

CASE STUDY #1
HENRY WATANABE

HENRY ISAO WATANABE

PROFILE

Personal Information

Name	Henry Isao Watanabe
Sex, Birthdate	Male, 07/16/2000
Address	Irvine, CA
Race/Ethnicity	Asian (Japanese)
Religion	Christian

Language

English	First Language, Speak, Read, Write, Spoken at home
Japanese	First Language, Speak, Read, Write, Spoken at home

Citizenship

Citizenship Status	US Citizen
Birthplace	Philadelphia, PA

FAMILY

Household

Parents	Married
Home	Both Parents

Parent 1

Name	Father – Kelan A. Watanabe, address: same as my home address
Birthplace	Seattle, WA
Occupation	Engineer
Education	California Institute of Technology, BA, PhD

Parent 2

Name	Mother – Naomi I. Watanabe, Address: same as my home address
Birthplace	San Francisco, CA
Occupation	Lawyer
Education	University of CA, Los Angeles, BA; University of CA, Berkeley, J.D.

Siblings

Name(s)	Dorothy Midori Watanabe, sister, 15 years old, 10 th grade
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HENRY ISAO WATANABE

EDUCATION

School **Galileo Science Academy (Grades 9-12)**
Irvine, CA
University of California, Irvine (Dual enrollment 2016-2017 for Advanced Math Courses)
Irvine, CA

Senior Year Courses

Galileo Academy

Senior English – Full Year
AP Physics C: Mechanics – Full Year
United States Government/Economics – Full Year
AP Computer Science – Full Year
Robotics 2 – Full Year

University of California, Irvine – Dual Enrollment

Multivariable Calculus – Fall Quarter
Introduction to Linear Algebra – Winter Quarter
Elementary Differential Equations – Winter Quarter

Honors and Awards

Robotics Club – Captain (2017)

Future Plans

Prospective Major(s)	Computer Engineering
Career Interests	Artificial Intelligence & Computer Programmer
Highest Degree Intended	Ph.D.

HENRY ISAO WATANABE

TESTING

SAT – Henry Isao Watanabe: Taken: 1 Planned: 0

05/2016 **English: 610** **Mathematics: 800**

SAT Subject Tests – Henry Isao Watanabe:

Mathematics Level 1: 800 **Mathematics Level 2: 800**

Self-Reported AP Scores

AP Calculus AB – 5

AP Calculus BC – 5

ACT – Henry Isao Watanabe: Taken: 0 Planned: 0

ACTIVITIES

School Activity

11, 12

10 hw 40 wy

“Deep Blue” – The Computer Club

President – senior year

School Activity

11, 12

2 hw 40 wy

Robotics Club

Vice-President, Junior year

Internship

12

20 hw 10 wy

The Aerospace Corporation, El Segundo

Intern, IT Department

Various projects using C++ and Java

HENRY ISAO WATANABE

TRANSCRIPT

Galileo Academy
1687 Newton Drive
Irvine, CA 92604

Transcript for Henry Isao Watanabe

Grade 9 (2014-2015)	Fall	Spring	Grade 10 (2015-2016)	Fall	Spring
Freshman English	C+	B-	Sophomore English	C+	C+
Honors Geometry (*)	A	A	Honors Pre-Calculus (*)	A	A
Spanish 1	B	B	Spanish 2	B	B
Honors Biology (*)	A-	A	Honors Chemistry (*)	A	A
Global Perspectives	C+	B	European History	C	B
			SS HON Algebra 2 (*)	A	A
9th Grade GPA - Weighted	3.40	3.80	10th Grade GPA - Weighted	3.67	3.83
9th Grade GPA - Unweighted	3.00	3.20	10th Grade GPA - Unweighted	3.17	3.33
Grade 11 (2016-2017)	Fall	Spring	Grade 12 (2017-2018)	Fall	Spring
Junior English	B-	B-	Senior English	B-	
AP Calculus BC (*)	A	A	AP Physics C: Mechanics (*)	A	
Spanish 3	B-	B-	US Government/Economics	B-	
AP Environmental Science (*)	A	A	AP Computer Science (*)	A	
US History	B-	B-	Robotics 2	A	
SS AP Calculus AB (*)	A	A	UCI - Math 3E M.Var. Calc (*)	A	
11th Grade GPA - Weighted	4.00	4.00	12th Grade GPA - Weighted	4.17	
11th Grade GPA - Unweighted	3.50	3.50	12th Grade GPA - Unweighted	3.67	

Cumulative GPA - Weighted (*)	3.85
Cumulative GPA - Unweighted	3.38

This transcript is unofficial unless embossed with the school seal. All letter grades on this transcript, except Physical Education, are used in the calculation of the unweighted GPA. The weighted GPA is calculated by adding one point for AP and Honors courses which are marked with an asterisk (*). Also, a "+" or a "-" does not affect the GPA.

HENRY ISAO WATANABE

WRITING

Personal Essay

Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

Growing up, my idols were C-3PO and R2-D2 from Star Wars and Data from Star Trek. To this day I think it is only a matter of time before our technology catches up with our vision of the future.

For me this vision is more than sassy sidekicks or androids – it is much more personal. My grandmother speaks very little English, lives with my family, and has Alzheimer's. Like many people afflicted with Alzheimer's, she has problems communicating and has experienced memory loss, among other difficulties. But these two problems are two that I feel technology could help remedy. So, I started to think how I could help. Once I start thinking about possible solutions, I lose all track of time.

With my grandmother in mind, I spent hours researching different software solutions and I ended up teaching myself Xcode in order to write an application for an iPad. The application I wrote is called "Alz-Help" and I hope to one day have it available on the App Store. Short of implanting computer chips in my grandmother's brain to compensate for damaged or once-healthy neurons, this application seemed like a logical first step.

I spent hours with my grandmother watching her and making notes about those tasks which had become difficult. One of the problems I noticed was that she was not able to communicate clearly. I designed Alz-Help with voice recognition software – in Japanese! We spent hours together – she would speak and I would program into Alz-Help what she was saying. So now, all she has to do is say something into Alz-Help and it would "understand" what she is saying and it would "translate" into complete English or Japanese sentences. Because of her slurring, there was a long learning curve for the software to "learn" what her intended sentence was. As time went on, the error rate fell. There were a number of phrases that my grandmother would often say. So, I created icons on the screen representing these various phrases. So, on those days when she had great difficulty speaking, all she had to do was click on the icon for her "words" to be played through the external speakers.

Using Alz-Help seemed to decrease my grandmother's frustration level. So, I went to the local senior center to see if the program could be modified to help others with similar difficulties. Needless to say that while there were many other individuals who could benefit from using the program, programming the speech recognition proved to be more difficult than I had expected. Because my grandmother had lived with us for long, I almost didn't need Alz-Help to understand her – I sort of understood what she was trying to say through a combination of sounds and gestures she made, and the context of the situation. This was not as easy with the others at the senior center because I often had no clue what they were trying to say and I did not know them well enough to understand their gestures. It was also very time consuming and I did have my schoolwork to do. However, I noticed that I would catch myself thinking about how I could improve Alz-Help.

