performance preparation for DP music classes

- Clickers in science to check for understanding and assessment
- Books on tape
- 20 Flip cameras
- 7 SLR cameras
- 3 high definition Canon Vixia video cameras
- 25 desktop Mac computers (For the Journalism Dept. which all students take at least one time)
- Desktop publishing software InDesign, iMovie, Dreamweaver
- Adobe Creative Suite
- Overhead projectors
- Document readers

Instructional strategies that DPMHS teachers implement in their classrooms works to engage students. Across disciplines teachers facilitate classroom discussions to make connections between classroom content with current events and social issues. Additionally, classroom discussions allow teachers to ask inquiry questions that push students to think with depth and specificity while respectfully challenging each other's' world views. Also across disciplines students are provided a variety of assignments, from reflective journals to research project based activities, which are evaluated using a variety of assessments and rubrics. Teachers also utilize a variety of modalities when teaching. Strategies also vary based on student's specific needs (i.e. students with IEPs, English Language Learners)

Some strategies that teachers use to engage students include:

- Direct Instruction (Individual, small group, whole class)
- Engaging opportunities for learning (kinesthetic, hands on, multimedia, links with personal experiences)
- Discussions utilizing Socratic Method, Gardners modes of Intelligence, prior knowledge
- Graphic and visual organizers (compare & contrast, cause & effect, concrete versus abstract)
- Peer Evaluation in some classes
- Frontloading of academic language
- Activities linked to Gardner's modes of intelligence.
- Prior knowledge of a topic may be tapped in preparing to read classic literature.
- Use of clickers.
- Lectures provided through multiple modalities (see, hear, and write)

Areas of Strength:

- Integration of Technology
- Use of variety of modalities in instruction
- Use of a variety of strategies to engage learners

Evidence

California State Standards

Texts

Student Journals

Lesson Plans

IEP's

Graphic Organizers

Gardner's modes of Intelligence

School-wide Technology

Student Clickers

Prioritized Areas of Growth:

- Continue to develop engaging lessons that get students “out of the book”
- Develop more science labs despite structural limitations

D: Standards-based Student Learning: Assessment and Accountability

CHAPTER IV. APPROPRIATE ASSESSMENT STRATEGIES

D1: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

D2a: To what extent do teachers employ a variety of assessment strategies to evaluate student learning.

D2b: To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

The purpose of successful assessment is to consistently monitor student progress so as to provide engaged learning experiences for all student levels. In addition, the use of varied assessments insures that student's instructional needs are met and that appropriate department and school wide academic goals are established based on student progress.

Daniel Pearl Magnet teachers use a variety of both formative and summative assessments at regular intervals with repeated feedback to students to foster communication with students regarding educational weaknesses. This enables teachers to give students specific strategies to support their growth in these areas.

Grades, the most closely monitored and ongoing outcome of varied assessments in classes, should have the following criteria to be successful (A Repair Kit For Grading, Ken O'Connor):

- **ACCURATE:** Reflections of student achievement
- **MEANINGFUL:** Communicate useful information about student learning
- **SUPPORT LEARNING:** Quality of learning in relationship to *Standards*
- **CONSISTENT:** Should be consistent across teachers (two 11th grade American Literature Classes, different teachers)

As a small school with only 2-3 teachers per department, and in some departments only 1 teacher, even the most challenging item from the criteria above, consistency, is affected by the size of the school. For example, many classes every year, (such as 10th Grade English, Chemistry, Biology, Geometry during the current 2012-2013 year), are only taught by one teacher at our school. In addition, singleton classes

Evidence

Periodic Assessments

Teacher-made assessments

Progress Reports

Report Cards

Teacher-made web pages

such as AP Language, AP Literature, Trigonometry, Anatomy & Physiology also only have one teacher, so consistency across classes has not been a main focus or priority for department chairs at the school. Expectations are discussed in departments and level of work for classes is addressed. However, with such small departments the focus regarding grading and providing this information to students and parents has primarily addressed the other 3 criteria during staff development opportunities.

The English Department in particular, because of its size and the shared responsibilities by its teachers, has clarified during WASC preparation discussions that there is a need for anchor papers at each grade level to help drive consistency of writing expectations at each grade level and has started this process. This process will be supported by the use of Turnitin and using the transition to Common Core State Standards to select appropriate models that will be representative enough of this transition so as to allow the selection of the anchor papers usefulness for several years. The English Department expects that while the selections will need to be modified, with the beginning of the 2013-2014 school year the department will have these in place so English teachers will have a more substantial example of expectations to guide instruction and feedback, in addition to show students to support their understanding of expectations.

A large portion of assessments throughout the curriculum in all departments are supported by LAUSD materials and thus performance goals are given structure by the LAUSD.

In English, for example, for the 9th and 10th grades while there is no unified curriculum, the District does have the class organized into three units of study (Persuasion, Exposition, Literary Analysis) and has expectations that assessments at the end of each of these units will be given. This data goes into the District's MyData system, which then is available to not only the student's current teacher but future teachers. The assessments correlate and overlap with CST, CAHSEE and even AP curriculum. While the MyData system does break down the questions by California State Standards Category, and there are worksheets provided by the District regarding the questions alignment with CST, the connections must be made off line question by question and thus do consume considerable amount of time making them a challenge to use.

