

**Developing Virtue Secondary School
Mid-Cycle WASC Report
Spring 2016**



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Western Association of Schools and Colleges
533 Airport Boulevard, Suite 200
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Submitted by
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CHAPTER I: STUDENT COMMUNITY PROFILE AND DATA

History and Background of the School

Founder

The Venerable Master Hsuan Hua, a Chinese Buddhist monk, came to the United States in 1962 to propagate Buddhism in the West. He vowed to save the world by means of education. Before becoming a monk, he established a school in his home in order to teach the impoverished children of his community at no charge. Later, continuing to act on his vow, the Master founded *Instilling Goodness Elementary School* in 1976, followed by *Developing Virtue Secondary School* in 1981, the first Buddhist high school in the nation.

Campus

Situated on the grounds of the City of Ten Thousand Buddhas, a 488-acre Buddhist monastery and international community in the rural outskirts of Ukiah, 110 miles north of San Francisco, the Instilling Goodness/Developing Virtue Schools educate boys and girls separately, creating an environment conducive to academic and personal growth. The Boys Division is housed in a two-story building, and the Girls Division is housed in two two-story buildings. Each division has its own library and computer lab, and shares a science lab and a visual and performing arts complex that include an art studio and an art gallery/music practice room. Each division has its own basketball court and athletic field. The schools share in the use of the main ceremonial hall, community kitchen and dining hall, and Daoyuan Lecture Hall. The campus also houses a monastery, a convent, Dharma Realm Buddhist University, a university library, a vegetarian restaurant, an organic farm, a senior center, a bookstore, and residences for families and boarding students. Originally designed by Luther Burbank, the scenic campus abounds with myriad varieties of trees and native plants and includes a pine forest, a creek, and a wetland, making it home to a diverse population of birds and wildlife. Surrounded by mountains, vineyards, and pear orchards, the clean air and landscape of Mendocino County provide an ideal environment for fellowship and study.

Governance

DVSS is governed by a Board of Education comprised of monastics and lay people affiliated with the Dharma Realm Buddhist Association, the parent organization that owns the City of Ten Thousand Buddhas and supports the school.

Location

Developing Virtue Secondary School is situated in Mendocino County, California on the outskirts of the city of Ukiah. Incorporated in 1876, Ukiah is located 110 miles north of San Francisco in the northern coastal region of California. The area is centrally located between Eureka to the north and San Francisco to the south, and Sacramento to the east. Ukiah is situated in the Yokayo Valley, surrounded by pear orchards and vineyards, just an hour drive from Mendocino on the California coast.

The latest United States Census (2010) reported that Ukiah had a population of 16,075. The racial makeup of Ukiah was 11,592 (72.1%) White; 174 (1.1%) African American; 601 (3.7%) Native American; 412 (2.6%) Asian; 34 (0.2%) Pacific Islander; 2,385 (14.8%) from other races;

and 877 (5.5%) from two or more races. Hispanic or Latino of any race were 4,458 persons (27.7%).

There were 6,488 housing units at an average density of 1,373.8 per square mile (530.4/km²), of which 2,673 (43.4%) were owner-occupied, and 3,485 (56.6%) were occupied by renters. The homeowner vacancy rate was 2.6%; the rental vacancy rate was 3.7%. 6,733 people (41.9% of the population) lived in owner-occupied housing units and 8,568 people (53.3%) lived in rental housing units.

Faculty and Class Size

The approximately 40 faculty members include monastic and lay members of Dharma Realm Buddhist Association, as well as teachers and professionals from around the world, who create a stimulating learning environment through a blend of Western and Eastern teaching philosophies and methods. Different religions are also represented among the faculty, including Christian, Jewish, Hindu and Buddhist. This mixture adds richness to our program difficult to find in a regular high school. The average teaching experience of the faculty is 13.5 years with approximately 40% holding master's degrees and 10% holding doctoral degrees. The student/teacher ratio is 2:1, and Developing Virtue School's average class size is 12. Interaction between teacher and student does not stop in the classroom. Teachers work as coaches, sponsors for clubs, and advisors to students, and most live on campus.

Program of Study

Developing Virtue Secondary School offers a college preparatory curriculum. The minimum units required for graduation in each subject area are as follows:

English	40
Social Studies ¹	30
Mathematics	30
Science	30
Foreign Language ²	30
Religious Studies & Ethics ³	30
Meditation	24
Physical Education	20
Visual or Performing Arts	10
Electives	12

Notes

1. 10 units of World History & Geography, 10 units of U.S. History, 5 units of U.S. Government, 5 units of Economics.
2. The foreign languages offered at our school are Chinese and Spanish.
3. Intro to Buddhism, World Religions, & Ethics in Philosophy & Religion.

Advanced Placement Courses

Calculus	AB	Calculus BC
Environmental Science		Economics (Micro)
English Language	*1	Chinese

English Literature	*1	Physics 1
World History		Physics C: Mechanics
US History*2		Physics C: Elec. & Magnetism*2
Statistics		Computer Science A

*1 These courses are taught in alternate years.

*2 Not taught every year i.e. not taught this year

Honors Courses

Chinese 6 (Honors)

College Level Courses

This includes all 200 level transferable college courses taken at Mendocino College or other approved colleges.

Due to the rigor of AP and Honors courses in this school, we strongly recommend that students take no more than four courses at this level in one year. All of our academic courses are approved by the University of California.

Schoolwide Student Goals

Since the Expected Schoolwide Learning Results (ESLRs) were developed, the faculty, students, and parents have been oriented at the beginning of each year on their central importance in the school program, and feedback has been sought through meetings and surveys to see whether the ESLRs have been effectively implemented, as well as to see whether any revision is needed.

Expected Schoolwide Learning Results

A graduate of Developing Virtue Secondary School:

- ❖ Manifests the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility.
- ❖ Has gained a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings.
- ❖ Has explored and developed their individual academic potential and talents in the humanities, sciences or arts.
- ❖ Expresses a multinational, global awareness and understanding; and shows an appreciation and respect for a variety of cultures and religions.

Student Body

The culturally diverse student body of over 200 students (K-12) includes a balanced mix of day students from the local vicinity, boarding students from other cities, states, or countries (including Asia and Europe), as well as students whose families live on campus. Our students are of various religious faiths and ethnic origins, though predominantly of Asian or mixed Asian-Caucasian origin.

In addition to attending school from 7:50 a.m. - 4:05 p.m., boarding students attend an hour-long Buddhist ceremony and two hours of study hall each evening, perform

weekly community service, and learn to take responsibility for their own lives and live harmoniously with others.

In the last 15 plus years, all graduates have gone on to college or university. Some go to community college and then continue to a four-year degree, others directly enter into a four-year institution. Some are accepted at prestigious universities, such as MIT, Princeton, Columbia, Northwestern, Univ. of Chicago, Stanford, Washington Univ., UC Berkeley, UCLA, UC San Diego, UC Davis, UC Irvine, Swarthmore, Wellesley, Scripps, Smith, USC, and Bryn Mawr.

Moral virtues are taught not only in the classroom, but by the daily experience of seeing and working with monks, nuns, and lay people volunteering in a myriad ways all around the students, from fixing cars and plumbing, doing computer or electrical work, to landscaping, cooking, gardening, cleaning, carpentry, painting, and teaching. This experience is reinforced by the daily tasks and responsibilities expected from the students such as cleaning schools and campus, serving in and cleaning the dining halls, serving the younger children, tutoring and mentoring younger students, performing community work on campus as well as being involved in outreach programs to the greater Ukiah area, and performances for elders and children.

The spirit of commitment, volunteerism and respect for life, dedication to the community and citizenship which the school seeks to instill and develop, are found in the return over the years of many graduates to teach or volunteer at the school and community here, as well as in their involvement in grassroots and other organizations wherever they live. Many remain lifelong vegetarians that actively pursue religious, spiritual, and cultural interests. Students enroll in an average of six academic classes (English, math, history, science, Chinese, Buddhist Studies/World Religion) per semester and participate in an average of four co-curricular activities.

Academic Activities

Each year the school selects students to participate in Chinese Contests (on listening comprehension, reading, impromptu speaking, speech, calligraphy, essay writing, Chinese painting, etc.) and a Chinese Culture Competition (which requires knowledge of China's history, geography, literature, philosophies, scientific achievements, and idioms) organized by the Association of Northern California Chinese Schools. Students also represent a country in the Model United Nations Conference held at Berkeley. In recent years, students also join the Mendocino Science Project Competition as well as the Mendocino Mock Trial Competition.

Athletics

Basketball (City of Ukiah League, North American Youth Sports, and Association of Northern California Chinese Schools in Bay Area) and Soccer (Association of Northern California Chinese Schools in Bay Area); PE activities include: weight training, track & field and fitness dances. Intramural Competitions: basketball, soccer, volleyball, track, volleyball, badminton, yoga, Taichi, and modified football.

Performing Arts

Lion and Dragon Dances, Taiko Drumming, Chinese Orchestra, piano/violin individual lessons, traditional Chinese dances, which includes folk dances of different ethnic groups in China,

imperial court dances; Drama Troupe; Chinese Orchestra (including solo performances on various instruments and conducting).

Visual Arts

A Studio Art class is offered for both Divisions. Students' work is displayed at the Art Gallery on campus and there is an Art Show at the end of each semester. The school is also listed to show at the Ukiah Co-Op (one year waiting list). Students also joined other artists in Ukiah in a show last year. The curriculum is developing to include some of the advanced California visual arts standards, since some students have expressed an interest in AP art.

Leadership / Student Government

Each division of the school (boys and girls) has a student governance organization, the Associated Student Body (ASB). The ASB for each division elects an Associated Student Council or Officers (ASC) who serve as representatives for the student body in articulating their desires, opinions and suggestions to the faculty and staff. The student council has a president, vice president, secretary, treasurer and representatives for 7th-12th grade.

Every week the principal or core teacher holds a division meeting with all the high and junior high students. During these meetings any student can bring up any matter that is of concern to them. The ASC sometimes conducts the meetings to bring up matters that they want to discuss with the entire student body. This structure gives students an opportunity to express their needs and wishes and to allow them to take more responsibility for their school.

Clubs

The Community Service Club has been very active in the past years; its members have been involved in serving the homeless, solar power installations, building low-income housing, visiting convalescent homes and clean-up activities in the Russian River. For the past three years, each grade level has planned an annual class trip that is educational and usually nature-oriented. These weekend trips have included camping, hiking, kayaking, ropes course, rock climbing, beach clean-up and games, and visiting museums.

Clubs include Chinese Orchestra, SAT/ACT Club, Dragon and Lion Dance Club, DVBS Newsletter Club, Yearbook Club, Community Service Club, Chess Club, ASB, Basketball, Track and Soccer, Movement, Volleyball, Children of the World, Mock Trial, BMUN, Track & Field, Comic Club, and Chinese Dance.

Student Demographics

The table below shows a breakdown of the school by grade level and special populations. The day students, who come just for classes and extra-curricular activities, and the boarding students, who live in the dorms and keep a regular daily schedule, attend class together.

A small number of Developing Virtue Secondary School (DVS) students are learning English as their second or third language. To address this issue, we provide English Language Development (ELD) courses and sheltered courses.

Fall 2015 Students by Grade Level/Gender/Day or Boarding/ELD

Grade Level	Boys				Girls			
	Total	Day	Boarding	ELD	Total	Day	Boarding	ELD
9	8	4	4	0	8	2	6	3
10	13	6	7	0	17	5	12	0
11	8	4	4	0	10	1	9	0
12	7	2	5	0	11	2	9	0
Total	36	16	20	0	46	10	36	3

Gender and Ethnicity

The ethnicity provided in the following table gives a better sense of what the DVS student body is like. We have an overwhelming majority of Asian/Asian Americans in the school. However, they come from many different countries contributing to a diverse set of backgrounds and cultures.

Fall 2015 High School Students by Gender/Ethnicity

	Boys		Girls	
	%	Count	%	Count
Asian	64%	58	83%	17
Caucasian	26%	23	14%	6
Latino/Native Indian	6%	5	2%	1

Student Performance

We use participation and scores on the SAT, PSAT, and AP examinations to give indications of overall student performance.

PSAT/NMSQT

In terms of preparation, students take the PSAT/NMSQT every year so that they are familiar with the testing format. The following table shows DVS percentile scores for the past 4 years. These data indicate that DVS students perform above average in both Mathematics and English language skills.