The process to improve Alz-Help was long and a few times heartbreaking as a few of the seniors died before I was able to get Alz-Help to understand completely what they were trying to say. Because of my lack of experience and understanding of voice recognition software, my attempts – while impressive to the novice – were fairly basic. By majoring in computer engineering or computer software, I hope to make great strides in speech recognition and apply my successes to solving basic problems like communication for those impaired by Alzheimer's.

One day, in the not so distant future, I hope a young dreamer will see my 10th generation Alz-Help and be inspired as I was by C-3PO, R2-D2, and Data.

HENRY ISAO WATANABE

PLYMOUTH SHORES UNIVERSITY – GENERAL SUPPLEMENT

GENERAL

Preferred start term	Fall, 2018		
Admission Plan	Regular Decision		
Financial Aid	No	Merit Scholarship	Yes
Art Supplement	No		

ACADEMICS

1 st Choice Major	Computer Engineering
2 nd Choice Major	Computer Science

CONTACTS

Contact 1	Campus tour
Contact 3	College Fair at Anaheim Convention Center

FAMILY

Sibling Applied	No	Relative(s) Attended	No
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PLYMOUTH SHORES UNIVERSITY – ADDITIONAL INFORMATION

Required explanation – School Discipline

I was placed on academic probation the first semester of my 9th grade and my final grade was lowered one full grade. I plagiarized – sort of. I used Wikipedia as a resource for a research paper I was working on for my 9th grade Global Perspectives class. I realize now that I used too much of the original text in my paper and should have at the very least quoted the source. The teacher felt, and I agree, that my paper included text that was plagiarized. I was required to re-write the paper and was automatically given a lower grade for the paper. Of course I was completely embarrassed and have since used an on-line plagiarism checker. It has actually helped me to become a better writer.

PLYMOUTH SHORES UNIVERSITY – ADDITIONAL INFORMATION

You are probably wondering about my name. Both of my parents agreed that if they had a son, my dad would have naming rights, and if they had a girl, then my mom would have naming rights. My dad won when I was born. Well, my dad is a HUGE baseball fan. So, my first name is from Hank Aaron – that's where the "Henry" comes from but like Mr. Aaron, my dad is the only person to call me "Hank" – but I go by "Henry." My middle name is from Isao Harimoto who is arguably the greatest hitter in Japanese baseball history. The fact that my name represents both my Japanese and American heritage means everything to me. Of course, both of my namesakes are baseball legends which puts a little bit of pressure on me to also become legendary. But I am motivated by this. And what's funny is that I am terrible at playing baseball. -- Now my mom is a HUGE ice skating fan and my sister got "stuck" with Dorothy (Hamill) Midori (Ito) Watanabe. I'm so glad my dad won.

HENRY ISAO WATANABE

PLYMOUTH SHORES UNIVERSITY – WRITING SUPPLEMENT

Why are you a fit for Plymouth Shores?

I had two requirements as I built my college list – an exceptional Computer Science/Computer Engineering department and an opportunity for community service with the elderly. I was very pleased that Plymouth Shores had both.

Dr. Dennis Kibbler’s research in biomedical computer engineering including computation biology and medical informatics at Plymouth Shores excited me beyond belief. My grandmother has Alzheimer’s. And while a cure may not be discovered in her lifetime, I am encouraged by the possibilities that Dr. Kibbler’s research may yield in helping to find a cure. I want to be a part of the solution!

I have also visited Plymouth Shores so I don’t have to imagine what it feels like on campus – I was there. The sense of pride that the students felt in their campus, the excitement the professors showed when they interacted with students in class and in their casual conversations, and the food ALL made me feel like I had found my next home.

PLYMOUTH SHORES UNIVERSITY – Your Top 5 List

Please give us your Top 5 list. Please tell us why this category is important to you.

- | | | |
|--|----------------------|--------------------|
| 1. Unknown inventor(s) of
the wheel | 2. Leonardo Da Vinci | 4. Tim Berners-Lee |
| | 3. Steve Jobs | 5. Thomas Edison |

Like each of the people on this list, I am an inventor and innovator. I hope that in the not-so-distant future, a kid applying to college will list me on their Top Five List. It actually was very difficult to narrow this list to just five and then to rank them. The hardest part was to separate the importance of the invention from the importance of the invention to me. I could very easily have listed the inventor of the microwave (Percy Spencer) but only because I use the microwave every day. However, I went with inventors who dramatically changed their world. The ability to create a language for that which does not yet exist is rare – yet each of these inventors did just that. Imagine a world without the wheel, your hand-held mobile device or tablet, the internet, electricity, or inventions that only a Renaissance Man like Da Vinci could envision. All of the inventors and innovators embody the motto of PSU – “Explore, Dream, and Discover.” My goal is to experience all of these at Plymouth Shores University.

HENRY ISAO WATANABE

Secondary School Report (SSR) – Part 1

School Galileo Academy, Irvine, CA

Guided by educators and industry, Galileo is an independent charter school that features performance based learning assessment, internships, and group learning. Total enrollment is 2,351 students with 544 seniors. Approximately 98% of the graduating seniors attend a four year college and 2% attend a two year college.

School AP Policy

Curriculum offered: Advanced Placement classes are offered in English, mathematics, Spanish, Computer Science, US History, and Laboratory Science. Students are encouraged to take dual-enrollment college-level coursework if they have exhausted the AP offerings in a particular subject.

Counselor Details

Name, e-mail, phone Roger Walker, rewalker@galileo.academy.org, (949) 555-1963

Written Evaluation

Relationship to applicant College Counselor/Academic Advisor for four years
Descriptors Brilliant, nerdy, honest, quiet
Any school discipline or Criminal history Yes – See teacher’s letter of recommendation

Rank, GPA, and strength of curriculum for Henry Isao Watanabe

Rank: we do not Rank
GPA Unweighted: 3.38
Weighted: 3.85

Curriculum Rigor: Very Demanding
 Demanding
 Average
 Less Demanding

Please rate the applicant – Henry Isao Watanabe – in the following areas:

	No Basis	Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	Top Few (top 1%)
Academic Achievement							X	
Extracurricular Accomplishments			X					
Personal qualities and character					X			
OVERALL					X			

HENRY ISAO WATANABE

Secondary School Report – Part 2

Letter of Recommendation

Dear Admissions Officer,

Henry Watanabe is a hard working student who takes pride in the fact that he has been a successful student. He is currently a senior in good standing at Galileo Academy, a highly academic college preparatory Charter School with a focus on math and science with demanding teachers and an unusually rigorous curriculum. Henry has earned a solid weighted overall academic GPA (grades 9-12) of **3.85**. Henry's SAT score is (**English 610 and Math 800**) and **perfect 800s** on the Math Level 1 and Math Level 2 SAT Subject Exams. He has also earned perfect scores (5) on the AP Calculus AB and the AP Calculus BC exams. When it comes to math, Henry is a phenome. Henry has challenged himself by taking every Honors and AP classes offered in Mathematics offered at Galileo. He is now taking math coursework at the University of California, Irvine. I'd like to highlight the upward trend in Henry's GPA from a 3.20 to a 4.17 now. Henry attributes this improvement to learning how to balance his commitment to the Computer and Robotics clubs and his schoolwork and becoming a more diligent student.