In addition to district periodic assessments, teachers use a variety of formative and collective assessments to guide students through standards-based assignments that gauge growth and performance. At the beginning of the school year, teachers use the district-based MyData program to determine students' current level, areas of improvement and areas of need. MyData can also be used to determine new benchmark goals. Teachers provide appropriate assessment modes that both challenge the gifted student and allow students with learning disabilities to access and present their newly-acquired knowledge. DPMHS's expanded learning options are most visible in its master schedule which includes support classes and AP courses. This provides college-preparatory AP courses as well as support courses for remediation and a learning center for students with IEP's. The range in formative and

Evidence

Anchor Papers

turnitin.com

Periodic Assessments

Teacher-made assessments

Progress Reports

Report Cards

Teacher-made web pages

MyData

Core K-12

Class rosters identifying GATE students

Student IEP's

RSP-created folders and information about IWEN's for teachers

summative assessments account for accommodations and modifications for students with IEP's which may include allowing more time, oral tests or modified tests. For an example, a vocabulary for an English learner or student with a disability might include a word bank that would not be included for students who are fluent in English and who do not have a learning disability. In addition to formal tests, quizzes, essays and other formal assessments, teachers also use informal quizzes and games to gauge student progress. Faculty use assessment data to expand course offerings as well as to inform their classroom instruction.

Student assessment data is reviewed in department meetings at the beginning of the year and throughout the year as it becomes available. In these department meetings, faculty members have an opportunity to use the data to plan for the upcoming school year and to set or revise both department-wide and individual goals. This data includes CST scores, district-mandated periodic assessments, CAHSEE results, and student grades, among others.

School-wide summary data is reviewed in professional development meetings to allow group discussion and school-wide goals. Department-wide and school-wide goals are collected in the Single Plan for Student Achievement, which is then approved by the School Site Council.

Student assessment data is shared with parents through grade reports, signing of graded tests, parent access to online grading systems (in some cases), and standardized test results mailed to parents by the District. Parents are welcomed to participate in conferences to address their questions and to more thoroughly understand what the data means and how it applies to their student.

Data is shared with the community through the School Site Council meetings, media coverage in local papers and national magazines such as US News and World Report, the LAUSD School Report Card, the Daniel Pearl Magnet High School website, (<http://www.pearl-laUSD-ca.schoolloop.com>), and information made available on greatschools.org. The community is invited to visit the school, attend various meetings such as the SSC and the PTSA meetings, as well as special events at the school, such as Daniel Pearl World Music Day.

Intervention is also important due to the school's limited staff and resources. Communicating with students regarding progress is important due to limited options for students who fail coursework as students must repeat classes, go off-site to recover lost credits through community programs such as adult schools, occupational centers and charter schools that offer summer programs. As the District has reduced opportunities for students to attend internal summer programs by limiting classes to non-grad seniors, DPMHS has attempted to address some of the credit deficits of students by implementing a 7-period day.

DPMHS faculty develop rich curriculum and design a variety assessments differentiated for its diverse student population.

With our diverse population of students, our faculty strives to create a community that

Evidence

*LAUSD DPMHS
School Report
Card*

School website

LA Times

LA Daily News

*US News and
World Report*

Elective Courses

affirms and encourages leadership and integrity. Daniel Pearl Magnet aims to be creative in curriculum choices and teaching assignments, despite having a very limited staff. Flexibility in structuring the master schedule allows students multiple paths to accomplish learning standards while also providing differentiated instruction both for students who are not meeting grade-level standards as well as students who are succeeding at meeting grade level standards and wish to better prepare for advanced coursework.

Most courses, except Advanced Placement, use the standard percentile grading system (90/80/70/60) along with individual and common rubrics to ensure a rigorous program. By union contract, teachers have individual control over grading practices, the use of point systems, online grade books, and setting values for the different categories of grades. Students must adjust to the variances in teacher's grading systems and criteria, and although the majority of students handle these differences without issue, some students have difficulty making this adjustment from class to class. This may be an area of further reflection for the faculty, working towards a common grading system and criteria.

The DPMHS common goal is to push each student to the next level in the state standardized tests taken each spring: Far Below Basic to Below Basic, Below Basic to Basic, Basic to Proficient and Proficient to Advanced Proficient. The number of students in the Basic, Below Basic and Far Below Basic remains to be small, it is movement of these students through a targeted system of intervention, that will push the school's API to the next level. In closer analysis, there is some question as to why students scoring in the Advanced Proficient and Proficient ranges are not performing to presumed abilities in classes, based on grades below A's and B's, and similarly, students scoring Basic, Below Basic and Far Below Basic are receiving high grades, A's and B's, in CST connected curriculums.

Syllabi are on file for each course taught, with grading criteria, test/quiz/project descriptions and rubrics, aligned to the standards addressed by each course.

Examples of projects and grading rubrics include:

History night

Peer review

Project rubrics

AP Practice Free Response Notebook

Assessment strategies include peer review, multi-media projects, oral presentations, lab reports, and in-class student response systems ("clickers"), in addition to teacher-created formative and summative assessments and district / state mandated assessments.

Students' progress toward meeting the expected school wide learning results, ESLR's, is also monitored through multiple projects and assessments. Details about how

Evidence

Master Schedule

Class Rosters

*LAUSD DPMHS
School Report
Card*

CST's

Rubrics

Projects

Syllabi

Lab Reports

Student Clickers

progress toward each of the ESLRs is detailed below.

ESLRS:

Students will be effective communicators who read, write, speak and listen reflectively and critically across a variety of modes and media.

DPMHS Students each take a course in Journalism or Filmmaking, during which they must demonstrate proficiency in communicating ideas through appropriate media to an appropriate audience. Writing prompts and projects tasks increase in complexity and rigor as students' progress toward graduation.