	2014 (Percentiles)			2013 (Percentiles)			2012 (Percentiles)			2011 (Percentiles)		
Grade	Read	Math	Write	Read	Math	Write	Read	Math	Write	Read	Math	Write
11	65	81.8	66.7	59	68	56	60.6	71.5	62.5	41.4	67.6	53.7
10	72.1	82.2	76.6	60	82	60	52.4	69.8	59.4	60.6	72.1	63
9	53.4	80.5	61.8	57	77	53	48.3	76.7	48.9	41.7	61.8	42.5

SAT

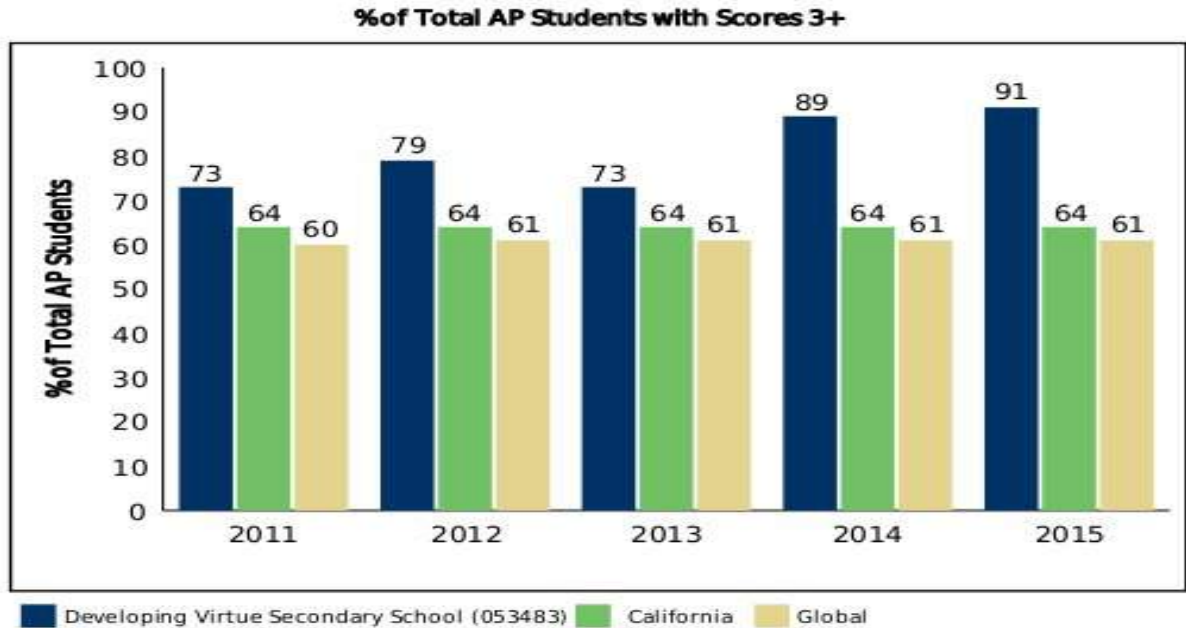
All our students, by the time they graduate, have taken the general SAT test at least once. Many students also take several SAT Subject Tests as part of their college admission requirements. The Table below encapsulates the SAT of every graduating class for the past 10 years. SAT scores place the graduating students in among the top compared to students in other private and public schools. According to the National Center For Education Statistics (US Dept. of Ed.), the SAT mean score of college-bound seniors in 2013 was 1498.

Graduating Class Academic Achievement

Academic Year		14 - 15	13 - 14	12 - 13	11 - 12	10 - 11	09 - 10	08 - 09	07 - 08	06 - 07	05 - 06
Students graduating	Total	16	15	10	12	18	21	12	10	12	8
SAT Scores	Total	1786	1730	1709	1677	1651	1656	1787	1769	1701	1770

Advanced Placement (AP)

Advanced Placement courses offer college-level curricula and examinations to high school students. The examinations measure a student's mastery of specific course contents. The best measure of success in college is a score of 3 or better. The chart below shows that in the past five years, the number of our students receiving a 3 or higher has increased, while the numbers at the state and national levels have remained fairly constant.



The following tables break down the data into specific courses. The left side of each table represents DVS and the right side is the average for all schools in California.

Note that some AP courses are offered every year (eg Calculus AB), others are offered nearly every year or in alternate years (eg English Language and Composition) while for others we don't offer the course but a small number of students decide to prepare on their own and take the test (eg Art History, Statistics).

Developing Virtue Secondary School (053483)

California

Art History	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5						781	744	771	702	590
4					1	1.327	1.419	1.372	1.254	1.270
3						1.547	1.473	1.623	1.679	1.687
2						1.033	1.008	1.075	1.085	1.242
1						848	999	957	1,084	1,276
Total Exams					1	5,536	5,643	5,798	5,804	6,065
Mean Score					4,00	3,03	2,98	2,99	2,90	2,78

Biology	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5						6.290	6.889	1.980	2.465	2.406
4	1					5.332	5.453	7.409	7.681	7.697
3	1			3	1	4.757	4.561	11.964	12.035	12.197
2	2				3	4.380	4.431	10.131	9.987	10.384
1	1					9.692	10.186	2.596	3.427	3.499
Total Exams	5			3	4	30.451	31.520	34.080	35.595	36.183
Mean Score	2,40			3,00	2,25	2,81	2,82	2,88	2,88	2,87

Calculus AB	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5	6	1	3	2	4	9.848	11.994	12.019	13.392	11.861
4	6	3	2	4	3	6.723	7.306	8.526	8.278	8.411
3	3			2		7.455	7.365	7.972	8.449	9.155
2	1			1	1	4.285	4.412	5.209	5.041	5.239
1	1	2			1	12.796	12.904	13.762	15.124	18.165
Total Exams	17	6	5	9	9	41.107	43.981	47.488	50.284	52.831
Mean Score	3,88	3,17	4,60	3,78	3,89	2,92	3,02	3,00	3,00	2,82

Developing Virtue Secondary School (053483)

California

Environmental Science	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5	2	2	2	1		1.863	1.949	1.823	2.073	1.932
4	2	3	3		1	4.822	5.074	4.971	5.539	5.997
3	5	2	5	1		2.797	3.146	3.283	3.498	3.599
2	5	3	1			4.192	4.458	5.044	5.501	5.877
1	6	4	3	2	1	4.491	5.198	5.777	6.362	6.979
Total Exams	20	14	14	4	2	18.165	19.825	20.898	22.973	24.384
Mean Score	2,45	2,71	3,00	2,50	2,50	2,75	2,70	2,62	2,63	2,59

	Developing Virtue Secondary School (053483)					California				
Chinese Language and Culture	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5	10	11	3	15	17	2,074	2,332	2,550	2,750	2,722
4	2	2	2	3	3	405	452	582	574	751
3		1	1	1	1	216	315	339	389	410
2			1			22	50	42	46	82
1						16	41	50	50	76
Total Exams	12	14	7	19	21	2,733	3,190	3,563	3,809	4,041
Mean Score	4,83	4,71	4,00	4,74	4,76	4,65	4,56	4,55	4,56	4,48
English Language and Composition	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5	3				2	7,299	7,847	7,715	7,135	8,117
4	1		2		5	12,678	13,861	11,588	13,201	14,260
3			8		7	19,585	20,625	21,100	22,089	21,427
2	2		6		2	19,754	21,524	24,607	25,880	26,820
1	2					6,567	7,869	11,832	11,513	12,600
Total Exams	8		16		16	65,883	71,726	76,842	79,818	83,224
Mean Score	3,13		2,75		3,44	2,91	2,89	2,72	2,73	2,74
English Literature and Composition	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5		1		2		4,924	4,999	4,950	5,004	5,019
4	2	3		4		9,726	9,990	11,043	10,378	10,714
3	3	3		10		16,617	17,241	17,821	17,254	17,626
2	4	7		6		17,761	19,783	19,376	21,015	20,906
1	2					4,938	5,325	5,269	6,754	6,463
Total Exams	11	14		22		53,966	57,338	58,459	60,405	60,728
Mean Score	2,45	2,86		3,09		2,85	2,82	2,85	2,77	2,78

Developing Virtue Secondary School (053483)						California				
Statistics	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5						2.783	2.976	3.477	3.959	4.183
4						4.723	4.763	5.127	5.595	5.448
3					1	5.694	6.116	6.349	6.604	7.082
2						4.082	4.323	4.956	5.125	5.519
1						5.013	5.269	6.090	6.752	7.608
Total Exams					1	22.295	23.447	25.999	28.035	29.840
Mean Score					3,00	2,83	2,82	2,81	2,82	2,77

United States History	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5			1	2		7.797	8.611	7.953	8.982	7.620
4			4		1	13.974	15.114	15.426	16.029	13.134
3			3	2	7	13.286	14.569	14.944	14.305	16.271
2			7	1	2	16.727	17.625	18.819	19.789	17.451
1			2			11.895	12.373	13.665	13.761	17.749
Total Exams			17	5	10	63.679	68.292	70.807	72.866	72.225
Mean Score			2,71	3,60	2,90	2,83	2,85	2,79	2,82	2,66

World History	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
5			1			2.427	1.949	1.656	1.955	2.239
4		4	2	1		3.994	4.374	3.890	4.877	4.644
3		5	4	9		5.731	8.243	8.388	9.955	10.210
2		4		5		6.398	7.714	8.620	8.991	10.006
1		2	1	2		5.365	4.169	5.845	5.604	6.222
Total Exams		15	8	17		23.915	26.449	28.399	31.382	33.321
Mean Score		2,73	3,25	2,53		2,65	2,71	2,54	2,64	2,60

Student Follow-up Data

The school began collecting matriculation data in 2014-2015. Because of the small population of graduates, the school receives information about graduates through student self-reporting when they return to campus or by email. The school will consider more formal data collection and analysis with the support of the alumni-group.

Until education laws change, there is no convenient way to follow up on student performance in institutions of higher learning. That information is not released to schools from which a student graduated. What we do know is that for over the past ten years all of our graduates have been accepted into colleges/universities. We do not know what percent of those students were required to take remedial math or remedial English courses their freshman years. That would be a good information to have but reliable information at that level is simply not conveniently available. Informally, our graduates have high rates of graduation from colleges and universities, around the low to mid 90 percent level. Many get advanced degrees.

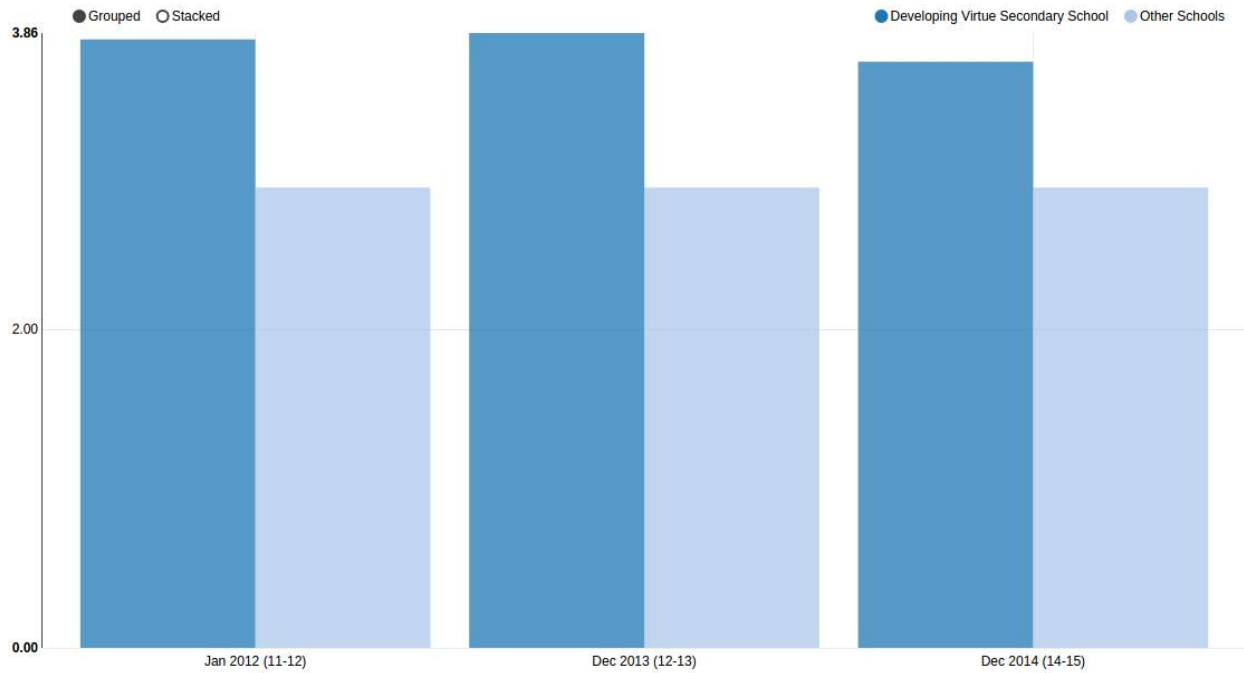
Our graduates also come back to the schools to volunteer. Some simply come back to visit and give advice to current students about colleges and future plans, while others decide to volunteer as a dorm counselor, teacher, or support staff. Alumni also return to help out during the two-week summer camp for five to 14-year-old children. This camp is held on campus and is organized primarily by graduates and current students.

School as a Caring Community Profile

The School as Caring Community Profile (SCCP) – one of the most commonly used assessment tool in the world of Character Education – has been administered to all high school students starting in 2004 and extending to the school year just past. This profile measures, in several broad categories, the perceptions of the students about the school. Charts that follow give the summaries for the students as contrasted to other schools for the past three years. DVS scores significantly higher than other schools in most categories.

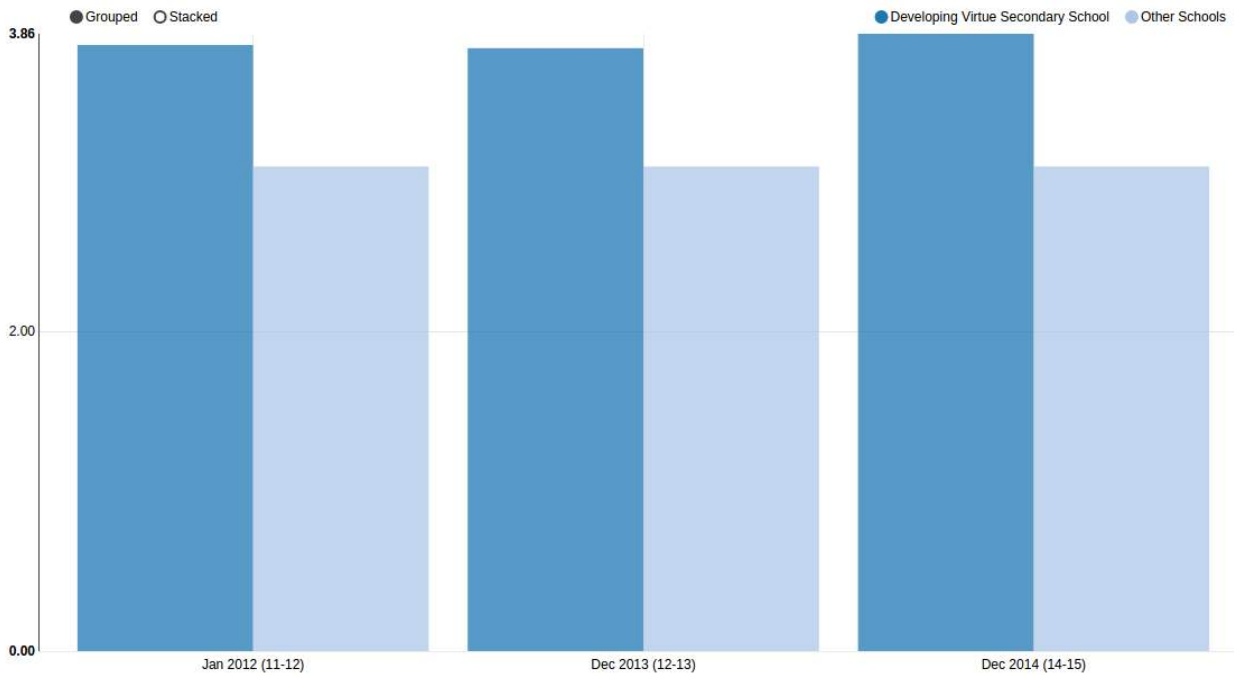
The table below, Perceptions of Student Respect, shows the perception of student respect for all elements of the school. The summary includes the students respect for themselves, their classmates, faculty, parents, classmates and school property.