Outside of the classroom, computer programming is Henry's life. This past summer, on his own, he combined his passion for computer programming with his commitment to the care of the elderly. He designed and wrote a user-friendly interface for the Apple iPad to assist the elderly in using the iPad. He donated the program to the local senior center. His grandmother lives with his family and I am sure she was part of his inspiration.

Henry decided that he wanted to get exposure to the working world. So this past summer, he got an internship at a local aerospace company in their IT Department. This experience only strengthened his desire to be a computer engineer.

I would be remiss if I did not mention Henry's in-school suspension the first semester of his freshman year. His teacher will explain the circumstances in greater detail. Galileo Academy has an extremely rigid academic integrity policy. Henry went before the Academic Honor Council (made up of his peers and our Head of Faculty) for violating our policy regarding plagiarism. Henry is becoming a better writer and I personally believe that his passion and commitment to math left little time for anything to do with writing. So, he used Wikipedia as a resource a little too liberally. As a result, Henry was required to re-write his paper and also received a grade demerit. This is the only instance where his work has been in question.

Henry is a responsible, dedicated, and often quiet young man who is willing to put in the work to reach his goals. I might also add that his brilliance in mathematics is dazzling. It is my pleasure to recommend him for admission to your university.

Best regards,

Dr. Robert Walker, M.A. Ed., PPS

(949) 555-1963

HENRY ISAO WATANABE

TEACHER - Letter of Recommendation

RECOMMENDATION FOR: **HENRY ISAO WATANABE**

I am writing to express my strongest support for the candidacy of Henry Watanabe. He is one of the most talented students I have ever had the privilege of teaching and I urge you to favorably review his application.

Henry is a gracious and unassuming young man. The breadth of his character, coupled with his heart-felt sense of humanity, distinguishes Henry amongst all of the students I have worked with during three decades as an educator.

Henry is a young man of incredible intellect. He has an innate curiosity and zeal for learning. I taught Henry Honors Geometry, AP Calculus AB, and AP Calculus BC. His intuitive understanding of mathematics is impressive. Other than his freshman year, he has never incorrectly answered a single problem on any exam I have given. I always count on him to help tutor others in the class who were having difficulty in understanding the material. His devotion to not just learning the material but thoroughly understanding the material is noteworthy. Henry was a pleasure to teach and an enormous asset to my class. He is clearly a young man of exceptionally high aptitude and is willing to work hard to study beyond the standard course material and to make lasting contributions in the classroom. He has already exhausted every advanced math course offered at Galileo Academy. He is currently enrolled in advanced math classes at the University of California, Irvine in a dual enrollment program. His professor is a colleague of mine and he reports that Henry is having a similar impact in the Math Department at UCI as he has had here.

You most likely have read of Henry's academic suspension during his freshman year. Henry's academic integrity has never been in question in any of my classes. In fact, he discovered that I had the wrong answer on a mid-term exam. And instead of bringing it to my attention in front of his classmates, he spoke to me privately after class.

In summation, I give Henry Watanabe my highest possible recommendation. His talents in mathematics are exceptional and his dedication is without parallel. He is also a genuinely nice young man. I firmly believe he will be a successful adult. He has a sense of compassion that I have not seen in others his age. I am quite certain that if accepted to your institution, he will make a positive and lasting contribution.

Respectfully,

Dr. Marie Schreibman

Chair, Math Department

HENRY ISAO WATANABE

INTERVIEW NOTES FOR: HENRY ISAO WATANABE

DATE: August 19, 2017

INTERVIEWER: Al Starnes, Associate Dean of Admission

When I walked into Starbucks to meet with Henry, I spotted him immediately. He was sitting off in a corner away from the noisy counter furiously typing on his iPad. Wearing a t-shirt that read “Scissors, Paper, Rock, Lizard, Spock” I knew I was in for an interesting interview.

In a word – well, honestly there is not just one word to describe this guy. His creative and analytical math skills are off the chart. We spoke about the app he developed to help his grandmother. Dr. Kibbler in the Computer Science Department is going to be thrilled to have him as an assistant.

We reviewed his transcript together and had a conversation about how his grades are lopsided in favor of math and science. He was honest and said that he did not like the subjective aspects of his English and social science classes – he was bored. His transcript clearly shows that he always earns the highest grades in math and science while his other grades are modest. I explained that at PSU he would be required to take some of these “boring” classes. He grinned and said that he would add his analytical perspective to class conversations. I asked him why he was not considering a math/science focused university like Cal Tech or MIT. He surprised me and said that he did – in fact his dad went to Cal Tech. However, he wanted to be around all kinds of people and have a complete college experience.

We also talked about his internship at The Aerospace Corporation. He started explaining some of the stuff he was doing – I needed his app to translate. It was all over my head. But he was animated and super excited about what he was doing.

When I asked him if there was anything he wanted to share, he looked me in the eyes and told me that he was placed on Academic Probation in the 9th grade for plagiarism. He explained that he failed to correctly cite his sources in a paper he wrote for Global Perspectives. He waited until the last minute to write his paper and ran out of time before he could make sure that everything was annotated properly. He added that he was embarrassed – not because he was caught but because he takes pride that he does his own work regardless if he earns an “A” or a “C”. I believe him.

All in all I liked him.

Al

NOTE TO Disciplinary Review Committee – Vanessa, I think we are okay with this one. His DISP occurred in the 9th grade – let’s hope he learned from his mistake. I will be curious to see how Henry explains the incident in his app. Be sure to review the counselor rec and teacher rec for any additional information. I don’t believe this is severe enough to keep him out of consideration – you know we have seen much, much worse.

CASE STUDY #2
MARCELA CASTILLO

MARCELA MARIE CASTILLO

PROFILE

Personal Information

Name	Marcela Marie Castillo
Sex, Birthdate	Female, 03/14/2000
Address	Rancho Bernardo, CA
Race/Ethnicity	White/Hispanic or Latino (Mexico)
Religion	Catholic

Citizenship

Citizenship Status	US Citizen
Birthplace	San Diego, CA

Language

English	First Language, Speak, Read, Write, Spoken at home
Spanish	First Language, Speak, Read, Write, Spoken at home

FAMILY

Household

Parents	Divorced (August, 2010)
Home	Parent 1

Parent 1

Name	Father – Carlos R. Castillo, address: same as my home address
Birthplace	San Antonio, TX
Occupation	Law enforcement officer, Captain, City of San Diego
Education	CSU San Diego, CA. Bachelors

Parent 2

Name	Mother – Irma M. Castillo, address: Davis, CA
Birthplace	Sacramento, CA
Occupation	Elementary School Teacher, Davis Joint Unified School District, CA
Education	CSU San Luis Obispo, CA. Bachelors CSU San Diego, CA. Multiple Subject Teaching Credential.