Students will be academic achievers who are self-directed lifelong learners, and plan for the future by setting priorities and achievable goals.

- DPMHS students meet with the school counselor to review their IGP, review college entrance requirements, reflect on personal strengths and align their strengths with personal goals. Additionally, students have opportunity to be self-directed in choice of projects, school events, and in pursuing personal interests through clubs and organizations.

Students will be creative users of technology who utilize a variety of technological resources and new media confidently and proficiently.

- In their studies of current journalistic technologies and social media, students must demonstrate proficiency in multiple forms using current technology and software. Newspaper and yearbook publications are produced using current industry-standard hardware and software.
- Computer science students are learning to program in JavaScript and work toward producing their own mobile phone applications.

Students will be responsible members of the community who as global citizens, respect and appreciate different cultures and belief systems.

- Students complete a service learning project in their junior year, demonstrating their proficiency at working in a community toward a goal that improves their community.
- With all students participating in the general education classroom curriculum, DPMHS uses the same methods for evaluating students with special needs as for evaluating other students in their progress toward the content standards and the ESLRs. While students with special needs might have accommodations provided, their demonstration of their progress will look the same as for other students.

Areas of Strength:

- Teachers at DPMHS are regularly using and steadily increasing the practice of using data to inform teaching and classroom planning. With the increase in the use of data, teachers are more comfortable with its use in informing classroom

Evidence

ESLR's

practice and this will continue as the transition to Common Core Standards gets underway in the next few years.

- Teachers are able to better target their inquiries with data and more effectively modify classroom lessons so as to create teaching that supports measurable achievement also resulting in a stronger understanding of student weaknesses needing improvement and support
- With the use of formal looping and the size of the school producing scheduling so that students have most teachers more than once during their four years at the school, teachers familiarity with students backgrounds and personalities is extremely strong, having an impact on the speed with which modifications to lessons and addressing need for improvement can take place

Prioritized Growth Areas:

- Teaching staff needs to work on stronger alignment of grades to achievement on CST tests. This process should overlap with the transition to Common Core Standards. As teachers gain familiarity with and begin to integrate the new standards, this transition should include better understanding and alignment with achievement levels for different subjects and standards, in addition to closer alignment of expectations vertically across subject areas between teachers.
- Clarify with staff and discuss with stakeholders the expected academic achievement goals at the school, especially with the transition in LAUSD to a stronger emphasis on "College Readiness", A-G requirements, and the move to what is considered passing to only grade "C" and above.
- DPMHS needs to continue streamlining academic information presented to students and parents via the school website. This should eventually include the ability for parents to more closely monitor their children's grades online. In addition, technology should be used to give parents more opportunities to intervene with their student's progress. While most DPMHS teachers go beyond the required notices to parents, staff should be encouraged to build more opportunities for communicating with parents. For example, technology such as the "robo call" program should be expanded in its use for academic information, which is available to the school and teachers. Teachers should be trained in its use and incorporate it into their procedures for informing parents of student progress.

Evidence

Safe School Plan

Random Search Log

Bell Schedule

Staff Roster

Trouble Call Logs

E. School Culture and Support for Student Personal and Academic Growth

E1: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Daniel Pearl Magnet High School employs many strategies to encourage parental and community involvement, in both the academic and social aspects of the school. The Magnet Coordinator and leadership students welcome parents and students considering applying for enrollment at DPMHS by leading tours, offering informational meetings at “Meet the Magnet Nights”, PTSA meetings in local middle schools, and flyers posted in middle schools.

The school maintains a website with a section for parents, Parent Connection, an active PTSA, and an active School Site Council. Parents are informed of teachers’ conference periods through course syllabi, individual teacher websites/pages, and are encouraged to meet with teachers through parent/teacher/student conferences. Parents are invited to attend all School Site Council meetings, PTSA meetings, IEP meetings and special events at the school such as the Daniel Pearl World Music Day, Back to School Night, History Night, and Open House.

DPMHS uses a web-based program, Connect Ed, to contact parents by phone and email, notifying them of events, special schedules, student absences, and other information deemed important for parents to receive. The Magnet Coordinator has begun writing a newsletter that has gone out to parents once, and will be published twice a semester.

The school administration is in contact with the Lake Balboa Neighborhood Council, as well as having a student elected to sit on the Lake Balboa Neighborhood Council Board. The school has sent emails to the Council to inform the community of school events and to invite the Neighborhood Council to attend School Site Council. The Council has met with the Leadership students to present information to students related to various opportunities in the community.

All teachers at DPMHS maintain an open-door policy with respect to the instructional program. Parents are encouraged through the Connect Ed messages, flyers, Parent Center, PTSA, and the School Site Council to maintain active involvement with the school. Parents are welcomed as volunteers at the school, and through the PTSA, the school is offered information about parent desires to volunteer and coordinate different activities and ways in which parents can help out at the school.

Parents are invited and efforts are made to coordinate dates and times to encourage parent participation in IEP’s. The special education teachers work with the students in preparation for the IEP meeting by reviewing information with the student, and then include the student in the IEP meeting, to engage parent/student participation in the development of the IEP. As part of the special education program at DPMHS, students

Evidence

Safe School Plan

Random Search Log

Bell Schedule

Staff Roster

Trouble Call Logs

will be taking a more active role in the preparation of their IEPs by meeting with the case carrier teacher during the development of the IEP. Students will then be prepared to conduct “student-led” IEP meetings, where they will explain to the team and their parents the services they have received, the progress they have made, the proposed annual goals and objectives for the new IEP.