Perceptions of Student Respect



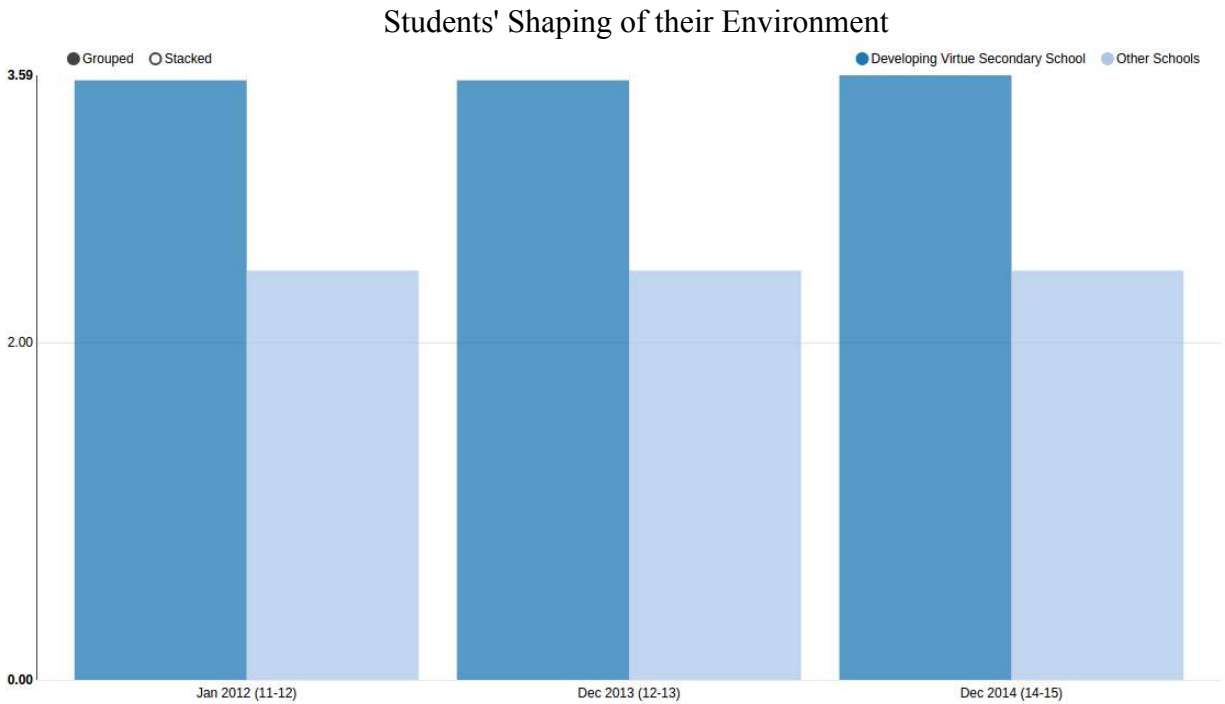
The next figure shows the student perception of friendship and belonging. This category includes most of the interpersonal relationships between students. Examples are how well they work together, how they help new students integrate into the school, how much patience, tolerance for differences, how they share with others, how well they listen to each other, inclusion of others, and how the older students treat the younger students. Once again, DVS scores well above other schools.

Perception of Friendship and Belonging



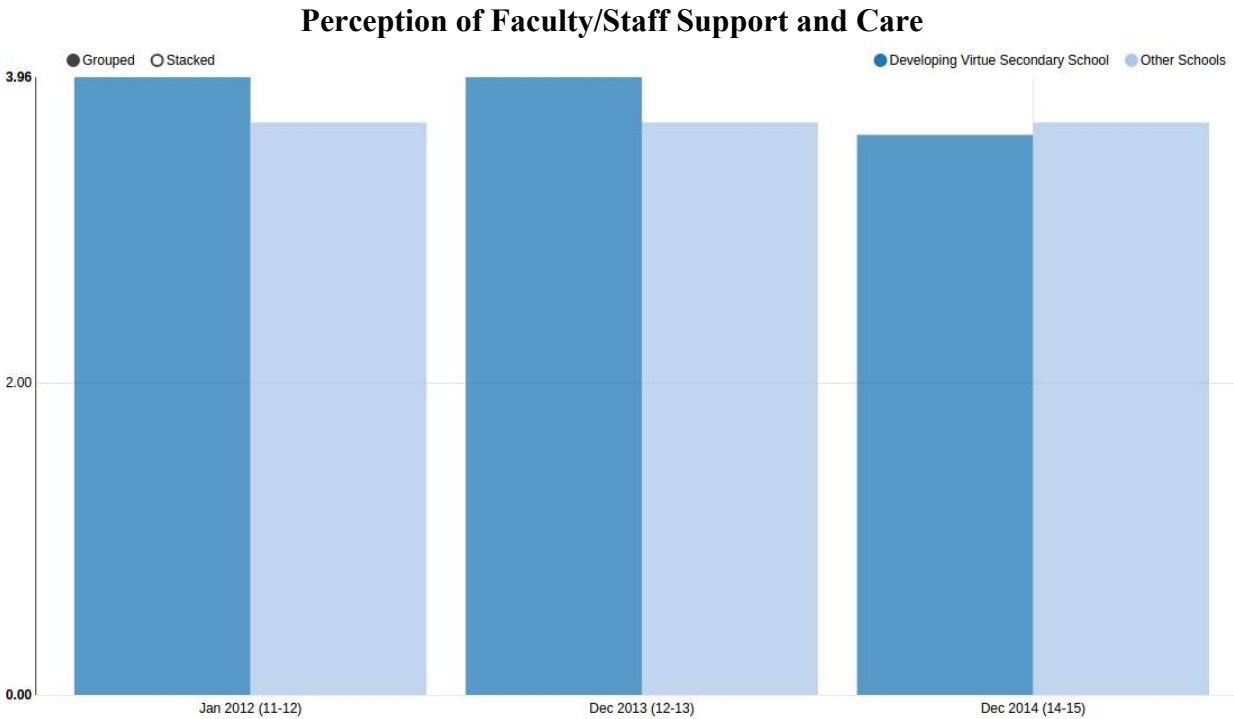
The next chart shows Students' perception of the influence they exert on their environment. This parameter summarizes perceptions of the following traits or behaviors:

- When students do something hurtful, they try to make up for it (for example they apologize or they do something nice).
- Students try to get other students to follow school rules.
- Students try to have a positive influence on the behavior of other students.
- Students resolve conflicts without fighting, insults, or threats.
- When students see another student being picked on, they try to stop it.
- Students help to improve the school.
- Students are involved in helping to solve school problems.



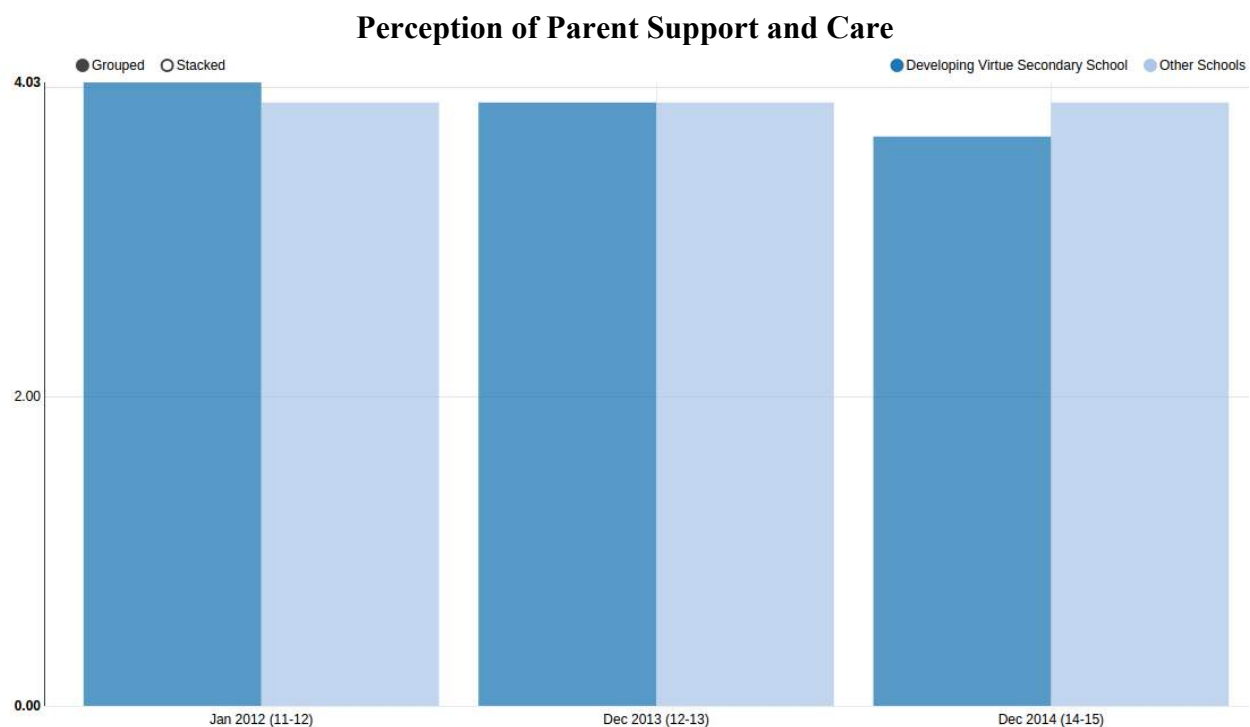
The next table summarizes perceptions of support and care by and for the faculty. Things addressed in this category include:

- Students can talk to their teachers about problems that are bothering them.
- Teachers go out of their way to help students who need extra help.
- In this school you can count on adults to try to make sure that students are safe.
- Teachers are unfair in their treatment of students.
- Parents show respect for teachers.
- In their interactions with students, teachers act in ways that demonstrate the character qualities the school is trying to teach.
- In their interactions with students, all school staff (the principal, other administrators, counselors, coaches, secretaries, aides, custodians, bus drivers, etc.) act in ways that demonstrate the character qualities the school is trying to teach.
- Faculty and staff treat each other with respect (are caring, supportive, etc.)
- Faculty and staff are involved in helping to make school decisions.
- This school shows appreciation for the efforts of faculty and staff.



The last graph, shown below, shows the perceptions of support and care by and for parents.

- Parents show that they care about their child’s education and school behavior.
- Students are disrespectful toward their parents in the school environment.
- Teachers treat parents with respect.
- In this school, parents treat other parents with respect.
- In their interactions with children, parents display the character qualities the school is trying to teach.
- This school treats parents in a way that makes them feel respected (welcomed, valued, cared about).
- This school cares about the thoughts and feelings of parents.



It can be surmised from this survey results that students have a caring, adequate, and conducive environment for learning. The faculty discussed the slight drop in perception of parent and teacher support and care. Stakeholders agree that there is room for improvement, but also acknowledge that parent and teacher support have been consistent, but students may not be aware of it. To improve the situation, the school will make more public acknowledgment of parents’ and teaches’ efforts and support.

School Financial Report

The parent organization, Dharma Realm Buddhist Association (DRBA), is committed to ensuring an adequate financial base for the operation and stability of DVS. DRBA provides all of the facilities that the school uses at no charge. The DRBA Board of Education submits an annual school budget to the DRBA Board of Directors for approval.

The table below gives the total actual expenditures, enrollment, and cost per student. Since Developing Virtue Secondary School (grades 9 - 12) works closely with Instilling Goodness Elementary School (Kindergarten - grade 8), many of the costs for facilities, faculty, and materials are shared. We give the high school enrollment as well as the total enrollment of elementary and secondary (K-12) combined, and then divide that total enrollment into the total expenditures to find the cost per student. The expenditures cover payroll and payroll taxes, worker's compensation, medical and liability insurance, continuing education, textbooks and instructional materials, art/music/library/office supplies, food and kitchen expenses, utilities, transportation, and various other fees and expenses.

During the 2012-2013 and 2013-2014 school years, there was a high number of overseas students accepted who required extra ESL classes (increase in expenditure). We did not accept that many during 2014-2015 due to dorm space constraints.

There is an increase of students in the last three years, which includes both international and students from the Bay Area, Southern California, East Coast, and Canada). Correspondingly, total expenditure and expenditure per student increased. This was partially off-set by a slight increase in tuition. The school remains financially stable and balanced with the strong support of Dharma Realm Buddhist Association, in its efforts to promote education for all.

The following table shows an analysis of this actual expenditure data.

Expenditures/Enrollment/Cost Per Student					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Expenditures	\$595,850	\$687,735	\$739,217	\$811,283	\$722,228
DVS Enrollment	71	71	89	100	83
Total K-12 Enrollment	195	192	189	200	188
Expenditure Per Student	\$3,056.00	\$3,582.00	\$3,911.00	\$4,056.00	\$3,841.64
Annual Tuition	\$3,150.00	\$3,250.00	\$3,400.00	\$3,650.00	\$3,780.00

From the analysis, the trend in payroll is clearly shown. Our schools budget about 25% for financial aid to students. When we look at the tuition scholarships we give every year compared to the annual tuition, we find that we have actually granted scholarships to from 19% to 27% of our students during these years.