Siblings

Name(s)	Amy Castillo, sister, 14 years old, 8 th grade Joseph Castillo, brother, 12 years old, 6 th grade
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MARCELA MARIE CASTILLO

EDUCATION

School **Academy of the Holy Child**
San Diego, CA

Senior Year Courses

AP English – Full Year
Calculus – Full Year
AP Environmental Science – Full Year
AP Spanish 5 – Full Year
AP Government/Economics – Full Year
World Religions & Philosophy – Full Year
Varsity Team Sports – Full Year

Honors and Awards

Honor Roll – 9, 10, 11, 12.
Student Athlete Award – 11
CIF San Diego Division Runner of the Year – 10, 11

Future Plans

Prospective Major(s)	Public Health Policy or Pre-Law
Career Interests	Patient Advocate
Highest Degree Intended	Masters or J.D.

MARCELA MARIE CASTILLO

TESTING

SAT – Marcela Marie Castillo: Taken: 3 Planned: 0

10/2017	English: 710	Mathematics: 690
03/2017	English: 750	Mathematics: 680
12/2016	English: 680	Mathematics: 620

ACT – Marcela Marie Castillo: Taken: 1 Planned: 0

02/2017 **Composite: 29 English: 30 Math: 28** Reading: 29 Science: 26

ACTIVITIES

Community Service

9, 10, 11, 12, PG Year
3 hw 4 wy, Continue

Susan G. Komen Walk

Participate every year in the Susan B. Komen Race for the Cure to raise funds to save lives and end breast cancer forever

Work (Paid)

10, 11, 12 Break
40 hw 1 wy

Counselor's Aid – Julian Camp

Assisted counselors at the Julian Camp Helps Families of Kids with Cancer

Athletics JV/Varsity

9, 10, 11, 12, PG Year
10 hw 50 wy, Continue

Outdoor Track, Co-Captain of Outdoor Track

Long distance runner - broke school record

Internship

11 School
6 hw 12 wy

Internship

Assisted with new patient processing at the Scripps Radiation Therapy Center

Career Oriented

11, 12 School
5 hw 20 wy, Continue

Vice President - Students of Tomorrow

Education Club that prepares students for teaching

MARCELA MARIE CASTILLO

TRANSCRIPT

ACADEMY OF THE HOLY CHILD

4860 Arizona Drive
San Diego, CA 92116

Transcript for MARCELA MARIE CASTILLO

Grade 9 (2014-2015)	Fall	Spring	Grade 10 (2015-2016)	Fall	Spring
English Composition	A	A	HON British Lit (*)	C+	C+
Geometry	C+	B-	Algebra 2	C+	B
Spanish 2	A	B+	Spanish 3	C	C+
Biology	B	B-	HON Chemistry (*)	C+	C+
World History	B+	B+	European History	B-	B
Religion 9	A	A	Religion 10	B	B
Junior Varsity Team Sports	A	A	Junior Varsity Team Sports	A	A
9th Grade GPA - Weighted	3.33	3.33	10th Grade GPA - Weighted	2.67	2.83
9th Grade GPA - Unweighted	3.33	3.33	10th Grade GPA - Unweighted	2.33	2.50
Grade 11 (2016-2017)	Fall	Spring	Grade 12 (2017-2018)	Fall	Spring
HON Literature (*)	B-	B+	AP English (*)	A	
Pre-Calculus / Trig	B	B	Calculus AB	B+	
Spanish 4	C+	B-	AP Environmental Science (*)	B+	
Physics	C	B-	AP Spanish Language (*)	A	
AP United States History (*)	B	A-	AP Government/Econ. (*)	A	
Religion 11	A	A	World Religions/Philosophy	A	
Varsity Team Sports	A	A	Varsity Team Sports	A	
11th Grade GPA - Weighted	3.17	3.67	12th Grade GPA - Weighted	4.33	
11th Grade GPA - Unweighted	2.83	3.33	12th Grade GPA - Unweighted	3.67	
			Cumulative GPA - Weighted (*)	3.33	
			Cumulative GPA - Unweighted	3.05	

This transcript is unofficial unless embossed with the school seal. All letter grades on this transcript, except Physical Education, are used in the calculation of the unweighted GPA. The weighted GPA is calculated by adding one point for AP and Honors courses that are marked with an asterisk (*). Also, a "+" or a "-" does not affect the GPA.

MARCELA MARIE CASTILLO

WRITING

Personal Essay

Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

The silence in the room was deafening. I was in a familiar place but certainly under very un-familiar circumstances. During the Christmas holidays of my sophomore year, I held my aunt Sofia's hand as she passed away peacefully surrounded by our family and infinite love. I look back and am grateful for the time I had with her.

Earlier that day, while sitting in front of a Bunsen burner with my properly adjusted goggles and ill-fitting white lab coat I noticed an office runner with a bright pink summons slip enter the lab. My teacher walked over to me and told me that I was to go to Principal Sister Mary Angelica's office right away. My first thought was that I was out of uniform, again. However, when I entered her office, my dad was there and simply said "It's your aunt. We have to leave now." I gathered my backpack from my locker as hot tears rolled down my flushed cheeks. I was numb. I was angry. I was scared.

The short ride home seemed to take forever. As my dad's car rolled to a stop, I leaped out of the car and raced through the house to the special room set up for my aunt. When I entered the room, my aunt Dorothy, my brother, and sister were around my aunt Sofia's bed. My aunt's face was ashen – gone was the glow from her eyes that she always had when she saw me. My dad was crying – I had never seen him cry before this moment. My aunt took my hand and told me that it was all right and to take care of my dad. I was numb. I was angry. I was scared.

My aunt Sofia and I had spoken about this moment – about how she didn't want to be in a hospital surrounded by heartless sterile machines. Instead, she wanted to be in her bed covered by the quilt we had made together. She wanted to be surrounded by the people she loved the most. When my aunt first told me that she had cancer, her words were alien to me. I never thought I would have to face it head on. Yet here in her room I was staring right at it. Sure I was scared and numb. But I was also angry. Why isn't someone doing something about it? What about those people who are all alone or are forgotten?

It makes you stop and think. According to the Centers for Disease Control and Prevention (CDC) every year over 220,000 cases of breast cancer are diagnosed in the United States and over 40,000 women and men die from it. Yes, it's scary. And what's my role? I am going to make a difference and be the voice of the future. I refuse to let my aunt simply be remembered as a statistic.

I've come a long way since that day. I miss my aunt terribly. However, she instilled in me the importance of giving to others. She always seemed to have an "appropriate" quote to tell me to prove a point – Einstein, Ghandi, Beyonce, and others. But the one she seemed to tell me the most was from a Star Trek movie where Spock says "Logic clearly dictates that the needs of the many outweigh the needs of the few." My goal is to enter government service as an advocate for public health – it's not Obamacare or Trumpcare, it's just health care.

As I wrap myself up in our quilt, I know my aunt would be proud of my determination to make a difference in the lives of others.