E 2a: To what extent is the school a safe, clean, and orderly place that nurtures learning?

A safe, clean and orderly campus is of utmost importance to all members of the Daniel Pearl Magnet High School community and every staff member of the school strives to ensure this. DPMHS has a Safe School Plan, and it is updated and shared with all staff annually. All staff carefully monitor the “pulse” of the student community, quick to respond to indicators of concern by notifying the administration, offering resolution and mediation support between students, and supporting supervision of various areas around classrooms and courtyard areas. Staff is open to assisting students in conflict resolution, considering strategies to handle decisions/issues in their personal lives and guiding them in making decisions. The administration takes a “first-hand” approach with the students, working to know all students by name and some of their personal family issues, keeping office doors open to welcome students when needing support, and meeting individually with students who need increased support and guidance. The administration has embraced the school-wide positive behavior support policy of the District, utilizing a wide array of progressive discipline measures to manage student behaviors, guiding students through a process of reflection and restitution when students violate school rules, keeping suspension for the most serious behaviors. Additionally, the small size of DPMHS makes it relatively easy to provide a school environment that is personalized to support students’ individual needs as much as possible with regard to workspace and peer group.

The campus is regularly checked for any significant safety issues related to the physical plant itself. All safety concerns related to the physical plant of the school are reported immediately to the District maintenance and operations staff. The school has a full-time Plant Manager, which also happens to be assigned to cover the neighboring Educational Service Center-North, Magnolia Science Charter and the Police Substation behind the school, along with two “day” custodians. Additionally, the school has an evening custodial staff of 3, who begin work at 3:00pm. The night crew is also expected to cover the same additional facilities as the day crew. Landscape crews from the District that are scheduled to service the school every 3 weeks maintain the grounds. Due to the severe budget cuts and District-wide layoffs, Maintenance and Operations staff has been drastically cut. These cuts effect the school in response time when “trouble calls” is made to cover items beyond the scope of the custodial staff. Some of the challenges that the school has faced, with lengthy response times, are in the areas of HVAC systems, electronic lock systems on doors and maintenance of trees in the courtyards. The Leadership students maintain a recycling program to encourage students to place recyclables into receptacles designated for recycling.

Evidence

Bell Schedule

Staff Roster

Random Search Log

Survey Monkey

Leadership Activities

Order on the campus is well established through a variety of systems. Students are expected to be on campus by 7:55am and follow a bell schedule of classes, with a shortened bell schedule on Tuesdays to allow for school-wide PD's, department meetings and common planning. The bell schedule includes a 20-minute morning nutrition break and a 30-minute lunch period. Non-instructional staff, the Principal, Magnet Coordinator, Counselor, Campus Aide and occasionally the school's SAA, provides campus supervision. The campus aide has a 6-hour position, and circulates the school throughout the day, assists with nutrition and lunch detentions, random metal detection wand and locker searches in support of maintaining the safety and order of the school. Additionally, the current campus aide assists in supervision of the girls changing area for PE and distribution of textbooks. The campus aide is very visible on campus, has ease with interacting with the students, parents and staff. During the lunch period, the paraprofessional staff is assigned areas in courtyards to assist with supervision.

E 2b: To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Daniel Pearl Magnet High School strives to maintain a high level of trust between staff, staff and students, staff and parents and the surrounding community. This is characterized by the close, personal relationships between all stakeholders of the DPMHS community. Evidence of this is clear in the surveys that were conducted during the fall semester of the 2012-13 school year, and were completed by staff, students and parents. Parent feedback to the staff is most often positive, that DPMHS offers their student to achieve to their potential, leading to a high school diploma, college entrance and financial resources to assist students in attending colleges and universities.

Staff responds to all students in a professional, welcoming and supportive manner. Staff often greet students by name, frequently using more formal titles such as Mr./Ms. along with their surnames, referring to them as scholars, and invites not only serious interactions related to instruction and behavioral expectations, but also demonstrate their willingness to be playful by participating in school events such as Spirit Week and following the guidelines established by the Leadership class, dressing in costume, college day, sports day, crazy hair days, dancing at school dances and by participating in all Spirit Wear Fridays .

The school counselor invites parents to attend the Individual Graduation Plan (IGP) meeting along with their student. This meeting is conducted to determine where the student is on their path to a high school diploma and to discuss future goals for post-secondary plans. During this meeting, the counselor discusses classes remaining, high school exit exam results, the A-G requirements, college entrance exams electives and the requirement of the Service Learning Project. Options to meet all the required courses are discussed, such as concurrent enrollment in the local community colleges, regional occupational schools and adult schools. Students who are interested in these additional options are provided concurrent enrollment forms, assisted in completing them and are

Evidence

IGP's

*Parent
 Conference
 Dates*

Phone Logs

IEP's

Staff Roster

Visitor Logs

Syllabi

guided through the process for enrollment.

Students with IEPs are reviewed annually, current supports are reviewed along with yearly progress and new objectives and goals are set in conjunction with student commitment and parent approval. Services are reviewed and are changed based on assessed needs. IEPs are student led, and students are prepared for the meeting ahead of time so they have an input into the writing of the IEP document, and are then expected to inform the team of the decisions they are making regarding their decisions. After students share their proposed IEPs with the team, the team concurs or recommends changes, and the team requests parental approval if the student is under the age of 18.