Student Services

The school offers the following student services, many of which are provided by volunteers at little or no cost: daily hot vegetarian lunch service, issuance of student visas for international students, health clinic, health and psychological counseling referral services, career and college counseling, personal counseling, spiritual counseling, academic tutoring, and transportation for school activities and boarding students (e.g. when students need to attend courses at Mendocino College or take SAT/ACT/AP tests).

Parent Teacher Organization

The Instilling Goodness/Developing Virtue Parent Teacher Organization has held regular monthly meetings since Fall 2003. Each family pays membership dues of \$35/year and can contribute to various school activity funds. The PTO's objectives, as stated in its Constitution, are "to promote the welfare of children in the home, school, and community, to promote a closer relationship between home and school so the parents and teachers may cooperate meaningfully and intelligently for the welfare of the children, and to promote united efforts between education and the general public that obtains for every child the highest advantages in physical, mental, moral, and social education."

The PTO has generated significant support for the school in terms of volunteer hours, donations, and the sponsoring of gatherings and field trips to promote closer relationships between families, students, and school staff. It has several active committees: School Improvement Committee, Fund Raising Committee, Teacher Appreciation Committee, and Volunteer Committee.

Parents attend monthly PTO meetings; drive students to athletic games and on field trips; help with school facility maintenance, cleaning, and renovation; organize teacher appreciation activities and fund raisers; and in general, show a positive and supportive attitude towards school activities. For the past six years, the PTO organized and sponsored successful all-school overnight fieldtrips, once for the boys division and once for the girls division each school year.

Conclusion and Further Implications:

From the data collected, the school has been relatively stable in its operations and in promoting student achievement. Students' performance in critical reading, writing, and Mathematics is consistently above national and state averages. Yet, the school needs to continue improving the student performance in reading and writing. This will enable our students, 100% of which are college bound, be prepared for their college studies. The exploration and implementation of Common Core Standards for the next three years will be the driving force for the improvement of student learning.

Critical Academic Needs Based on The Data:

Although data shows that the school test performance is consistent and above national and state averages, the school will focus on the area of critical reading and writing by improving analysis of data and using that analysis to better inform curriculum and pedagogy.

On another important note, the school is unique and proud of its promotion of character, spirituality, as well as global and civic responsibilities, which help contribute to the growth of our students in all aspects of their lives. Along with academic development, this focus on our core virtues, spirituality, and global awareness remains one of the most important elements of our educational philosophy with our students, teachers, parents, and staff. Improvement in all of these areas will be included in the next three years.

Questions Raised from the Analysis of the Data:

1. How can teachers collaboratively use direct and indirect evidence to identify gaps in curricular and instructional approaches and support that enhance students' achievement in school-wide learning outcomes?
2. How can data collected from alumni inform the short-term and long-term planning of the school?
3. How to further improve the assessment of the core virtues?

Chapter Two: Significant School Developments

Significant developments that have occurred since the last full self-study visit include leadership team membership changes, a new teacher-mentoring program, a new method of ESLR assessment, additional teachers and staff, new courses, community service developments, and the hiring of a highly qualified career and college counselor.

Leadership Team Changes

After the last full self-study visit in April 2013, two of the six members of the school leadership team have retired: Heng Yin Shi, principal of the Girls Division, and Mr. Lewis Bostick, principal of the Boys Division. The four members who continue to serve on the leadership team are Jin Jr Shi (Co-Principal), Mr. Doug Powers (Co-principal), Mr. Juan Gracia (Assistant Principal), and Heng Shun Shi (the 9-12th grade core teacher). The three new members that have been added are Jin Xiang Shi, Heng Ywan Shi, and Mr. Nakula Hertz.

Jin Xiang Shi has a background in electrical engineering. She also has extensive experience working at the Dharma Realm Buddhist University's registrar office. She has been a member of the Buddhist community for the past 20 years and currently teaches meditation and Buddhism courses at the school.

Heng Ywan Shi is a credentialed teacher. Her background is in Nutritional Science. She has been teaching Biology, Chemistry, and junior high Physical Science. She has been a member of the Buddhist community for the past 25 years.

Nakula Hertz is an alumnus-teacher who earned a degree in philosophy from UC Berkeley. He has been one of the dorm supervisors for the past few years. He has been teaching Virtue Studies and World Religion courses.

All three members have been instrumental in leading and participating in the action plan implementation. For example, Jin Xiang Shi led the teacher orientation packet project and the review of the faculty/parent/student handbooks. Nakula Hertz is leading the work on connecting the student body with the extended community through service learning. Heng Ywan Shi has been active in the science curriculum and laboratory development project as well as teacher mentoring coordination. The increase in members of the School Leadership Team has increased efficiency of the team in monitoring school progress for continuous improvement of student learning and environment.

Teacher Mentoring Program

The school started a new teacher mentor program for teachers in 2013-2014. A committee of leadership members and educator-mentors developed the mentoring program. The program includes an assessment process based on a feedback survey of participating teachers. The program, implemented for two years so far, has enabled new teachers to transition smoothly into the school environment. Moreover, it has provided support and encouragement for new teachers in their work with students.

Teacher & Staff Additions and Lab Improvements for Science Department

The school has made a significant effort to upgrade materials for science experiments to increase the students' hands-on lab experience. Two science teachers with credentials (Heng Ywan Shi and Ms. Stacy Stahl) have been added as well as a volunteer science lab assistant (a professional chemist). All science teachers have also attended the AP science trainings to enhance their understanding of a full high school science curriculum.

The school procured a mobile lab station for the chemistry-biology lab to expand laboratory-experiment space. The mobile station added to the facility's functionality and provided another water and sink dispenser during experiments. Numerous chemistry and biology materials were purchased to complement the science curriculum.

In Fall 2013, the school welcomed an IT coordinator, Mr. Spike Morelli. He is working with Mr. Juan Gracia to facilitate the upgrade and maintenance of school technology and infrastructure.

The additional science personnel and materials have strengthened the science classes. Students have more access and experience in their laboratory science learning. Mr. Morelli's work has improved students' access to Internet research and printing capacities. He is quick in responding and trouble-shooting students' technological challenges.

Curriculum Developments

The following courses were added in the last three years and have provided more opportunities for academic rigor in the students' educational experience.

2015-2016	AP Computer Science A
	Chinese Orchestra II: Solo and Composition; fulfills the "elective" or "g" requirement for the University of California.
	Discrete Math for post-AP Cal BC students
2014-2015	AP Psychology
2013-2014	AP Statistics
2013~	AP Environmental Science

New ESLR Assessment Method

During the last full self-study visit, the collection of student work in individual student ESLR binder was primarily the responsibility of students under the guidance of teachers. Under this initial plan, student work collection was weak. Feedback from the student survey indicated that the students felt pressured putting together an ESLR binder.

In September of 2014, in order to bring balance to the state of student work collection, the faculty decided to take responsibility for preparing a binder of student work for ESLR evaluation. In this new plan each teacher has a binder for each of his or her classes and each binder demonstrates a range of student work with the teacher's assessment.

The first assessment of ESLR binder provided by teachers took place in 2015 spring. The ESLR committee found significant results that could impact student learning. As a result from this session, this school year, the school is focusing its efforts on training teachers to enhance their curriculum and pedagogy in terms of developing spirituality and core virtues in students.

Community Service Learning Developments

As already mentioned in the Section 1, the Community Service Club has become a lot more active in the Mendocino and Lake County communities, including post Middletown Fire relief activities. Members have also been involved in serving the homeless, solar power installations, building low-income housing, visiting convalescent homes and cleanup activities in the Russian River.

For the past three years, each grade level has planned an annual class trip that is educational and usually nature-oriented. These weekend trips have included camping, hiking, kayaking, ropes course, rock climbing, beach cleanup and games, and visiting museums.

The increase in service-learning activities has enhanced students' experience outside the classroom, having a positive effect on their quality of life and well being.

College and Career Guidance Counseling Developments

The school hired a retired Mendocino College counselor, Ms. Candie Dickinson, to lead career and college counseling. Ms. Dickinson earned a Master's degree in psychology with an emphasis in college counseling, as well as a teaching credential for grades K-8.

Career exploration for students at DVS involves career panels, workshops, fairs, and individual meetings. Ms. Dickinson has been meeting individually with each 9-12th grade student to identify career interests, work values, skills and work style preferences, personality style as related to their major and career path.

Students have expressed satisfaction with this additional service. They are able to learn about themselves and explore future plans under the guidance of a professional counselor.

A Five Year Development Plan was Created and Approved by our Board of Education

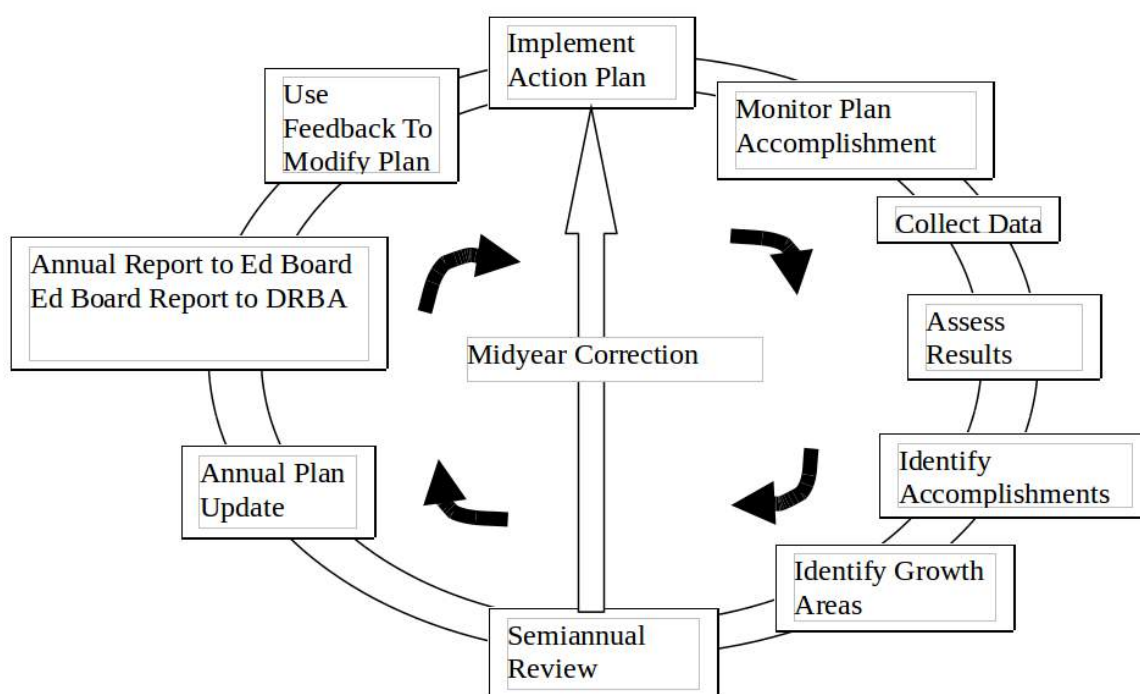
The Development Team consists of the school leadership team and Education Board Members. A 5-year development plan was developed in Fall 2015. One of the main considerations of the plan is to maintain tuition and fees at the same rate. A fundraising team was formed to raise funds to balance the increase in operational cost. The team's main goal is to raise tuition scholarships as well as matching grants. Members of the current committee comprises of a few alumni, a teacher, and an Education Board Member.

CHAPTER THREE: ONGOING SCHOOL IMPROVEMENT

DVSS manages ongoing school improvements. The following two paragraphs furnish procedures that we use.

Continuous Improvement

The Developing Virtue Secondary School Leadership Team manages school improvements through assignment of responsibilities, regular status reporting, semiannual reviews of progress, resource or schedule modifications, and annual reports of progress to the governing body. Figure 1 shows the process at the top level.



Annual Progress Reports

As the above figure shows, DVSS holds semiannual reviews and makes yearly reports to the Ed Board. From these reviews, we can make midyear corrections to the Schoolwide Action Plan if required. The yearly reports to the Ed Board are in the form of powerpoint briefing slides. Briefings are informal and questions can be asked at any point. Copies of the annual reports are available for review. The annual reports (and semiannual reviews) are developed using the process described below.

School Review Process

Introduction

This section sets out the organizational responsibilities, schedule, product format, and conduct of review of the Semi-Annual Review for Developing Virtue Secondary School (DVSS).

Accreditation of DVSS depends in large part on how well we perform our Schoolwide Action Plan and school progress on our semiannual reviews. We hold reviews and report school progress in January and May. The January review looks at the progress to date on our Schoolwide Action Plan, establishes the proposed budget for the coming school year, looks at planned progress for the remainder of the year, and allows for feedback and discussion regarding modification of the Schoolwide Action Plan. The May review performs the same function except the review covers the entire school year. The May review results are then presented to the Ed Board.

Organization and Responsibilities

DVSS retains the organization used for the WASC Self Study with Leadership Team (which meets monthly) and Focus Groups. The Leadership Team led by the principals assigns specific individuals (often members on the Leadership Team) responsibility for oral preparation of written progress reports for the review, an oral presentation of progress to date, and planned progress for the next period (January – planned progress for Spring semester, May – planned progress for next school year). The following table shows the top-level responsibilities for each entity:

Leadership Team	Overall Responsibility of Four WASC Categories of Criteria
Focus Group A	Organization for Student Learning
Focus Group B	Curriculum, Instruction, and Assessment
Focus Group C	Support for Student Personal & Academic Growth
Focus Group D	Resource Management and Development

The *Schoolwide Action Plan* contains detailed responsibilities for each group. The members of the group responsible for managing and planning activities also report on those activities at our schoolwide reviews. As we update our *Schoolwide Action Plan*, the detailed responsibilities and schedules for completion may change.