MARCELA MARIE CASTILLO

PLYMOUTH SHORES UNIVERSITY – GENERAL SUPPLEMENT

GENERAL

Preferred start term	Fall, 2018
Admission Plan	Regular Decision
Financial Aid	Yes
Merit Scholarship	Yes
Art Supplement	No

ACADEMICS

1 st Choice Major	Public Health Policy
2 nd Choice Major	Pre-Law

CONTACTS

Contact 1	Campus tour
Contact 2	Preview Program – San Diego
Contact 3	High School Visit

FAMILY

Sibling Applied	No
Relative(s) Attended	Yes – Sofia Castillo, Aunt

PLYMOUTH SHORES UNIVERSITY – WRITING SUPPLEMENT

Why are you a fit for Plymouth Shores?

I feel that the major in Public Health Policy at your school will prepare me for a career in patient advocacy. I also want a traditional college campus with school spirit. My aunt wanted me to choose a college on my own. Nonetheless, my aunt's PSU spirit was strong – she never failed to wear her PSU hoodie everywhere she went especially after she lost her hair during her chemotherapy treatments. My aunt told me many stories of her adventures at PSU. And, from what she told me, I know PSU would be a great fit for me. I can't wait to be a member of the PSU community just like my aunt was.

PLYMOUTH SHORES UNIVERSITY – Your Top 5 List

Please give us your Top 5 list. Please tell us why this category is important to you.

1. Sofia Castillo
2. Hillary Clinton
3. Rosa Parks
4. Eleanor Roosevelt
5. Pope John Paul II

Each person in my list has made a difference in the lives of others. Overcoming racism, sexism, ageism, and most importantly ignorance, they have forever changed the lives of their generation and future generations as well. Some may disagree with certain names in my list. However, each has given a voice to those who are ignored. As a Public Health Policy advocate I hope to effect change directly to those in need or in a more global manner through involvement in government. My aunt is first on this list because she always quotes Albert Einstein who said, "Only a life lived in the service to others is worth living." I agree.

MARCELA MARIE CASTILLO

Secondary School Report (SSR) – Part 1

School Academy of the Holy Child

Academy of the Holy Child is a Catholic college preparatory school educating young women from diverse backgrounds to foster dignity for all people while supporting the local community and the less fortunate. Community service is required. Slightly over 91% of the graduating students in last year's senior class have enrolled at four year colleges with an average of 87% over the last five years. Total enrollment is 378 girls with 90 seniors.

School AP Policy

Curriculum offered: 12 Advanced Placement classes – AP World History, AP English Language, AP English Literature, AP Calculus AB, AP Statistics, AP Spanish Language, AP US History, AP Environmental Science, AP Biology, AP Chemistry, AP Psychology, and AP Art History. Students are not allowed to take more than three AP classes per semester unless under special circumstances.

Counselor Details

Name, e-mail, phone Norma Rogers, nrogers@ahc.org, (619) 555-9121 – direct line

Written Evaluation

Relationship to applicant College Counselor/Academic Advisor for four years
Descriptors Compassionate; Motivated; Dedicated; Enthusiastic; FIERCE!
Any school discipline or Criminal history No

Rank, GPA, and strength of curriculum for Marcela Marie Castillo

Rank: AHC does not Rank **Curriculum Rigor** Very Demanding
GPA Demanding
 Unweighted: 3.17 Average
 Weighted: 3.45 Less Demanding

Please rate the applicant – Marcela Marie Castillo – in the following areas:

No Basis		Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	Top Few (top 1%)
	Academic Achievement					X		
	Extracurricular Accomplishments						X	
	Personal qualities and character							X
	OVERALL						X	

MARCELA MARIE CASTILLO

Secondary School Report – Part 2

Letter of Recommendation

Dear Admissions Committee,

It is an honor and a privilege to write this letter of recommendation for **MARCELA MARIE CASTILLO**. Over my three-plus years as her counselor, I have come to know her as hardworking, organized, passionate, independent, and optimistic. She is a friendly young woman with a real concern for others and is always willing to lend a hand.

Marcela is a tremendous and a heartwarming success story. Her skyrocketing GPA and rigorous course schedule only tell a small fraction of what makes her so exceptional. Marcela became her father's primary life manager after her parents divorced. Since then, Marcela's dad has had some financial struggles – especially after Marcela's terminally ill aunt moved in. Marcela has helped prepare dinner, maintain the house and manage the family's finances. To keep her father successfully moving forward, in addition to being a full-time student, Marcela had to summon up a high level of motivation and learn ways to be organized. This has not always been easy, as the challenging academic environment of the Academy of the Holy Child demands a lot of any student, let alone a student like Marcela who has to balance the full time responsibilities of taking care of her dad. This admirable level of maturity and focus, in addition to her impressive grades is why I'm certain Marcela will be successful in college.

Marcela has used a day planner to keep herself and her father organized since the seventh grade when her aunt was first diagnosed with breast cancer. Marcela has never been late to, missed, or had to cancel any of our meetings. These lifestyle habits have translated well in her high school experience. Not backing down from any challenge, she has taken many of our AP & Honors courses. Understandably, her grades dropped after the passing of her aunt. I had suggested that she drop down a level in her classes so that she may get re-focused. She was adamant about sticking it out. While not her best work, she was determined to see it through. Her teachers describe her as "motivated, intelligent and has a strong work ethic. She does what it takes to be successful." They also told me "She has a real desire to always improve."

Finally, Marcela has found time to extend her hand of compassion toward her community. She has volunteered many hours during the school year and during summer camps. Marcela has raised over \$5,000 for the Susan G. Komen Breast Cancer Fund in honor of her aunt who passed away from breast cancer.

Marcela is an amazing young woman with so many qualities, talents and skills. As someone who has watched Marcela get through some very tough times, I know she is looking forward to this next step and the opportunity to focus solely on being a student. She is an excellent fit for any university community and I recommend her with the utmost enthusiasm and pride.

Sincerely,

Norma Rogers, M.A.

College Counselor and Academic Advisor

MARCELA MARIE CASTILLO

TEACHER - Letter of Recommendation

RECOMMENDATION FOR: **MARCELA MARIE CASTILLO**

I am very pleased to write a letter recommending Marcela for your consideration in admitting her to your university. I taught her AP United States History last year. I gave a blend of assessments: skills, concepts, applications. Through it all, she was a serious, thorough, and successful student.

Her homework was legendary: a throwback to 15th century scribes. She took great care with whatever assignment she submitted. She knows how to put in the time to do high quality work. The homework showed that she learned from the process. She was shy and did not participate on an un-solicited basis. I thought she compensated for this low verbal involvement by responding well to what she heard in class and turning it into learning experiences. Most of the difficulties she encountered in the homework did not re-appear on the assessments.

In class, she was definitely on the quiet side, but she took in everything: the side commentary, the jokes, the teasing, and the helpful hints. She definitely was not passive. Laughs and smiles came easily to her. She treated me with the utmost respect and considerations in all of her dealings with me – even after some rare disappointing results. I always looked forward to any interaction with her for I knew it would be pleasant, I would be treated well, and she would be appreciative of any help I could extend to her. All of the objective measures of her performances at Academy of the Holy Child and in this course are available to you in the form of records. I can tell you, apart from these numbers, that she is a sweet, capable, conscientious, and hardworking student that you can count on. Your faculty will enjoy having her in their classes.