All students at Daniel Pearl Magnet High School have access to a variety of support services, from the school psychologist, school counselor, PSA Counselor, and a volunteer college counselor. The high school counselor is on campus full-time, and other support staff has scheduled days to be on campus staggered so there is at least one support person on campus every day of the week. Students can request to see any support person if the need arises or if the student is experiencing a crisis. DPMHS has a school nurse one day per week, a speech and language therapist, and Adaptive PE teacher and a Department of Transition Services teacher. Additionally, DPMHS has 1½ Resource Specialist teachers that are available in the Learning Center, visit classrooms to provide support to students and both carry one period a day to teach an elective called, Essential Standard Skills, English/Math.

Daniel Pearl Magnet High School provides students with the opportunity to learn about a variety of post-secondary options that include skills training, military planning, and college educational programs. Students are encouraged to continue their education beyond graduation. DPMHS is currently partnered with Pierce College, a local community college that belongs to the Los Angeles Community College District. For the last two years, the Outreach Office has provided Pierce College representatives to visit our school twice a month to meet with students individually, in small groups, and to conduct classroom presentations. Students learn about certificate, degree, and transfer programs, receive application assistance, and learn about how concurrent enrollment helps to jumpstart their degree program. DPMHS also invites recruiters to explain the benefits of military programs and how students can receive financial assistance toward skills and degree programs. Four year colleges such as USC, Arizona State, Penn State, etc. have visited our campus to share the programs offered at their schools. Some colleges have conducted lunchtime meetings, while others have met with classrooms of juniors and seniors.

DPMHS hosts a number of events annually that invite parent participation. Besides the monthly School Site Council and PTSA meetings, the school hosts an annual Back to School Night and Open House. Parents and students are invited to College Information Night to receive an overview of the four systems of higher education in California: Community College, California State University, University of California, and Independent Colleges. Parents learn about the general admissions criteria, location and size, degrees offered, costs of attending, and how to prepare for each of these systems. Parent and students ask questions and receive materials that are directly related to these four systems.

Evidence

Crisis Team Roster

Safe School Plan

PTSA Sign-ins

SSC Sign-ins

E4: To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

All students at Daniel Pearl Magnet High School have access to a variety of support services, from the school psychologist, school counselor, PSA Counselor, and a volunteer college counselor. The high school counselor is on campus full-time, so other support staff have scheduled days to be on campus staggered so there is at least one support person on campus every day of the week. Students can request to see any support person if the need arises or if the student is experiencing a crisis. Along with the support providers, DPMHS has a school nurse one day per week, a speech and language therapist, and Adaptive PE teacher and a Department of Transition Services teacher. Additionally, DPMHS has 1½ Resource Specialist teachers that are available in the Learning Center, visit classrooms to provide support to students and both carry one period a day to teach an elective called, Essential Standard Skills, English/Math.

The school psychologist provides DIS Counseling to students whose IEPs indicate the need for counseling, as well as provides counseling to non-DIS students with parent permission. In addition to the school psychologist, DPMHS has a school counselor on campus five days per week, and she provides individual counseling related to course scheduling, college plans, conducts parent conferences, facilitates student/teacher/parent conferences and assists with college, state and District assessments.

Daniel Pearl Magnet HS has a school safety team in place to handle crises, emergencies that may arise at the school or in the surrounding community. The team is essentially every member of the school staff, given we are such a small school, and the team meets at least once a year at the beginning of the fall semester to review the School Safe Plan. The team is equipped to respond to crises such as earthquakes, fires, conflicts and issues related to safety on campus. Each member has a defined responsibility based on their skills and assets as members of the team. Earthquake preparedness is one of the biggest responsibilities of the team, and supplies are inventoried and updated annually to ensure readiness. Parents are informed of the plans through school meetings, written correspondence, and Earthquake Drill notices regarding planned drills. The team also responds to personal crises such as grief support when students or staff or both have experienced a loss. The school psychologist and the principal have been trained by the District as Crisis Team responders for the District and the Educational Service Center-N, and attend ongoing PD to be kept current in training.

Daniel Pearl Magnet HS is divided into 4 houses, Hersey, Clemmons, Higgins and Salazar, based on similar programs and physical “houses” at the top colleges and universities, such as Yale, Harvard and Cal Tech. They are part fraternity/sorority, part mini-college and part Harry Potter. The purpose is to integrate students in an already small school into smaller cohesive groups to promote cooperation, discipline and school service. When students first enroll at DPMHS, the student draws a “button” from a hat and that designates the House they will be assigned, remaining with that House for the

Evidence

House Rosters

House Buttons

School Calendar

Photos

School Calendar

Parent Volunteers

duration of their time as students at DPMHS. Each House manages a bulletin board in the main hallway, noting the person the House is named after and other information the House deems important. The byproduct of the House system is part competition, cooperation and fun. The Houses are used to engage students in responding positively to staff requests, support of each other in a friendly manner, and further build a community of team spirit and “we’re all in this together” attitudes. Students can earn points for their Houses by being awarded points for volunteering to assist others, whether that be staff or students, visitors or District level staff. Students are acknowledged by points for maintaining a clean campus, doing something without being asked to do so, or any other assistance that a staff person deems worthy of granting points to the student’s House. At the end of the month, the points are totaled for the month and the House with the most points is granted a celebration of some kind, such as popsicles, pizza, or some other small incentive.