Schedule

Mid-year and Yearly reviews have similar schedules. Schedules of activities, responsible parties, and products (milestones) for the entire review cycle are:

Activity	Responsible Person	Schedule	Product
Notify Participants	Principal, Asst. Principal, or Other Leadership Team Member	One week prior to review	Notice of meeting with agenda
Prepare Report	Leadership Team and Other Participants	Week of review, completed and brought to review	Status Report of Progress and planned progress
Prepare Briefing	Leadership Team and Other Participants	Brought to Review And briefed	Briefing Slides
Review	All Stakeholders	Review day	Feedback to Presenters
Write Minutes (Midyear Review)	Recording Secretary (Designated)	Week after review	Minutes of Meeting

Develop Next Year Budget (Midyear Review)	Leadership Team	Week after review	Next Year's Proposed Budget
Prepare Yearly Report (Annual Review)	Leadership Team	Week after Review	Briefing Slides

The Principal and Assistant Principal are co-coordinators for managing all aspects of this process. The positions described in the table above are responsible for managing the different aspects of the school as noted. More information is provided below in the Sample Schedule.

Product Formats

This section of the document furnishes the information content of all products of the process.

1. Notice of Meeting and Agenda. This is a simple Interoffice Memorandum e-mailed to attendees. Contents are: meeting times and place and an agenda. A typical agenda will layout the activities and responsibilities undertaken during the mid-term and annual reviews.

Sample Agenda:

Time	Presenter	Organization	Details
12:15-12:30	Coordinator Focus Group A	School	Administrative announcements
12:30-12:45	Principal Focus Group D	Buildings & Grounds	Facilities (classrooms, offices, dormitory) and Security for each division
12:45-1:15	Focus Group C	Schools	Student Survey
1:15-1:30	Focus Group D	School	Science Department Planning
1:30- 1:45	Focus Group B	School	Faculty and Staff and discussion
1:45 - 2:00	Coordinator Focus Group B	School	Profile Data (past 6 mo/yr) Analysis
2:00-2:15	Various Focus Group C	PTO/Clubs	Progress/Plans
2:15-2:30	Heng Jiao Focus Group D	Finance Office	Budget performance (both reviews) Next year proposed budget (semiannual review)
1:45-2:00	Heng Shun Focus Group B	School	Curriculum and Instruction and Q&A
2:00-2:15	Juan Gracia Focus Group D	School (DRBA)	Technology and Q&A Technology Plan
2:15-2:30	Juan Gracia Focus Group D	School	Science and Laboratory review
2:30-2:45	Dan Barth Focus Group C	School	Library and Q&A

2. Prior to the review

Leadership Team collects status reports and other related information from each Focus Group and the individuals responsible for specific tasks within that group. The information collected includes the following:

- a. **Summary of Progress.** This summarizes the progress made during the period covered by the review, i.e. the first semester (semiannual review) or the entire school year.
- b. **Activities, Scope and Planned Schedule.** If individual activities are included in the Schoolwide Action Plan, the activities planned for the time period are simply extracted from the plan. The scope of each activity for the period of the report is explicitly stated in narrative form. Planned schedule is a statement of the schedule on which each activity was to be completed.
- c. **Progress and Problems.** Provide a narrative description of accomplishments during the period for each individual activity. For those activities not completed, estimate the percentage of completion of the activity and any problems associated with completing the activity. Typical problems will be limited resources (people, computers, etc.) or time.
- d. **Recommendations.** Recommendations for overcoming any problems or modification of the Schoolwide Action Plan to bring it in conformance with actual accomplishments or constraints.

The information contained in the reports should be understood in their most general terms, covering such diverse things as construction, renovation, professional development, and other types of activities or tasks to be performed.

3. **Briefing Slides.** The coordinators work with other presenters in preparing powerpoint slides or handouts for the meeting. The presentation format follows the various tasks in the School-wide Action Plan in the Four WASC Categories of Criteria.

4. Annual Report or Minutes

- a. **Annual Report.** The annual report to the Board of Education of DRBA will be a briefing that covers accomplishments of the school year and an updated Schoolwide Action Plan for the next school year.
- b. **Review Minutes.** Implementation of Minutes of the review shall include the written reports from each subject area being reviewed as they were received, followed by recommendations for modification as developed during the review. Recommendations for modification may be narrative in form or point to a revised action plan or other source document.

5. **Budget.** The principal uses the Profit and Loss by Class report to review the budget. The semiannual review will consist of identifying budget items for which modifications are desired and the exact form the modifications should take. For example, budget item xxxx may be more than 50% spent by the semiannual review. This may be normal and no action required. On the other hand, maybe most of budget item xxxx is expended in the second half of the year. In that case, the modification needed would be to change the spending pattern for this budget item and delay certain acquisitions until next school year. An alternative would be to go

to the Finance Committee of DRBA and request additional budget for xxxx. Alternatives will be selected case by case.

The annual budget review will focus on projected performance for the year, followed by budget requirements for the next period tied to the schoolwide action plan, faculty planned programs, and projected student population. At the review, coming year increments to each budgeted item will be identified. Applying these increments to the current year budget yields the budget forwarded to the Board of Education and Finance Committee of DRBA.

Conduct of Review

This section covers the conduct of the review. The conduct of the review follows the outline of the action plan. Reports are written and the plans and ongoing progress are presented and then open for discussion, and can be modified as required by the attendees.

Attendees will consist of everyone from the school plus representatives from each organization that provides services to the school. Separate organizations would be those such as the Finance Office or Buildings and Grounds. The principal and Assistant principal will facilitate the meeting. Presentations and discussions shall be informal and follow the sequence of the agenda. Minutes are kept by the Recording Secretary (designated by the Leadership Team). The Recording Secretary shall publish "Review Minutes". The Self Study Coordinator develops briefing slides for the annual report to the Board of Education.

Modification of DVS Review Process

This process may be modified at any time by the Leadership Team and reissued.

CHAPTER FOUR: PROGRESS ON CRITICAL AREAS FOR FOLLOW-UP/SCHOOLWIDE ACTION PLAN

Critical Areas for Follow-Up <i>Schoolwide Action Plan Tasks</i>	Evidence
<p>A1. Implementations of action plan school-wide for management of effective school development</p> <p><i>Continue development of formal procedures to address action plan and modify as required</i></p> <p><i>Continue development of formal procedures to monitor improvements</i></p> <p>DVGS has been making significant progress in implementation of the school-wide action plan. All action items have been implemented (completed and work-in-progress) in the past two and a half years. The leadership team meets bi-monthly to discuss action plan progress and to organize in-service training for our teachers.</p> <p>The leadership team has recruited three new members in 2014-2015. All three members have been instrumental in leading and participating in the action plan implementation. For example, Jin Xiang Shi led the teacher orientation packet project and faculty/parent/student handbooks. Nakula Hertz is leading the work on connecting the student body with the extended community through service learning. Heng Ywan Shi has been active in the science curriculum and laboratory development project as well as the teacher mentoring coordination.</p> <p><i>Develop formal procedures to collect, analyze and communicate student profile data</i></p> <p>The school has made improvement in collection and analysis of data that were used to inform all areas of school improvement. For examples, drawing from the enhancement of the PSAT data through college board, the school has begun more detailed analysis of test scores and implications of improving student learning. Based on this data offered by college board, the school is able to benchmark student performance with comparable schools.</p> <p>The school anticipates exploring other data collection e.g. alumni data to improve triangulation in data analysis, to further refine consistency in data collection, and to continue engaging all stakeholders in analysis and goal setting. This will foster continuous reflection on</p>	<p>School Leadership Resume</p> <p>Dominican University Alumni PR</p> <p>College PSAT Data 2013-2016</p>

<p>students' performance in improving curriculum, pedagogy, and school environment.</p> <p><i>Encourage teachers to collaborate and plan together through a process that ensures accountability.</i></p> <p>Understanding the importance of teacher collaboration to impact students' learning, the school, with the feedback of teachers have organized multiple pathways to promote teacher collaboration.</p> <p>The school has established a process for teachers to request for paid-collaboration time. A form has been developed and revised with the feedback from the faculty. Several teacher groups have worked on projects under this process; for example, the common core committee. Members in this team will attend workshops off-campus such as SCOE and MCOE, and return to share what they learned and organize training and sessions for other teachers to explore the common core. Yearly, the school leadership, in communication with teachers about their interests and needs, will assist teachers in forming collaborative groups. The leadership has formally and informally encouraged teachers to meet for collaboration under this pathway. Collaboration is also fostered in the monthly in-service sessions.</p> <p>Educational research has shown the impact of teacher collaboration on students' learning. The school will continue to foster collaboration to impact students' growth in academics, character, spirituality, and global awareness.</p>	<p>Teacher Collaboration Form</p>
<p>A2. Continued development and implementation of recruiting, mentoring, supporting, and retaining volunteers to enhance a stable faculty.</p> <p><i>Develop a comprehensive orientation package for faculty and staff</i></p> <p>An orientation packet was developed in summer of 2015 and piloted in 2015-2016.</p> <p>The school has also started a new teacher mentor program for hired and volunteered teachers in 2013-2014. A committee of leadership members and educator-mentors developed the mentoring program. The program has been in inception for two years.</p> <p>In 2014-2015, the school piloted an email-survey question to gather constructive feedback for improvement of the teacher mentoring</p>	<p>New Teacher Orientation Package</p>

<p>process. A formal survey will be developed in 2015-2016 to gather feedback from new teachers. Below is an outline of the mentoring process:</p> <p><u>Developing Virtue School Teacher Mentoring Program</u></p> <p>"Mentoring is a brain to pick, an ear to listen, and a push in the right direction." - John Crosby</p> <p>Responsibilities of Teacher Mentors</p> <ol style="list-style-type: none"> 1. Observe your mentee/s once a month, conferring with them afterward to discuss the observation. 2. Check in weekly with your mentee/s either by email or in person. 3. Attend a once a semester M&M (Mentor/Mentee) meeting. <p>Responsibilities of Teachers</p> <ol style="list-style-type: none"> 1. Schedule monthly observation with your mentor and participate in post-observation conference; when possible, observe mentor's classroom. 2. Respond to your mentor's biweekly check-in. 3. Attend the M&M (Mentor/Mentee) meetings to be held once each semester. 4. Complete one reflective journal entry each month; prompts will be provided, but you may choose to write about another topic. <p>Newly hired credentialed teachers are also supported through the local BTSA program.</p> <p>The impact of teachers' well-being on students' learning is well documented. With the inception of the mentoring program and support, teachers are better able to engage diverse learners' needs.</p>	<p>Mentoring Logs and Teacher Reflections</p> <p>BTSA Reflections</p>
<p>A3. Further improvements to science laboratory and library research resources in order to align with the school's goals of improving students' knowledge and learning.</p> <p><i>Review Science Laboratories and Identify Needs</i></p> <p>The school has made efforts to upgrade materials for science experiments to increase the students' hands-on lab experience. We have since recruited two science teachers with credentials—Heng Ywan Shi and Ms. Stacy Stahl—and a volunteer science lab assistant (a professional chemist). All science teachers have also attended the AP science trainings to enhance their understanding of a full high school science curriculum.</p>	<p>AP Science PD Certificate</p>

<p>The school procured a mobile lab station for the chemistry-biology lab to expand laboratory-experiment space. Mobile station added to the facility's functions and provided for another water and sink dispenser during experiments. Numerous chemistry and biology materials were purchased to complement the science curriculum.</p> <p>Moreover, a new heating system was installed in the physics lab. Equipment and materials enhanced the physics and AP Physics curriculum. For e.g. i. Ten laptop computers were added and set to use with Vernier instrumentation; ii. A projector screen, projector fixed on ceiling, and a document camera were bought specifically for science lab use; iii. Three sets of Vernier dynamic tracks/carts and a PASCO projectile launcher are purchased to enhance mechanic labs. Instrumentation in every topics of AP Physics has been establish to facilitate inquiry-labs through the curriculum; and iv. A mini-science library is being developed in the physics lab.</p> <p>With the mentorship of the science teachers, students have also been competing in the Science county fair. In 2013-2015 respectively, several students won an award at the county level and represented the county at the state level competition. Sample award-winning experiment topics are:</p> <ol style="list-style-type: none"> 1. Angle Analysis of Multiple-Line Intersections (Physical Science, First Place) 2. Would Sound Waves Promote the Freezing of Water? (Physical Science, Second Place) 3. Potato Powered LED (Earth Science, Second Place) <p style="text-align: center;"><i>Automate Library Collection</i> <i>Assist Students with Online Research</i> <i>Develop Audio Visual Collection</i></p> <p>The Girls Division library media center has undergone significant improvement over the past few years. The floor plan has changed with the construction of new bookshelves and repositioning the collection to provide greater access to materials and increasing the library's capacity to host classes and presentations as well as small group and individual study. Boys Division has made similar changes, improving access to computers and DVD player with viewing screen. The catalog automation project is nearly complete with virtually all materials now processed and entered into the library's KOHA system.</p> <p>Student access to reference material has significantly increased as the result of the students obtaining Mendocino County Library and San Francisco Public Library cards. Students can tap into a rich</p>	<p>Science Fair</p> <p>Student and Teacher Patron List</p>
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collection of quality information provided online by these institutions. Cards are obtained for new students and incoming junior high students at the beginning of each school year. An information literacy orientation accompanies the card application process for these students and another presentation is given as a review for continuing students. A quiz/survey has been implemented this year to monitor student understanding and gather information from the students to provide guidance as the library plans for the future. For the first time this year, an orientation for the faculty was provided during the teachers' in-service to introduce them to the resources that the students now can access.

The library collection of resources has increased modestly over this time period. Much of the focus has centered on the above improvements. New print selections, audio books, and DVD's have been acquired through purchases and donations. A MENSA bookshelf has been set up to support the AP classes and accompanying audio books are in the future procurement plan. In conjunction with the choir teacher, the library will be cataloging and housing a classical music CD library.

Future library plans include improving the quality of the print collection, adjusting to the technological needs of the students and teachers, and responding to the changing ways students acquire knowledge. The previously mentioned survey will help us in this regard. In summary, the library improvement project has offered more educational resources to the students.