Sincerely,

Parker Williams

Social Studies Department

Academy of the Holy Child

MARCELA MARIE CASTILLO

Admission Office Communication

RECOMMENDATION FOR: **MARCELA MARIE CASTILLO**

I wanted to bring you up to date about Marcela Castillo. In any other year, Marcela would have been one of our top recruits. However, this year we hit the jackpot for talented track and field athletes. With budget cuts, we are not able to “officially” recruit all of the runners we would like.

Marcela’s times in her events are solid and would put her at the top or near the top in our league. Which of course, makes you wonder why she is not one of our official recruits. The other athletes we are after would fill serious voids in our program. Plus, with Marcela’s solid academics and with her aunt being a former runner herself for PSU, we figured that she would not need the extra push from the athletic department. So, if Marcela were admitted, we would welcome her as a walk-on.

Please let me know if you have any questions about how Marcela would fit into our program or about any of the other students I have sent your way.

Nina Berman

Women’s Track and Field Coach

CASE STUDY #3
DORRI JOHNSON

DORRI OLIVIA JOHNSON

PROFILE

Personal Information

Name	Dorri Olivia Johnson
Sex, Birthdate	Female, 04/18/2000
Address	San Francisco, CA
Race/Ethnicity	White
Religion	N/A

Language

English	First Language, Speak, Read, Write, Spoken at home
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Citizenship

Citizenship Status	Dual Citizen – United States and Australia
Birthplace	Potts Point, Australia

FAMILY

Household

Parents	Married
Home	Both Parents

Parent 1

Name	Father – Paul B. Johnson, address: same as my home address
Birthplace	Portland, Oregon – US Citizen
Occupation	Realtor, Dean Troi Realtors
Education	Macquarie University, Australia BA Finance

Parent 2

Name	Mother – Sophie Johnson, address: same as my home address
Birthplace	Wollongon, Australia – Dual Citizenship USA and Australia
Occupation	Volunteer
Education	University of Sydney, Australia BFA Art History

Siblings

Name(s)	Cooper Johnson, brother, 13 years old, 7 th grade Zoe Johnson, sister, 10 years old, 4 th grade
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DORRI OLIVIA JOHNSON

EDUCATION

School **North Point High School**
San Francisco, CA

Senior Year Courses

AP Literature – Full Year
Statistics – Full Year
Physics – Full Year
Honors Government/Economics – Full Year
Journalism – Full Year
Yearbook Production – Full Year

Honors and Awards

Editor-in-Chief, Yearbook
Columnist for the “Eagle Eye” – 2017 National Winner of the Pacemaker Award

Future Plans

Prospective Major(s)	Journalism & Communication
Career Interests	Reporter or Journalist
Highest Degree Intended	Bachelor of Arts

DORRI OLIVIA JOHNSON

TESTING

SAT R – Dorri Olivia Johnson: Taken: 1 Planned: 0

05/2017 **English: 650** **Mathematics: 560**

ACT – Dorri Olivia Johnson: Taken: 1 Planned: 0

06/2017 **Composite: 31** **English: 32** **Math: 28** Reading: 32 Science: 29

ACTIVITIES

Blogger

9, 10, 11, 12, Continue
13 hw 52 wy

Chief Contributor, Blog Designer
Real Girls in the Real World

Community Service

9, 10, 11, 12 Continue
4 hw 52 wy

Bay Area Youth Service League
Communications Chair, Volunteer

School Newspaper

9, 10, 11, 12, Continue
14 hw 40 wy

School Newspaper – The “*North Point Eagle Eye*”
2017 Winner of the National Pacemaker Award
for excellence in student journalism

School Yearbook

9, 10, 11, 12
14 hw 40 wy

School Yearbook – The “*Talon*”
Editor-in-Chief senior year

Part-time Job

12
14 hw 12 wy

Outback Steakhouse
Hostess – during the summer

DORRI OLIVIA JOHNSON

TRANSCRIPT

North Point High School
49 Bayview Drive
San Francisco, CA 94301

Transcript for DORRI OLIVIA JOHNSON

Grade 9 (2014-2015)	Fall	Spring	Grade 10 (2015-2016)	Fall	Spring
English Composition	C+	B	HON British Lit (*)	B+	A-
Geometry	B-	B-	Algebra 2	C+	B-
Spanish 1	B	B	Spanish 2	B+	B+
Biology	B	B+	HON Chemistry (*)	C+	B
Modern Civilization	C+	B	Journalism	A	A
Journalism	A-	A-	European History	B	B
9th Grade GPA - Weighted	2.83	3.17	10th Grade GPA - Weighted	3.00	3.67
9th Grade GPA - Unweighted	2.83	3.17	10th Grade GPA - Unweighted	2.80	3.33
Grade 11 (2016-2017)	Fall	Spring	Grade 12 (2017-2018)	Fall	Spring
HON Comp/Literature (*)	B+	A-	AP English Literature (*)	A	
Pre-Calculus / Trig	A-	A-	Statistics	A-	
Spanish 3	A-	B+	Physics	B+	
Environmental Science	A	A	HON Government/Econ (*)	A-	
HON Psychology/Sociology (*)	B+	A-	Journalism	A+	
AP US History (*)	B	A-	Yearbook	n/a	
Journalism	A+	A+			
11th Grade GPA - Weighted	4.00	4.29	12th Grade GPA - Weighted	4.20	
11th Grade GPA - Unweighted	3.57	3.86	12th Grade GPA - Unweighted	3.80	

Cumulative GPA - Weighted (*) 3.62

Cumulative GPA - Unweighted 3.36

This transcript is unofficial unless embossed with the school seal. All letter grades on this transcript, except Physical Education, are used in the calculation of the unweighted GPA. The weighted GPA is calculated by adding one point for AP and Honors courses which are marked with an asterisk (*). Also, a "+" or a "-" does not affect the GPA.

DORRI OLIVIA JOHNSON

WRITING

Personal Essay

Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

“You’re too fat and ugly to be Cinderella!” While those words were meant to hurt me – and as a foolish and naïve 14 year-old girl, they did – they put me on a path of discovery.

Yes, I was overweight and my face looked like a red roadmap to “lonleyland”. And of course, I knew I did not look like the Cinderella I had seen in the movies or at Disneyland. But, it was just a Halloween costume and I did not feel I deserved to be treated so badly.

However, those mean girls actually did me a favor. That night I told my mother what happened and what the girls said. She consoled me and told me I was only as pretty as I felt on the inside – which I later discovered were lyrics from a Jefferson Airplane song “Pretty as You Feel”. With tears still wet on my face, I did a Google search on Cinderella and eventually researched all of the Disney princesses. The deeper I dug the more I developed a love-hate relationship with Disney.

Disney has taken their “Princesses” through the looking glass and turned them all into uniform fembots. The before and after pictures of most of the princess are startling – rounder eyes, lighter skins, less curves. These transformations took place after the movies were released. This meant that to be happy, they (Disney) felt that the “real” characters could only be happy in an idealized and restrictive definition of femininity.