One of the areas of focus this year, in order to continue to build a school culture based on respect, acceptance and support of one another has been to address student life and how it is affected by negative behaviors such as bullying and exclusion. In response to some of the identified areas of concerns, as indicated in student surveys conducted through the English classes to get a temperature of student life, DPMHS invited and participated in student assemblies to address the areas of concern. One presentation was conducted by GLIDE, Gays and Lesbians Initiating Dialogue for Equality, and the presentation took students through a “board exercise” where the speakers illicit responses from the students to describe words and stereotypes associated with the LGBTQ community. The speakers then addressed many of the stereotypes by providing factual information to challenge commonly held beliefs. Each speaker then gave their personal “coming out” story, and the presentation closed after the students had an opportunity to engage in a Q&A session with the speakers. The entire student body also attended an assembly, “Be More Heroic”, where the performers presented songs, poetry, videos and personal stories to shed light on the short and long-term effects of bullying on people. Beyond the presentation, DPMHS students will now create a “team” to carry-out the efforts of Be More Heroic at DPMHS. Students interested in becoming members of the school team will attend a meeting, receive training and will carry-out various activities to continue the transformation of the campus. The staff of Be More Heroic will work with the school leadership, the Leadership Class teacher and the selected students to continue the work.

DPMHS hosts a number of events annually that invite parent participation. Besides the monthly School Site Council and PTSA meetings, the school hosts an annual Back to School Night and Open House. that are both very well attended. Daniel Pearl World Music Day, History Night, College Info, Night are all additional planned events that welcome parents to the school to see and celebrate the activities in which students are involved. Parents are welcomed as volunteers at the school, coordinated by the PTSA, and support the school helping in the front office answering phones, translating for parents with limited English skills, and assisting with basic clerical duties.

The students at DPMHS, under the supervision of the Journalism teacher publish a student school newspaper, The Pearl Post, as well as maintain The Pearl Post website,

Evidence

School Calendar

Photos

*Leadership
Class Event
Planning Sheets*

<http://www.thepearlpost.com> and a Twitter account, <https://twitter.com/ThePearlPost>. The Pearl Post was voted #1 by the Los Angeles Press Club in June 2012. The students who are in the Journalism elective class work on the school newspaper, and have a variety of roles, ranging from reporters to editors to photographers. The students are taught how to use programs on the computer to create, edit and publish the paper. The students have a voice in the articles that are selected for publication, and participate fully in the layout and production of the paper.

One of the English teachers at DPMHS publishes an anthology of grade 10 student writings every other year. All students in this teacher's class submit pieces such as fiction or nonfiction, and the students themselves select the pieces. The anthology, Daniel Pearl Communications Magnet Grade 10 Anthology, has been selected by Amazon.com to be featured. The anthology of the 10th grade class in 2011-12 school year has already been published and copies are due to arrive at the school by the end of January, 2013. This edition will be the fourth for Daniel Pearl Magnet High School. This allows students to mention being published on their college applications, and validates, on a personal level, their abilities to have a voice and be published.

DPMHS has traditionally demonstrated its commitment to "give back" to the community through a variety of venues. Leadership, PTSA and school clubs often select organizations to support and contribute to over the holiday period and throughout the school year. Students in the Chorus class sing at the nearby convalescent home; twice a year, Leadership and student clubs organizes community blood drives for the American Red Cross, food donations for local food banks and agencies, as well as supports the local animal shelter. Helping families in need is organized by a variety of people at DPMHS; the Leadership teacher, the Community Rep and Music teacher, along with the principal have taken an active role in organizing these opportunities. Over the years, students have raised money, brought in gifts and necessary items for a family in need, and the Community Rep has connected families with a local politician who provides and delivers food baskets. During this school year, one of the students at DPMHS lost his home in a fire, and the students and staff through the Leadership class, organized a donation campaign to gather money and items to give to the family. The DPMHS staff believes this is good for the character development of our students.

Evidence

*House Point
Totals*

School Calendar

Photos

*Leadership
Class Event
Planning Sheets*

Areas of Strength:

- DPMHS has a strong sense of community, positive school culture
- Staff make significant connections to students and are committed to each student's success
- Students have access to a variety of counseling providers
- DPMHS offers support and information to students and parents regarding post-secondary college & career information
- Students' transcripts are reviewed individually and an individual plan of action is put in place leading to a high school diploma
- Interventions are offered to students who need support
- Students are provided referrals to outside agencies for additional services
- DPMHS has a strong connection to the community, resources and links to the real world
- Students are taught the importance of giving back, civic responsibility and character development

Prioritized Areas of Growth:

- Continue efforts to increase parental involvement
- Continue to expand a formal program to foster peer relationships
- Continue a school dialogue focused on increasing extracurricular activities
- Dedicate energy to increase school: community relationships with the communications/journalism arena

Chapter V: Action Plan

Chapter 5: School wide Action Plan – 2013-2019

Our School wide Action Plan was developed in accordance with the guidelines established in the Focus On Learning. Daniel Pearl Magnet HS is comprised of 25 full-time staff members, 2 certificated teachers in a shared position and 5 additional part-time staff, so there was no distinction between focus groups, rather the staff worked as a committee of the whole. The development of the Action Plan, like the rest of the self-study, was the result of work done collaboratively, and was based on careful evaluation of school demographics and achievement data. In addition to the Single Plan for Student Achievement, the School wide Action Plan will be the guiding document for school reform over the next six years.