Survey Technology Needs

The school remains focused on technology improvements for educational purposes and in alignment to the unique identity of the school. The school prides itself on maximizing face-to-face interactions between teacher-student and student-student to foster the human connection, currently being redefined in cyberspace communications.

In Fall 2013, the school welcomed an IT coordinator, Mr. Spike Morelli, working along with the school's vice principal, to facilitate the upgrade and maintenance of school technology and infrastructure.

In the past three years, computers have been acquired and/or upgraded. Additional devices such as printers, projectors, and document readers have been procured. Internet filtering options have been refined to enable access of educational websites.

IT/Technology
Coordinator Resume

<p>In 2014, a technology survey was piloted with teachers to gather feedback and requests. Students are also given expanded Internet access by request when in accordance with the philosophy of using technology for educational research and enrichment purposes. The school intends to explore and pilot digital citizenship curriculum to further educate and protect students in their cyberspace exploration.</p>	
<p>A4. Improve systems for communications with all stakeholder groups.</p> <p>The school leadership team has been more consistent in inviting parents, staff, and other stakeholders to attend the yearly mid-review and end-of-the-year review, which provides information and gathers input on school action plan process.</p> <p>There are opportunities for on-going feedback in faculty and staff meetings. The principal has been active in presenting updates and to gather feedback from the PTO; semesterly presentations began in 2014-2015. The school leadership is working more closely to engage student council in day-to-day school operations.</p> <p>School website has included more updates on student activities and events. The principal will work with the school webmaster to upload school profile and data.</p> <p>In this cycle of WASC reporting, the inclusion of stakeholders feedback and support has made the process more meaningful and effective.</p> <p>A5. Establish volunteer substitute teacher list for office staff to improve effectiveness in the classroom.</p> <p>The school has setup up a substitute teacher list and substitute request process. The division office staff, Mr. William Koo and Ms. Sewyi Tan, under the supervision of the principal, coordinates this process. A substitute request form has been developed and teachers make requests by email. Administration will continue to work on updating and publishing substitute list for teachers.</p>	<p>PTO Minutes</p> <p>PTO WASC Action Item Presentation</p> <p>www.igdvs.org</p> <p>Substitute List</p>

<p>B1. Plan, support, develop, and align curriculum conducive to the students' academic and character development.</p> <p><i>Implement Common Core Standards</i></p> <p>Beginning 2013, the school has organized in-service sessions whereby teachers explore and deliberate on the Common Core Standards. The focus on the exploration has been in developing understanding of the standards and in learning corresponding strategies and resources to successfully implement the standards. In the exploration sessions, there has also been a focus on vertical alignment, so teachers are learning about the standards in connection with the pre- and post-standards they are responsible for.</p> <p>In 2013-2014 teachers have focused on writing standards, covering argumentative, informative, and narrative writing genres. In 2014-2015, exploration was dedicated to speaking and listening standards. In this school year, the focus has been on the reading standards, with close reading and emphasis on developing text dependent questions; and understanding text features and text structures.</p> <p>Moving forward, in 2015-2016 the first cycle of exploring ELA Common Core Standards will end with a focus on Language Conventions. The school will also start a cycle of Common Core textbook review by department.</p> <p><i>Develop Assessment to gauge students' ESLR achievement</i></p> <p><i>To organize discussion forums on school's core virtues, spirituality, and multicultural topics</i></p> <p>Assessing the school's ESLR achievement has been an ongoing process, culminating yearly with a summative review in the spring semester. The collecting of student work—individual student ESLR binders—has primarily rested on students under the guidance of teachers. The ESLR committee, consisting of the school leadership and department chairs, reviews the binders in May. Under this initial plan, student work collection has been weak; also, feedback on the student survey indicates that students felt pressure to put together an ESLR binder.</p> <p>In September of 2014, in order to bring balance to the state of student work collection, the faculty deliberated and decided to take more responsibility in preparing a binder of student work for ESLR evaluation. This new plan enables individual teachers to evaluate their students' work as they select sample student work that meets, does not meet, and exceeds expectations. In May of 2015, the ESLR</p>	<p>In-service Agenda</p> <p>CCSS ELA & Math Student Work and Lesson Plans</p> <p>ESLR Binder</p> <p>ESLR Meeting Summary</p> <p>Memo on Revised ESLR Binder Plan</p> <p>ESLR Rubric</p>
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committee met to evaluate the ESLR binders by departments. The committee found improvement in collection of student work. Moreover, analysis shows that the students are proficient in achieving the academic (ESLR 3) and globalism (ESLR 4) across departments. On the other hand, the committee found the evidence showing achievement of core virtues (ESLR 1) and spirituality (ESLR 2) to be inconclusive.

Upon the presentation of these findings to the school stakeholders during May 2015, annual school WASC review, feedback from the group cohered with the initial findings as teachers, staff, students, and others expressed the need for more training, discussion, and deliberation on ESLR 1 and ESLR 2. In response to this finding, the school leadership will be organizing discussion forums for teachers that enable enhanced study of ESLR 1 and 2 in 2015-2016. A series of mindfulness workshops were organized in Fall 2015. There is a pending forum/workshop in spring 2016 on core virtues, with an emphasis on kindness and other core virtues.

Develop a system to monitor and evaluate students struggling with academic content and/or language so as to promote academic success.

Presently there are three ways in which the school helps those students who are struggling with some of their academic work.

1. Teachers make themselves available to offer extra help outside of their normal classroom time. This usually occurs after school or during lunch recess.

2. 11th or 12th grade students are assigned as peer tutors to help younger students who are struggling in their courses. Tutoring sessions may occur during zero period (7:00-7:45am), evening study hall in the school that goes from 7:45 to 10:00 PM, or after school at 4:00 – 5:00pm; even weekends.

3. For those students who need more extensive assistance, we have tutors who are currently serving the school for a nominal fee paid by the students themselves. They are mostly helping foreign dorm and non-dorm students who are working on improving their English language speaking and writing skills.

In 2014-2015, a student tutoring survey was developed with feedback from the faculty and students. In response to the survey and interview with students, the following was piloted/implemented in 2015-2016:

Peer Tutor Forms
Tutoring Schedule
Tutoring Survey

<p>1. New tutoring subjects were added: Mathematics, Physics, Computer Science, English, Biology, AP Chemistry, AP Environmental Science, and Life Science.</p> <p>2. Process of tutor recruitment was developed and piloted. In 2015-2016, 2 adult tutors (volunteer teacher/ parent-teacher) and 12-15 peer tutors were recruited.</p> <p>In the inception of the school's tutoring program to support students' learning, the tutoring staff composed of dedicated volunteers with a varying background and language proficiency to reach out to our diverse group of students. For example, most of the tutors are bilingual and are able to help ELLs to access the subject matter in the students' native tongue as necessary. A midterm-tutoring survey and interview will be conducted to further support our students in their learning. It is also noted that they could be on-going publicity of tutoring services to motivate and to reach out to more students.</p> <p>All the action tasks above have enhanced the curriculum, pedagogy, and support for students' learning.</p>	
<p>B2. Providing teacher professional development and on-going instructional assistance needed in correlation to CCSS and ESLRs to ensure that teachers are making necessary changes to improve student learning.</p> <p><i>Develop strategies to align to the Common Core Math eight practices</i></p> <p><i>To teach writing in all subject matters aligned with Common Core Standards</i></p> <p><i>To teach non-fiction reading strategies</i></p> <p><i>To teach listening and speaking strategies</i></p> <p>Teachers have been attending off-campus CCSS trainings at Sonoma and Mendocino County Office of Education. Teachers have also attended professional development as a team. In turn, these teachers are invited to participate in the school's Common Core sub-committee to plan and share their workshop experiences and skills with other teachers. This is an effort to promote collaboration and teacher leaders among the teaching faculty. Below are samplings of trainings in 2014-2015:</p>	<p>PD Expenditure</p>

<ul style="list-style-type: none"> ● Practical Strategies to Teach the CCSS Math ● Jo Boaler & the Mindset Revolution: Teaching Math for a Growth Mindset ● Mathematics & Language Arts Workshop at SCOE ● MCOE Media/Literacy CCSS ELA: “Don’t Tell Them – Let Them Discover: Literacy Strategies Across the Content Areas” ● AP Training: Environmental Science, Psychology, and Microeconomics and Macro Economics ● Transformational Geometry <p>The school has also allocated meeting time for articulation, specifically in exploring Common Core Standards as well as general teacher collaboration time during In-service training sessions.</p> <p>Training in English Language Arts Common Core State Standards (CCSS) has focused on initial exploration of the new standards. Although we have only completed the writing, speaking, and listening standards, the coverage is comprehensive. After completion of preliminary exploration of the other standards, namely reading and grammar, the school will plan for more in-depth implementation of the standards in the curriculum across subject matters.</p> <p>Common Core Mathematics Standards implementation is also on schedule. The Mathematics team has completed training in the eight mathematical practices; and has administered, analyzed, and discussed the students’ performance in selected MARS assessment. In 2015-2016 a review of the math practices will take place. Allocating workshop time for CCSS lesson or unit planning will follow this.</p> <p>The school leadership has sent teachers to attend trainings in the Common Core Next Generation Science Standards.</p> <p style="text-align: center;"><i>To practice tuning protocol in looking at assessment</i></p> <p>As part of expanding the teacher’s assessment knowledge, the school has organized trainings and deliberation of student work using tuning protocol. Teachers have experienced at least three tuning protocol sessions. These group meetings to analyze student work received favorable feedback from teachers. Teachers have appreciated the group deliberation of student work, which has deepened their understanding of their students’ skill achievements.</p> <p style="text-align: center;"><i>Teacher collaboration development</i></p> <p>This school year, the school piloted a Professional Learning Community group. The participants are teachers from the science</p>	<p>CCSS Math Presentation PPT, Math Units, and MARS Assessment</p> <p>CCSS Math Implementation Plan</p> <p>Tuning Protocol Teacher Reflection</p> <p>In-Service Agenda</p>
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<p>department. In the spring, this group of teachers will be trained in PLC theory and practice. The outcome of these sessions will be to formulate an inquiry for data-informed study in the PLC science group in 2016-2017.</p> <p>In summary, the professional development training and support have increased the teachers' repertoire of resources and skills so they can be more effective in their work with students. Teachers are better trained in looking at student work collaboratively to impact learning and to improve their teaching practices.</p> <p>For example, in training teachers to foster close reading, strategies covered such as text dependent questions, and text features and structures, are very useful to students particularly ELLs.</p>	PLC Meeting Minutes
<p>B3. Increase the assessment of teacher and staff professional development in order to provide intellectual, academic, and personal growth of teachers and staff.</p> <p><i>To gauge the effectiveness of teacher and staff professional development; professional development should inform instruction, align with ESLRs, and support teachers' reflections.</i></p> <p><i>To encourage teacher reflections of course evaluations by the students</i></p> <p>This is an area that needs further attention. The school leadership piloted two embedded-evaluation tasks. The leadership engaged in a comprehensive review of the impact in the school's teacher and staff professional development. In this cycle of deliberation, it is found that as aligned with the professional development action plan and ESLR 3, teachers are trained in various CCSS, collaboration, and pedagogical techniques. There is also evidence of teacher implementation in the classroom, as shown in the teacher reflections in surveys. From this deliberation, the leadership identified a weakness in offering workshops to promote and enhance teachers' deliberation on ESLR 1 and ESLR 2.</p> <p>Although feedback surveys were gathered in many of our in-service trainings, more consistency of implementation, analysis, and sharing of findings need to take place. In 2015-2016, the school introduced teachers to reflecting on their professional development on an ongoing basis. Each teacher has a teacher professional development folder. Folders will be collected at the end of the school year for analysis and results will be shared with the faculty.</p>	<p>Teacher Professional Development Folder</p> <p>In-service Survey & Feedback</p>

<p>long-term school development and student performance.</p> <p>Teacher workshops have also focused on building community between teachers by using collaborative structures in presentations and activities, and these strategies have also been used as a resource for teachers to heightened collaborative learning in the classroom.</p> <p>Teacher Evaluation has increased teachers' awareness as professionals. The support from the teacher evaluators has been conducive to the continuous improvement of teachers' skills and knowledge in curriculum and instruction.</p>	
<p>C1. Improve student services, activities, and opportunities that support student learning and achievement of ESLRs.</p> <p><i>Review, revise, and administer student survey form</i></p> <p><i>Retain a professional guidance counselor to provide college and career guidance for students as well as training for volunteer counselors and core teachers</i></p> <p>The school revised the career exploration action plan to reflect direct intervention with students. In alignment with this plan, the school has engaged a retired Mendocino College counselor, Ms. Candie Dickinson, to lead career exploration planning and implementation. Career exploration for students at DVS involves career panels, workshops, fairs, and individual meetings.</p> <p>In the career workshop and/or individual meetings, the following career exploration activities were offered:</p> <ul style="list-style-type: none"> ➤ In the Self-Evaluation stage, the students: <ul style="list-style-type: none"> ❖ Identify career interests, work values, skills and work style preferences ❖ Learn about their personality style as related to their major and career path ➤ In the Major/Career Exploration stage, the students: <ul style="list-style-type: none"> ❖ Learn the value of choosing an appropriate career pathway to ensure progress towards their academic and career goals, ❖ Identify the training and educational requirements for various majors and careers, ❖ Utilize critical thinking, analytical and decision making skills in comparing and contrasting majors and career pathways ❖ Understand their career choices based on their self-evaluation and research. <p>After each workshop, students signs up for a 30-60 minutes meeting</p>	<p>Student Work</p>