Every time a Disney movie came out with a new “princess”, it took all my effort and restraint to not throw my popcorn at the screen and boo. Have you ever wondered why all of the Disney princesses never represent real girls? Sure, once in a while they change the skin color or nationality of the heroine; but essentially they were all cookie-cutter caricatures of the same helpless girl.

But starting with Merida – the heroine from *Brave* - this has been changing. As an aside, when I spellchecked my essay, Microsoft Word did not recognize “heroine” and suggested “hero”. I could have used “female protagonist” but I wanted it to be crystal clear that the hero was female. Anyway, Merida is the first Disney princess not to have a love interest in her film and is the first not to sing on-screen. After Merida came Moana who while she sings is an awesome role model. This gives me hope that maybe Disney is going in the right direction.

This made me wonder why can’t there be stories and images for girls, and boys alike, depicting young women who are interested in more than princes and pretty dresses? This brought me full circle. I created a blog “Real Girls in the Real World.” Through this blog, 14 year-old girls (and boys) can read stories of courageous deeds, of small steps to self-discovery, and of positive contributions to their communities. A place where they can see images of real girls and boys representing the entire spectrum of our humanity and not just one-dimensional caricatures who have been blurred with Photoshop or plumped with Botox.

My hope is that if there is someone sitting in a dark corner with tear-stained cheeks that they find my blog and find solace in their circumstances and the steps to their journey. My goal is to provide the inspiration for them when they are looking for someone to turn to.

As a future journalist, I hope to share the truth that just as there are all kinds of women and girls, there can be all kinds of princesses. We live in a world where girls can be anything from a rocket scientist to a military officer to an NFL coach (albeit assistant coach). Through my writing, I will work to expand the worldview of young girls and boys. And in so doing, open the doors of infinite possibility.

DORRI OLIVIA JOHNSON

PLYMOUTH SHORES UNIVERSITY – GENERAL SUPPLEMENT

GENERAL

Preferred start term	Fall, 2018
Admission Plan	Regular Decision
Financial Aid	No
Merit Scholarship	Yes
Art Supplement	No

ACADEMICS

1 st Choice Major	Journalism & Communication
2 nd Choice Major	Public Relations

CONTACTS

Contact 1	Campus tour
Contact 2	Preview Program – San Francisco
Contact 3	High School Visit
Contact 4	College Fair at the Santa Clara Convention Center

FAMILY

Sibling Applied	No
Relative(s) Attended	No

DORRI OLIVIA JOHNSON

PLYMOUTH SHORES UNIVERSITY – WRITING SUPPLEMENT

Why are you a fit for Plymouth Shores?

Plymouth Shores University has appealed to me ever since I began looking at colleges. A friend from the Bay Area Youth Service League recommended I look at PSU because of my interest in journalism and my documented learning difference (ADD). When thinking about a major, I have gravitated towards writing, journalism and communication since I was young. Now, I spend most of my free time writing my blog – *“Real Girls in the Real World”*. I researched PSU’s website for the journalism and communication department, I was intrigued and excited to see what classes I could take. I was especially interested in the Fashion Journalism, Women and Minorities in Mass Media, and Free Speech and the First Amendment classes. As a web blogger, I have a strong interest in all of these areas. In addition, because of my ADD, I was pleased to discover The Adams Learning Enhancement Center (ALEC). Currently, I have extended time on some tests and I always sit in the front of the class (less likely to daydream when the teacher is a few feet away). I was pleased to learn that ALEC offers these accommodations and more, should I need them.

Recently, PSU Admission Counselor Daniel Warner visited my school. Because of him, my interest in PSU REALLY soared. Mr. Warner talked about life on campus, how great the food was, how students from California adjust to the winters in New England, and more. I asked a ton of questions and with each of his answers, I felt that Mr. Warner was describing my ideal school. PSU completes my checklist. Finally, after convincing my mom to take me to visit campus, stepping foot on campus reaffirmed everything I had read and researched. I spoke to former classmates who were deliriously happy. I know PSU has everything I want – including things I don’t even know I want yet – and I am excited to apply. I look forward to contributing to campus life, being a happy student and a loyal alumna. Thank you for your consideration.

PLYMOUTH SHORES UNIVERSITY – ADDITIONAL INFORMATION

I was officially diagnosed with A.D.D. (Attention Deficit Disorder) between my freshman and sophomore years. Some of my teachers have given me extended time on some tests – but only if I feel I need it. I have an IEP and a 504 plan on file. Even with this documentation, I was not given the opportunity for extended time when I took the SAT. I was however given more time when I took the ACT. Please consider my ACT scores over my SAT scores when you review my application.

PLYMOUTH SHORES UNIVERSITY – Your Top 5 List

Please give us your Top 5 list. Please tell us why this category is important to you.

- | | | |
|-------------------|-----------------------------------|--------------------|
| 1. Taryn Brumfitt | 3. The Body Positive Organization | 4. Ellen Degeneres |
| 2. Meghan Trainor | | 5. Michelle Obama |

I am very passionate about supporting positive body images for girls/women. Each person above has demonstrated a similar interest. My #1 entry, Taryn Brumfitt is the founder of the Body Image Movement. Ms. Brumfitt is also the celebrated author of *“Embrace: My Story from Body Loather to Body Lover.”* She is my inspiration as I continue to develop my blog – *Real Girls in the Real World*.

DORRI OLIVIA JOHNSON

Secondary School Report (SSR) – Part 1

School North Point High School

North Point High School is a co-educational, four-year public high school. The school community will help its students become critical thinkers and life-long learners who think critically and act thoughtfully. Total enrollment is 2,351 students with 544 seniors. Approximately 82% of the graduating seniors attend four year colleges and 16% attend two-year college.

School AP Policy

Curriculum offered: 27 Advanced Placement classes in English, Mathematics, World Languages, Computer Science, Social Sciences, Art, Music, and Science.

Counselor Details

Name, e-mail, phone Jennifer Fargo, Jennifer_fargo@sfusd.ca.us (415) 555-9121 – direct line

Written Evaluation

Relationship to applicant College Counselor/Academic Advisor for four years
Descriptors Sweet, Hard-working, Determined
Any school discipline or Criminal history No

Rank, GPA, and strength of curriculum for Dorri Olivia Johnson

Rank: NPHS does not Rank
GPA
Unweighted: 3.36
Weighted: 3.62

Curriculum Rigor

- Very Demanding
 Demanding
 Average
 Less Demanding

Please rate the applicant – Dorri Olivia Johnson – in the following areas:

	No Basis	Below Average	Average	Good (above average)	Very Good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	Top Few (top 1%)
Academic Achievement					X			
Extracurricular Accomplishments								X
Personal qualities and character							X	
OVERALL						X		

DORRI OLIVIA JOHNSON

Secondary School Report – Part 2

Letter of Recommendation

Dear Admissions Committee,

Here at North Point High School, we have over 2,300 students from 8 different neighborhoods in the surrounding area. Our counseling staff consults as much time with students as we can, but with nearly 500 students in each of our caseloads (grades 9-12), we do not get to spend as much quality time as we'd like with our students. For more in depth details regarding students you may be reviewing from North Point, please rely upon teacher recommendation letters.