There are two overarching goals, derived from the Self Study, final grades in the A-G courses and the percentage of students achieving Proficient or Advanced Proficient on the CST's. The first goal focuses on student achievement, as evidenced by a grade of "C" or better in the A-G courses. The second goal focuses on increasing the school's state ranking (API), by increasing the number of student's scoring Proficient or Advanced Proficient in the measurement tool(s) developed by the state, compatible with the incoming Common Core State Standards. As the state of California implements the Common Core State Standards, measurement tools and data may be based on different criteria. With this in mind, the school recognizes that during this transition over the next six years, specifics about the types of measurement tools, assessments and the data they reveal could be different than they are currently. Although the Action Plan could have a third goal, it was decided that emphasis should be placed on the two goals stated in order to maximize use of resources, initiate change in manageable steps, and increase the likelihood of meeting the expectations of the goals set forth.

The Action Plan will be monitored for progress annually at the start of the fall and spring semesters, coinciding with the review of our Single Plan for Student Achievement CAHSEE and CST data. The school leadership will be held responsible for the establishment of a calendar of meetings and agendas to reflect and review progress, providing student achievement data for review, and disseminating information to all community stakeholders. Recommendations for modification of the Action Plan, as we now do with the Single Plan for Student Achievement, will be considered when data suggests change is evident.

Action Plan 2013-2019

Goal 1: Increase student achievement as evidenced by the CST scores and API.

Critical Need: Self-study findings signify the school continues to improve on the CST's and API, and this focus should remain to continue the school trajectory upwards of an API of 900.

- Rationale:

- 29.5% of DPMHS students are performing below Proficient in ELA on the CSTs, 2011/12
- 67.2% of DPMHS students are performing below Proficient in Mathematics
- 44.7% of DPMHS students are below Proficient in World History and 34.5% are below Proficient in US History.
- 45.6% of DPMHS students are performing below Proficient in Biology and 86.6% are below Proficient in Chemistry

The self-study signified students are not performing on the CST's as well as the final grades in these courses. Despite efforts made by the staff at DPMHS, the data points out that continued efforts must be made to improve student performance on the state standardized tests and to increase the percentage of students performing at the Proficient or Advanced Proficient level in all areas.

Growth Target: Increase yearly, by 10%, the percentage of students moving up one Performance Band on the CSTs.

ESLR Academic Achievers

Action Steps	Timeline	Responsible Personnel	Resources	Means of Progress Evaluation	Means of Monitoring and Reporting Progress
<p>1. Continue the use of school-wide assessments, Periodic Assessments, formative assessments and monitoring processes to determine and validate student progress.</p> <ul style="list-style-type: none"> • Ongoing PD on assessment data • Identify individual students for increased focus and provide additional supports • Communicate data with parents/stakeholders 	<p>Initial Planning: Spring 2013</p> <p>Spring/Fall 2013</p> <p>Phase I of Implementation: Fall 2013 – Spring 2014</p> <p>Annual Review: August 2014-2018</p>	<ul style="list-style-type: none"> • Principal • Leadership Team • Instructional Staff 	<ul style="list-style-type: none"> • Periodic Assessments • Year-End Assessments • Professional Development: <ul style="list-style-type: none"> ○ My Data ○ Core K-12 ○ CSTs • SIS • Support Labs • ALEKS • School Budget 	<ul style="list-style-type: none"> • Master Schedule • CSTs • Periodic Assessments • End of Year Assessments • API/AYP • Syllabi on file • Curriculum-based Assessments 	<ul style="list-style-type: none"> • WASC Action Plan • Single School Plan for Student Achievement • School Site Council • Dept Meetings • Professional Development • Parent Conferences

Action Steps	Timeline	Responsible Personnel	Resources	Means of Progress Evaluation	Means of Monitoring and Reporting Progress
<p>2. <i>Implement targeted instructional support and programs</i></p> <ul style="list-style-type: none"> • Expand use of intervention programs, such as ALEKS • Use periodic assessments to inform student progress and instructional planning • Increase use of differentiated instruction • Increase use of data to inform instructional planning 	<p>Initial Planning: Spring 2013</p> <p>Annually, 2013-2019</p> <p>Spring/Fall 2013</p> <p>Phase I of Implementation: Fall 2013 – Spring 2014</p> <p>Annual Review: August 2013-2018</p>	<ul style="list-style-type: none"> • Principal • Leadership Team • Instructional Staff 	<ul style="list-style-type: none"> • School Budget • Professional Development: <ul style="list-style-type: none"> ○ ALEKS ○ Core K-12 ○ My Data • SIS • CSTs • Community Resources • Local District Funds & Personnel • Pre/Post Assessments • Course Syllabi 	<ul style="list-style-type: none"> • Syllabi on file • Master Schedule • CSTs • Periodic Assessments • API/AYP • Curriculum-based Assessments • Formative Assessments • Periodic Assessments 	<ul style="list-style-type: none"> • WASC Action Plan • Single School Plan for Achievement • School Site Council • Dept Meetings • Professional Development • Parent Conferences