<p>with the career specialist to discuss:</p> <ul style="list-style-type: none"> ❖ Their individual interests, work values, skills, personality and how they relate to their career path and educational goals ❖ Their findings regarding a career path and college major ❖ Skills, abilities, personality, knowledge, and education are required for their career goal ❖ The career outlook, opportunities, salaries, and benefits regarding their career choices ❖ Other opportunities about different careers through job shadowing, informational interviews, and internships <p>Career panels and fairs are held on or off-campus. In the past two years, students have attended career fairs at Mendocino College. Through a career panel and career circuit presentations, student have had opportunities learning from doctors, engineers, psychologists, social activists, and others.</p> <p>In 2014-2015, a student survey form was developed to gather feedback from students. Survey was administered in spring 2015. Highlight of findings were discussed with stakeholders during school annual WASC review. Survey results show students find career explorations important in their high school life. The current career exploration program at DVS supports this interest. The school will continue with workshops, career panels and fairs, as well as individual career exploration meetings to address the needs of the students.</p> <p>This year, two new curriculum modules in the area of developing study skills, and test anxiety and stress were developed as optional services for interested students, facilitated by Ms. Candie Dickinson.</p> <p>With this additional service, students have more opportunities to plan for college and future career to enhance their experience as high school students.</p>	<p>Student Survey Form</p>
<p>C2. Increase student involvement in community services for students to appreciate different cultures and religions, and discover real-world applications of what is taught in the classroom.</p> <p><i>Increase opportunities for student community service</i></p> <p>Developing Virtue School has provided students opportunities for community service since the inception of the school. These programs continue and are an important aspect of the school's connection with the monastic communities and the broader City of Ten Thousand Buddhas. The aspects of the services are varied from helping with</p>	

<p>cleanup to translation of religious texts. These services connect the students with the broader community of the City of Ten Thousand Buddhas.</p> <p>The school has also been broadening its reach to the Ukiah community as well, by connecting with local groups, volunteer organizations, and various religious denominations.</p> <p>Two years ago the school was approached by the Arbor Coalition (a local Ukiah coalition that helps struggling youth in Ukiah) to sit in as a religious school member. The school has since been actively involved in different aspects of the Arbor's programs including Teen Peer Court. There is a local river cleanup organization that the schools have joined, and the students have participated in cleaning local creeks and rivers. The students were involved with assisting in solar installations for low-income families. These activities have been a positive connection between the school and the local Ukiah community. We will continue these activities and hope to slowly expand our connection with the greater Ukiah through service learning.</p> <p>2013-2014 Uganda Event 2014~ GRID, Ukiah Coastal Clean-up, Ukiah Lantern Festival, Ukiah Children's Day, Buddhist Global Relief's Walk to Feed the Hungry San Francisco, Reading, Tutoring in Ukiah, Feed the Homeless, Christmas Toy Drive, and Convalescent Home Visits. 2015-2016 Middletown Valley Fire service activities, Service Space</p>	<p>UDJ Newspaper Article</p> <p>www.igdvs.org</p>
<p>D1. Create a unified development plan to support the school's goal and future growth.</p> <p><i>Create a development plan</i></p> <p>The Development Team is in essence the school leadership and the Board of Education. The school drafted a development plan in 2015-16. The plan has three areas, and progress in each is described below:</p> <p>I. School growth and financial sustainability A five-year projection of school growth and budget (2015-2020) was submitted to and approved by the Board of Education. This projection guides the school's development towards financial sustainability. In order to keep the tuition affordable for local families, the school decided not to increase tuition in the next five years, but to balance the budget through forming a Fundraising Committee that will focus on raising scholarships for needy students as well as exploring the possibility of matching grants. The Committee consists of faculty,</p>	<p>Five-year Development Plan</p>

parents, and alumni, who are now professionals in various fields, and works closely with the Development Team. They will create promotional materials, both print and online, for these development projects.

II. Facilities development

The Development Team reports school facility needs to the Master Planning and Facilities Committee of the City of Ten Thousand Buddhas. During this cycle, the school is partnering with Dharma Realm Buddhist University to upgrade the science facilities in particular, while also supporting general improvement in the buildings and grounds. For example, the Girls' Division installed a new high school restroom facility, has landscaped the high school front lawn, and re-seeded the soccer field. The Boys' Division has added several classrooms in the building across the street from the main building.

III. Curriculum development

This year's plan focuses on improving the science curriculum and offerings to align with Next Generation Science Standards. All current science teachers are credentialed and capable of mentoring other teachers and enhancing students' exposure to science. The school is collaborating with Dharma Realm Buddhist University to develop new science labs (as mentioned in II.)

2015-2016 Development Plan Outline

I. School growth and financial sustainability

- a. Five year projection of school growth and budget
 1. Keep tuition affordable – no tuition raises
- b. Form Fundraising Committee
 1. Raise student scholarships
 2. Obtain matching grants
 3. Create promotional materials

II. Facilities development

- a. Assess and report needs to Master Planning and Facilities Committee
- b. Improve science facilities (partner with Dharma Realm Buddhist University)
- c. General buildings and grounds improvements

III. Curriculum development

- a. Improve science curriculum and explore offerings in align with Next Generation Science Standards

CHAPTER FIVE: SCHOOL ACTION PLAN REFINEMENTS

Organization for Student Learning

The changes to this section of the Schoolwide Action Plan have consisted of indicating those tasks that were completed. The plan itself calls for repetitive tasks that are completed each school year. Overall, the school has made steady progress in all the tasks.

Curriculum and Instruction

Refinements to this section of the Schoolwide Action Plan have consisted of updates to the timelines to indicate status or accomplishments. There are also changes in the timeline for specific tasks mostly dealing with the implementation of CCSS.

Support for Student Personal and Academic Growth

Services for students' personal and academic growth has been enhanced by retaining the services of a professional guidance counselor who collaborates with volunteer counselors and core teachers in implementing a college and career guidance program.

School-Wide Action Plan

The following action plan represents an integrated plan for school development and improvement in student learning. The action plan allows a multi-year management of DVSS development that provides a well-balanced school environment furthering the mission of the school. The plan consists of four sections following the WASC Criteria A through D. These respond directly to the growth areas of the Self Study.

A. Organization for Student Learning

Goal 1: The school will develop formal procedures to address the school's Action Plan: schedule collaborative meetings; monitor improvement processes; collect, analyze and communicate student profile data and use it to evaluate admissions and guide local recruitment; and ensure adequate budget and facilities for school development.

ESLRs Addressed: All

1. Manifests the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility.
2. Has gained a deep appreciation of their own inherent wisdom through meditation and other spiritual practices and teachings.
3. Has explored and developed their individual academic potential and talents in the humanities, sciences or arts.
4. Expresses a multinational, global awareness and understanding; and shows appreciation and respect for a variety of cultures and religions.

Rationale: (1) Structured schoolwide reviews are necessary for management of the school's development. (2) Effective school

improvement and development is driven by regular analysis of comprehensive student profile data and facilitated by stakeholders having easy access to such data. (3) The implementation of an improved Volunteer Support System requires the availability of adequate funds for increased benefits. These funds come from increased tuition, more students, and contributions to our endowment fund. (4) The intentional development of Developing Virtue Secondary School requires that adequate facilities be available to meet the school's purpose.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Continue development of formal procedures to Address Action Plan and Modify as required.</i></p> <ol style="list-style-type: none"> 1. Review past years results 2. Document Gaps 3. Develop measures of improvement 4. Propose and document new procedures 5. Implementation 	Leadership Team	Focus Group A	Fall Semester 2013 Spring Semester 2014 Reviewed twice yearly thereafter	Measures of Improvement, such as: <ul style="list-style-type: none"> ❖ Assessment ❖ Comparison before/after ❖ Capacity ❖ Curriculum coverage ❖ Classroom participation ❖ Enthusiasm and buy-in ❖ Easier management/administration ❖ More Economical 	Semiannual Review
<p><i>Continue development of formal procedures to Monitor Improvement Processes and modify as required.</i></p> <ol style="list-style-type: none"> 1. Review past years results 2. Document Gaps 3. Develop measures of improvement 4. Propose and document new procedures 5. Implementation 	Leadership Team	Focus Group A	Fall Semester 2013 Spring Semester 2014 Reviewed twice yearly thereafter	Measures of Improvement, such as: <ul style="list-style-type: none"> ❖ Assessment ❖ Comparison before/after ❖ Capacity ❖ Curriculum coverage ❖ Classroom participation ❖ Enthusiasm and buy-in ❖ Easier management/administration 	Semiannual Review

<p><i>Develop formal procedures to collect, analyze and communicate student profile data</i></p> <ol style="list-style-type: none"> 1. Review past years process and results 2. Document Gaps 3. Develop formal procedure 4. Propose and document new procedures 5. Implementation 	Leadership Team	Focus Group A	Fall Semester 2013 Spring Semester 2014 Reviewed twice yearly thereafter	Statistics, trends	Semiannual Review Website
<p><i>Encourage teachers to collaborate and plan together through a process that ensures accountability.</i></p> <ol style="list-style-type: none"> 1. Leadership Team allocates budget for additional collaboration time, as well as a pool of substitutes, and encourages teachers to get together regularly to collaborate and plan. 2. Interested teachers draft a project proposal for team collaboration, specifying team members, project goals, expected outcomes (possibly including a presentation to whole faculty), and estimated time needed for collaboration (including release time from classes if needed). 3. Teachers submit proposal to 	Leadership Team Faculty teams	Principals Teachers Annual budget	Faculty teams formed and proposals submitted and approved throughout the year Leadership team reviews effectiveness of teacher collaboration through teacher survey (spring)	Teacher Collaboration Form	Midterm and annual reports

<p>Leadership Team.</p> <ol style="list-style-type: none"> 4. Once Leadership Team approves the proposal, teachers keep a timesheet of their collaboration time. 5. When project is completed, teachers present a final report on project and time sheets to Leadership Team. 6. Leadership Team reimburses teachers and may allocate time for teachers to share with all faculty. 					
<p><i>Ensure adequate budget and facilities for school development.</i></p> <ol style="list-style-type: none"> 1. Project enrollment and curriculum offerings at midterm review (Jan). 2. Map projections to most probable number of classrooms, students each grade, faculty, and offices. 3. Identify budget and facilities needed to ensure continued school development. 4. Present budget and facilities to Ed Board in April meeting 5. Modify budget as required and present Ed Board approved budget to DRBA. 6. Modify budget as required and establish next fiscal year budget and facilities for the school. 	Leadership Team	<p>Ed Board</p> <p>Leadership Team</p> <p>Focus Group A</p> <p>Finance Office</p> <p>DRBA Finance Office</p> <p>DRBA Board of Directors</p>	<p>Spring Semester yearly</p> <p>Budget in April</p> <p>Facilities in April</p>	<p>Budget Performance</p> <p>Inspection</p>	<p>Fiscal Reports</p> <p>Yearly approved budget by DRBA</p>

Goal 2: The school leadership will develop and implement a program for recruiting, mentoring, supporting, and retaining volunteers; bringing in qualified, more fully compensated faculty as needed; and effectively incorporating and training all volunteer and salaried staff members.

ESLRs Addressed: All

Rationale: The stability and quality of our school’s education depends on the long-term stability, professional training, and well-being of our volunteer and salaried staff, who work together to provide a comprehensive program to meet student needs. This Self-Study identified the need for teachers to be properly oriented on the school mission, ESLRs, action plan, procedures and environment, and properly nurtured throughout their career. This ensures a motivated, stable faculty that feels connected to one another and the greater school community.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Develop a comprehensive orientation package (training materials) for Faculty and Staff</i></p> <ol style="list-style-type: none"> 1. Develop orientation package. 2. Document orientation. 3. Assign a Mentor to each new hire 4. Modify training materials as required 5. Repeat 	Leadership Team	<p>Principals</p> <p>New Hires</p> <p>Faculty and Staff</p>	<p>Spring Semester yearly</p> <p>(Version I completed in Fall of 2015)</p>	<p>Faculty Meeting Feedback</p> <p>Mentoring Meeting Feedback</p>	<p>Training Package</p> <p>Feedback</p>

Goal 3: To implement a system for on-going improvement and monitoring of the science laboratory and library research resources as well as technology infrastructure and resources.

ESLRs addressed: All.

Statement of Action: To improve science, library, and technology resources and infrastructure.

Rationale: In order to improve library services and to enhance laboratory research work, aligned with the schools' goals of improving students' knowledge and learning, continuous upgrading of technology, science laboratory and library is crucial.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<i>Automate Library Collection</i> 1. Catalogue books and materials 2. Barcode library items 3. Attach items to bibliographic records	School Librarian	Faculty and Staff School Librarian Volunteers	Ongoing	KOHA (Automated library system)	KOHA Online Catalog
<i>Assist Students with Online Research</i> 1. Obtain Mendocino County library cards 2. Provide orientation of online library resources	School Librarian	School Librarian Teachers	Fall Semester 2012 Ongoing	Mendocino Co. Library Cards Student Research	Student Research Student Projects/ assignments
<i>Develop Online Library Collection</i> ❖ Explore the purchase of eBooks, online collections, etc.	School Librarian	Leadership Team School Librarian and Teachers	Fall Semester 2013	Link from school website	Student Feedback Online Catalog

<i>Develop Audio Visual Collection</i> ❖ Books on CD, MP3, etc.	School Librarian	Leadership Team School Librarian and Teachers	Spring Semester 2014	KOHA	Student Feedback
<i>Review Science Laboratories and Identify Needs</i> 1. Facilities 2. Lab Materials 3. Books 4. Equipments 5. Maintenance	Science Department Chair	Science Faculty	August Yearly Update January Yearly	Science Department Feedback	Listing of Needs
<i>Survey Technology Needs</i> 1. Internet access 2. Hardware 3. Software 4. Training 5. Maintenance	Technology Coordinator	All Faculty	January Yearly Update August Yearly	Teacher Survey	Listing of Needs
<i>Present Needs to Responsible Organization</i> 1. Facilities to Master Planning Committee (MPC) 2. Lab materials, books, equipments, internet access, hardware, software, and training to Principals 3. Maintenance to Buildings and Grounds (B&G)	Science Department Chair Technology Coordinator	Science Faculty MPC School Representative Principals Buildings and Grounds	April Budgeting Ongoing	Common Understanding of needs	Minutes

<i>Schedule, Budget, and Fill Needs</i> 1. Responsible organization estimates budget and schedule 2. Provide plan to school Administration for completion 3. Administration monitors completion of improvements	Leadership Team	Various	August Update January Yearly	Laboratory Reports Inspection Teacher feedback Student feedback	Status reports from MPC and B&G Check Requests Receiving
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B. Curriculum and Instruction

Goal 4: All stakeholders of the school will continue to plan, support, and develop school curriculum conducive to the students' academic and character development, including addressing the needs of struggling students.