That said however, I have had the chance to meet with Dorri Johnson on more than one occasion, all positive interactions. Dorri's mom was born in Australia and her dad was born in the USA. Her parents met in Australia and immigrated to the United States after Dorri was born. From what I can tell, Dorri has a warm and loving home life.

Academically, Dorri has done well to take a rigorous, college prep course load. I know that she is sometimes challenged by her ADD, but she does not let it hold her back from doing well in the classroom. As you can see from Dorri's transcript, her freshman year of high school was a definite transition for this young lady. By her junior year, she seemed to have a better grasp on time management and her ADD. All in all, Dorri has not raised any alarming issues.

Away from our campus, Dorri spends a significant amount of time on her blog- she loves to write – focusing on fashion and lifestyle for what she calls, "authentic teens". Titled "Real Girls in the Real World," Dorri desires to be our campus authority on fashion; I know she is honored to be asked by the school newspaper, the "*Eagle Eye*", to contribute stories about fashion, as well as health and wellness topics. She is especially passionate about positive body images for not only girls but boys as well. Dorri has a variety of friend groups all around campus and in the local community where she is part of the Bay Area Youth Service League.

I know Dorri is excited to be the first in her family to attend college in the United States. I have no doubt that she will have a positive impact within your campus community.

Sincerely,

Jennifer Fish
Guidance Counselor

DORRI OLIVIA JOHNSON

TEACHER - Letter of Recommendation

RECOMMENDATION FOR: **DORRI OLIVIA JOHNSON**

To Whom it May Concern,

I have been a teacher for 17 years at North Point High School and have had the pleasure of working with a diverse classroom of students in the areas of English, British Literature, AP Language and Composition, AP Literature and one of our most popular senior courses, Journalism and Publication Management. I also advise the Yearbook, as well as the School Newspaper. I first met Dorri Johnson in my 9th grade English class. I have truly enjoyed watching her blossom over the last years.

Truth be told, Dorri was not very impressive in that first English class. Although she turned work in on time, it was not put together, had the feeling of being scattered, and was below average. Half way through the year, after earning a C+ during her first semester, it was as if a switch had been flipped. Dorri would spend time in my classroom during lunch and after school, asking questions about her work, and looking for ways to make improvements. During a lunch time visit, she divulged that she had recently been diagnosed with ADD, and was trying new strategies to complete her work and stay focused in class. I'm not sure if it was the combination of the medication she was taking or her new study strategies, but I can tell you, I have never seen a student work harder. Dorri matured drastically in her first year at North Point, and I think found a true passion for writing while in my class. She turned things around and earned a solid B; clearly, she had made huge improvements.

As her sophomore year approached, Dorri enrolled in my Honors British Literature course with great enthusiasm. The work load proved extremely challenging for her, and soon after, Dorri was frustrated with the grades she was earning on assignments – mostly B's and some C's. Still, her maturity and strong work ethic was apparent, and I was never surprised to find Dorri coming in to ask for help again at lunch and after school. I remember Dorri coming in after school one day to ask questions about our recent assignment – comparing 18th century Romanticism and mid-19th century Modernism. After discussing it with her, Dorri shared a story with me that her mother always told her, about a blooming flower in a small town in Australia, close to where her mother is from. She then proceeded to tell me the story two more times, careful to incorporate the two styles that we had just finished discussed. I was impressed; she was a quick learner. Dorri is a keen student when she is on her own, and is solid about contributing her thoughts to classroom discussions. She is very insightful.

Dorri squeezed into my Journalism and Publication Management course this year and is doing quite well (I did not have her for 11th grade English). For the last three years, Dorri has been running her own blog, and seems to be ahead of other students in the class in terms of knowing and understanding an audience, something we've been working on. Dorri is an excellent writer. I love reviewing her work because her voice comes out with intention, and sounds genuine and informed. She is a smart, sweet girl, who can still add much to her repertoire to become an even stronger writer. Dorri will likely thrive in a liberal arts environment, and does quite well in smaller classroom settings; something she's exhibited greatly this year.

I do hope that you'll accept my highest recommendation for Dorri Johnson – a mature, hardworking high school student. She is truly a pleasure to have in my class. I have seen how she has developed into an incredibly strong student and writer in these last four years, and I know the next four will be equally, if not more so, impressive.

Diane Wheeler
English Teacher, North Point High School
Yearbook "The Talon" and Newspaper Advisor the "Eagle Eye"

DORRI OLIVIA JOHNSON

PLYMOUTH SHORES UNIVERSITY – Additional Documents

Interview Notes for Dorri Olivia Johnson

Dorri was born in Australia – she has dual citizenship. Her mom is Australian and her dad is American. Dorri’s main extracurricular activities have been her blog, which is devoted to positive body images for teens and real life health and fashion for young women, and volunteering for the Bay Area Youth Service League. She is also a columnist for her school newspaper, which won the National Pacemaker Award in 2017. Using writing to help others with their struggles is one of her main passions.

Dorri is a very outgoing and confident young woman. We spent the entire hour engaged in conversations ranging from how her parents met to how she is trying to change the lives of her peers for the better. Her passion for helping others is an inspiration that other students should emulate.

Dorri has challenged herself well from an academic standpoint at North Point High School. She has taken a number of AP and Honors courses in order to prepare herself for the academic rigor of college. She loves to write and work with people so she might be majoring in either Journalism/Communication or Public Relations. She is very interested in PSU as she believes the small classes and intimate nature of the campus will be good for her focus and academic potential. She had some very insightful questions about the college experience at PSU and the opportunities for students to be involved on and off campus. Dorri will be an excellent addition to the Explorer Family. So far, she has been one of my favorites!

Austin Young ‘87
Go Explorers!

Correspondence between Applicant and Admission Counselor – Daniel Warner

From: Johnson, Dorri (dorriisparkle@gmail.com). **Sent:** Monday, May 12, 2017 1:16 PM
To: Daniel Warner – **Subject:** Questions about Applying to Plymouth Shores University

Hello Mr. Warner,

My name is Dorri Johnson and I’m a rising senior at North Point High School in San Francisco. I first learned about your university from my college counselor earlier this year, and since then, have fallen in love with the idea of attending Plymouth Shores in 2018! I have a few questions about the application process.

First, do you require an interview as part of the application process? I really enjoy meeting people face to face and would value some time to talk with you. Second, are you coming to visit my high school this fall? I’d like to be there to welcome you and hear about any updates you have about PSU. Finally, can you give me some insight into how test scores are used in the application process? I have ADD and sometimes test taking can be hard for me. I like writing and English literature and am considering a major in journalism, just so you know.

I would love to hear back from you regarding these questions. I’m the first one in my family to apply to college in the United States, so although my family is excited for the future, we do have many questions.

Hope to talk soon,

Dorri Johnson, North Point High School Class of 2018
Visit my Blog: realgirlsintherealworld.com