Action Steps	Timeline	Responsible Personnel	Resources	Means of Progress Evaluation	Means of Monitoring and Reporting Progress
<p>3. <i>Increase use of research-based instructional strategies.</i></p> <ul style="list-style-type: none"> • Develop annual professional development calendar at close of spring semester and review for modification after CST results are available in fall semester • Align PDs to targeted data from CSTs and Periodic Assessments • Provide PD to train staff in the use of research-based strategies, current methodologies • Increase use of Periodic Assessments to drive instruction for increased student achievement 	<p>Initial Planning: Fall 2013</p> <p>Spring 2013</p> <p>Phase I of Implementation: Fall 2013 – Spring 2016</p> <p>Phase II: Fall 2016- Spring 2018</p> <p>Annual Review: August 2013 - 2018</p>	<ul style="list-style-type: none"> • Principal • Leadership Team • Instructional Staff 	<ul style="list-style-type: none"> • School Budget • Professional Development: <ul style="list-style-type: none"> ○ ALEKS ○ Core K-12 ○ My Data • SIS • CSTs • Community Resources • Local District Funds & Personnel • Pre/Post Assessments 	<ul style="list-style-type: none"> • Master Schedule • CSTs • CAHSEE • API/AYP • Periodic Assessments • Syllabi on file • Curriculum-based Assessments 	<ul style="list-style-type: none"> • WASC Action Plan • Single School Plan for Student Achievement • School Site Council • Dept Meetings • Professional Development • Conferences, Back to School Night, Open House

Action Steps	Timeline	Responsible Personnel	Resources	Means of Progress Evaluation	Means of Monitoring and Reporting Progress
<p>4. <i>Improve academic performance of EL students.</i></p> <ul style="list-style-type: none"> • Provide PD on SDAIE strategies • Analyze data of EL students to inform instructional practices • Increase use of research-based interventions to increase academic achievement of EL students • Increase use of student-led parent conference to inform parents of student progress • Offer 2 additional parent conference days to master calendar 	<p>Initial Planning: Spring 2013 Fall 2013</p> <p>Phase I of Implementation: Fall 2013 – Spring 2014</p> <p>Annual Review: August 2013-2018</p>	<ul style="list-style-type: none"> • Principal • Leadership Team • Instructional Staff 	<ul style="list-style-type: none"> • School Budget • Professional Development: <ul style="list-style-type: none"> ○ My Data ○ Core K-12 ○ CSTs • Community Resources • Local District Funds & Personnel 	<ul style="list-style-type: none"> • Master Calendar • CSTs • CAHSEE • API/AYP • Periodic Assessments 	<ul style="list-style-type: none"> • WASC Action Plan • Single School Plan for Student Achievement • School Site Council • Dept Meetings • Professional Development • Parent Conferences, Back to School Night, Open House

Action Plan 2013-2019

Goal 2: Increase percentage of students achieving Proficient and Advanced as evidenced on the CST scores in Algebra I.

Critical Need: Self-study findings indicate 32.8% of students enrolled in Algebra I are performing at Proficient or Advanced Proficient.

- Rationale:
 - 67.2% of DPMHS students are performing below Proficient in Algebra I on the CSTs, 2011/12

Student performance in Algebra I is an area of focus for DPMHS, as it is the lowest performing area.

Growth Target: Increase yearly, by 10%, the percentage of students moving up one Performance Band on the CSTs.

ESLR Academic Achievers

Action Steps	Timeline	Responsible Personnel	Resources	Means of Progress Evaluation	Means of Monitoring and Reporting Progress
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Action Steps	Timeline	Responsible Personnel	Resources	Means of Progress Evaluation	Means of Monitoring and Reporting Progress
<p>1. Identify students performing at Basic level on CST's in Algebra.</p> <ul style="list-style-type: none"> Using SIS and/or MyData, identify students scoring Basic in Algebra Explore strategies to increase student awareness of scores on CST in Algebra Increase student enrollment in ALEKS for intervention Inform Algebra teachers of targeted students Increase differentiated, research-based instruction in Algebra classes 	<p>Initial Planning: Spring 2013</p> <p>Spring 2013</p> <p>Phase I of Implementation: Fall 2013 – Spring 2016</p> <p>Phase II: Fall 2016- Spring 2018</p> <p>Annual Review: August 2013 - 2018</p>	<ul style="list-style-type: none"> Principal Leadership Team School Counselor Instructional Staff Office Manager 	<ul style="list-style-type: none"> School Budget SIS Periodic Assessments CSTs CAHSEE Student Grades School Site Council Tutoring Lab 	<ul style="list-style-type: none"> Periodic Assessments CSTs CAHSEE results ALEKS Final Report Cards 	<ul style="list-style-type: none"> WASC Action Plan Single School Plan for Student Achievement School Site Council Parent Conference, Back to School Night, Open House sign-ins CST results Periodic Assessment Results Parent Conferences

Action Steps	Timeline	Responsible Personnel	Resources	Means of Progress Evaluation	Means of Monitoring and Reporting Progress
<p>2. Increase student participation ALEKS, tutoring labs, after school-tutoring and Essential Skills electives</p> <ul style="list-style-type: none"> • Increase student enrollment in ALEKS • Increase student enrollment in tutoring support classes • Increase student enrollment in Essentials Skills classes • Increase student participation in after-school tutoring 	<p>Initial Planning: Spring 2013</p> <p>Spring/Fall 2013</p> <p>Phase I: Fall 2013 – Spring 2014</p> <p>Phase II: Fall 2014- Spring 2018</p> <p>Annually: August 2012 - 2018</p>	<ul style="list-style-type: none"> • Principal • Leadership Team • School Counselor • Instructional Staff • Office Manager 	<ul style="list-style-type: none"> • School Budget • SIS • CSTs • CAHSEE results • Periodic Assessments • Student Grades 	<ul style="list-style-type: none"> • CSTs • CAHSEE results • Final Report Cards 	<ul style="list-style-type: none"> • WASC Action Plan • Single School Plan for Student Achievement • School Site Council • Enrollment in ALEKs • Enrollment in Essential Skills • Enrollment in tutoring support classes • Attendance in After-school tutoring • Parent Conferences