ESLRs addressed: All

Statement of Action: To implement a schoolwide system of assessments and articulation review process that enable teachers by departments and/or interdisciplinary groups to align to Common Core Standards and ESLRs achievement; results to be used as a means to modify curriculum and pedagogy.

Rationale: Self-study identified the need for growth in the analysis of ESLRs achievement and improving support for struggling students.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Implement Common Core Standards</i></p> <ol style="list-style-type: none"> 1. Teachers by grade-level (all other subjects) or by department (Math) convene to review curriculum based on Common Core Standards. 2. Common Core team leaders submit to Leadership Team course of action for approval. 3. Leadership Team approves or suggests revisions and support course of action. 4. Common Core teams (by interdisciplinary) executes plan. 5. Team leaders report and present yearly progress report in a school-wide faculty meeting. 6. Team-leaders revise report based on feedback from faculty meeting and submit to Leadership Team. 7. Leadership team allocates budget. 	Leadership & CCSS Team	Faculty	<p>2013-2014 Focus on writing and Math practices assessment</p> <p>2014-2015 Focus on listening and speaking content or Math practices and</p> <p>2015-2016 Focus on reading standards or Math practices assessment</p> <p>2016-2017 Focus on Language conventions standards or review Math Practices</p> <p>2017-2018 CCSS Vertical Articulation</p>	Department Reports	

<p><i>Develop assessment to gauge students' ESLR achievement.</i></p> <ol style="list-style-type: none"> 1. Leadership and Faculty convene to review past assessment of ESLR. 2. Identify new ESLR assessment plan. 3. Leadership and Faculty execute new ESLR assessment plan. 4. Review plan in 3 years. 	Leadership	Faculty	<p>Oct 2013 (step 1 & 2)</p> <p>May 2014 (step 3)</p> <p>May yearly June yearly August yearly</p> <p>To be reviewed in May-June 2016</p>	Leadership Team and Department Chairs; yearly assessment meeting	Annual Report
<p><i>Develop a system to monitor and support students struggling with academic content and/or language so as to promote academic success.</i></p> <ol style="list-style-type: none"> 1. Leadership and Faculty convene to review current support for struggling students. 2. Identify new system for monitoring and supporting struggling students 3. Leadership and Faculty implement new system. 4. Review plan yearly. 	Leadership Team	Faculty	<p>Fall 2013(step 1& 2)</p> <p>Jan 2014 (step 3)</p> <p>May-June annual assessment of participating students' performance & plan for academic success</p> <p>August annual assessment of current and new student needs and plan for academic success</p>	Student Survey	Tutoring Coordinator Report

Goal 5: Teachers will receive professional development and on-going instructional assistance.

ESLRs addressed: All

Statement of Action: Faculty will receive training in implementing common core framework and assessing student work. Special attention will be given to support struggling students in the process of implementation.

Rationale: Teachers expressed interest in more teacher collaboration in planning, instruction, and assessment. As part of the continuous improvement of the school, curricular adjustments need to be made in correlation to Common Core Standards and ESLRs to ensure that teachers are making necessary changes to improve student learning.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Teacher collaboration development</i></p> <ol style="list-style-type: none"> 1. School-faculty will continue more professional development in Professional Learning Communities (PLC) and collaboration techniques, which they will then implement in department meetings. 2. Completes a PD Reflections Form 3. Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders. 	Leadership Team	PD budget	Aug 2015 and ongoing	PD Reflections (Form)	PD Reflections Post-PD Reflections Meeting Minutes

<p><i>Develop strategies to align to the common core Math eight practices</i></p> <ol style="list-style-type: none"> 1. School-faculty attends Math eight practices pedagogies workshop – emphasis in supporting struggling students and completes a PD Reflections Form. 2. Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders. 	Math CCSS Team	<p>Math department Faculty</p> <p>PD budget</p>	Aug 2014 & Aug 2015	PD Reflections (Form)	Meeting Minutes
<p><i>To teach writing in all subject matters aligned with common core standards</i></p> <ol style="list-style-type: none"> 1. School-faculty attends teaching writing across the curriculum–technical writing workshops with emphasis in supporting struggling students and completes a PD Reflections Form. 2. Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders. 	ELA CCSS Team	<p>Faculty</p> <p>PD budget</p>	2014-2015	PD Reflections (Form)	Meeting Minutes
<p><i>To teach non-fiction reading strategies.</i></p> <ol style="list-style-type: none"> 1. School-faculty attends non-fiction reading strategies workshop with emphasis in supporting struggling students 	ELA CCSS Team	<p>PD Trainer</p> <p>PD budget</p>	2015-2016	PD Reflections (Form)	Meeting Minutes

<p>and completes a PD Reflections Form</p> <p>2. Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders.</p>					
<p>To practice Tuning protocol in looking at assessment</p> <p>1. School-faculty attends tuning protocol workshop with emphasis in supporting struggling students and debriefs the Leadership Team.</p> <p>2. Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders.</p>	Leadership Team	Faculty PD budget	Aug 2014 and Feb 2015 (Training completed)	Debriefing Notes	Meeting Minutes
<p><i>To teach listening and speaking strategies.</i></p> <p>1. School-faculty attends listening and speaking strategies workshop with emphasis in supporting struggling students and completes a PD Reflections Form</p> <p>2. Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders.</p>	ELA CCSS Team	Faculty PD budget	Spring 2015	PD Reflections (Form)	Meeting Minutes

<p><i>To incorporate Arts in supporting implementation of reading and writing common core standards.</i></p> <ol style="list-style-type: none"> 1. School-faculty attends Art Integration strategies workshop in promoting reading and writing with emphasis in supporting struggling students and debriefs the Leadership Team. 2. Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders. 	ELA CCSS Team	Faculty PD budget	TBA	Debriefing Notes	Meeting Minutes
<p><i>To incorporate Arts in supporting implementation of listening and speaking common core standards.</i></p> <ol style="list-style-type: none"> 1. School-faculty attends Art Integration strategies workshop in promoting listening and speaking with emphasis in supporting struggling students and debriefs the Leadership Team. 2. Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders. 	ELA CCSS Team	Faculty PD budget	TBA	Debriefing Notes	Meeting Minutes
<p><i>To develop PD plan for Fall 2017 to Spring 2019</i></p> <ol style="list-style-type: none"> 1. Analyze survey data 	Leadership Team	Faculty and Staff	Spring 2017	PD Reflections (Form)	PD Survey PD Budget

<ol style="list-style-type: none"> 2. Gather feedback from faculty. 3. Develop future PD plan 4. Budget to Plan 5. Secure Budget 6. Publish Final PD Plan 		PD surveys			Approval Plan Publication PD Reflections
<p><i>To organize discussion forums on school's core virtues, spirituality, and multi-cultural topics.</i></p> <ol style="list-style-type: none"> 1. Solicit volunteers for event committee in December yearly 2. Committee convene to plan lectures, forums, or activities 3. Send proposal to leadership team. 4. Leadership Team provides feedback to committee 5. Committee executes plan and publicize event. 6. Committee manages and analyzes stakeholders' survey. 7. Committee provides analysis to Leadership Team 	Leadership Team	Event Committee Special Event budget	Dec-Feb yearly	Stakeholders' Surveys of events Improved student learning in ESLR Assessment	Analysis of survey report.
<p><i>To offer teacher professional development based on individual needs.</i></p> <ol style="list-style-type: none"> 1. Determine the needs of teachers 2. Leadership secures budget to send teachers to outside professional development 	Leadership Team		Ongoing	Teacher Survey Improved student learning	Classroom Observations Faculty Meeting Minutes

Goal 6: To assess effectiveness of teacher and staff professional development and to develop a more comprehensive system of teacher evaluation.

ESLRs addressed: All

Statement of Action: Faculty will be trained and supported in teacher reflective learning. Feedback from teacher reflections will be used to inform PD plan and teacher and staff improvement. Teacher reflection will form part of a more comprehensive teacher evaluation plan.

Rationale: Self-study identified the need to formally review the effectiveness of professional development. This will provide information for improving the intellectual and personal growth of teachers and staff. It also empowers teachers and staff to plan professional development and promotes teacher self-reflection. Self-study also identified a need for systematic teacher evaluation using multiple measures.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>To gauge the effectiveness of teacher and staff professional development. Professional development should inform instruction, align with ESLRs and support teachers' reflections.</i></p> <ol style="list-style-type: none"> 1. Leadership and one to two teachers analyze teacher reflections or debriefing notes after each PD. 2. Identify one to two areas of improvement in teachers' identified next steps to be emphasized in next PD. 3. Teachers reflect on PD effectiveness after 	Leadership Team	Faculty PD budget	Quarterly on-going	Debrief minutes Teachers' reflections from PD Reflections (Form) Post-PD Reflections (Form)	Areas of Improvement Post-PD Reflections Classroom Observations

<p>classroom implementation.</p> <ol style="list-style-type: none"> 4. Teachers complete a post-PD reflection form. 5. Leadership and one to two teachers analyze post-PD reflections. 6. Analyze PD alignment to ESLRs periodically. 7. Reflect on PD in relation to supporting teachers' intellectual and personal growth. 8. Document debrief and action items in minutes. 9. Disseminate debrief minutes to Leadership Team 					
<p><i>To encourage teacher reflections of course evaluations by students</i></p> <ol style="list-style-type: none"> 1. Review course evaluations. 2. Identify at least one strength and one next step in year end teacher reflection forms or debriefing meetings. 	All faculty	Course evaluation	Mid-year; ongoing	Teacher Reflections	
<p><i>To develop a comprehensive plan for teacher evaluation.</i></p> <ol style="list-style-type: none"> 1. Board of Education reviews and identifies guidelines for teacher evaluation. 2. Leadership Team, based on these guidelines and with input from a committee of 	<p>Board of Education</p> <p>Leadership Team</p> <p>All faculty</p>	<p>Teacher mentors</p> <p>Course evaluation</p> <p>Teacher</p>	<p>June 2013 (step 1)</p> <p>Summer 2013 (step 2)</p>	<p>Course evaluations</p> <p>Teacher reflections</p>	Annual report

<p>faculty, drafts a plan for teacher evaluation that involves teacher self-reflection, student feedback, observation by teacher mentors.</p> <p>3. Once plan is approved by Board of Education, Leadership Team implements the plan, and reports results annually to the Ed Board</p>		reflections	Fall & Spring 2014; ongoing (step 3)		
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C. Support for Student Personal and Academic Growth

Goal 7: Monitor and improve student services, activities, opportunities that support student learning and achievement of ESLRs.

ESLRs addressed: All

Statement of Action: To improve student services, activities, and opportunities so as to support students' learning needs on a personal level, including career exploration and guidance counseling.

Rationale: Self-study identified the need to more closely monitor and analyze the nature and effectiveness of student support so as to target areas for improvement. One area targeted during self-study was career exploration and counseling.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Review, revise, and administer student survey form</i></p> <p>1. Focus Group C solicits feedback on student support from various groups (ASC, PTO, faculty, etc.) and then revises the student survey form based on perceived student needs.</p> <p>2. Leadership Team reviews, revises, and approves revised survey</p>	Leadership Team	<p>Focus Group C</p> <p>Students Teachers Parents</p> <p>Associated Student Council (ASC)</p> <p>Parent Teacher Organization (PTO)</p> <p>Local community organizations</p>	<p>Focus Group C appointed in August annually</p> <p>Focus Group C solicits feedback and revises survey form in Sept/October</p> <p>Leadership approves survey form in November</p> <p>Revised survey form administered in January</p>	<p>SSC's annual report of survey results</p> <p>Leadership Team's list of improvements</p>	<p>Revised Survey Form</p> <p>SSC report</p> <p>Leadership Team's analysis of report</p> <p>Updated Action Plan</p> <p>Budget request</p>

<p>form.</p> <p>3. Principals schedule time for survey to be administered in both divisions.</p> <p>4. Analyze student survey results; create and implement plan to improve student support</p> <p>5. Focus Group C analyzes survey results and prepares a report, and calls a meeting with representatives of all stakeholders (ASC, PTO, faculty, Leadership Team, community members), to further analyze results (to see if the level of student support has improved from previous years) and gather suggestions for further improvements.</p> <p>6. Leadership Team</p>			<p>Focus Group C analyzes results, drafts report, calls meeting for feedback in March</p> <p>Leadership finalizes list of improvements and updates School Action Plan in April, then implements this May – next April</p>		
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<p>approves a list of improvements from those suggested and takes steps to implement them (including requesting funds from school through budgeting process)</p>					
<p><i>Retain a professional guidance counselor to provide college and career guidance for students as well as training for volunteer counselors and core teachers</i></p> <ol style="list-style-type: none"> 1. The counselor conducts workshops and personal interviews with students, gauges career interests, work values, performs a personality profile, etc. 2. Core teachers also familiarize themselves with the various online college major and 	<p>Leadership Team</p>	<p>Leadership Team Counselors Core Teachers Career guidance workshops Annual budget PSAT online tools</p>	<p>Allocate budget for career guidance workshops in April Teach PSAT online tools January Provide career guidance throughout school year Review survey results in spring</p>	<p>List of career guidance workshops attended by staff Student survey results, focusing on career guidance</p>	<p>Annual Report</p>

<p>career assessments and resources.</p> <p>3. Volunteer counselors and core teachers in collaboration with the professional counselor encourage students to use the online tools for assessing personality and career strengths.</p> <p>4. Volunteer counselors and/or core teachers in collaboration with the professional counselor provide appropriate guidance in career explorations and choices of college majors to all high school students.</p> <p>5. Leadership Team assesses effectiveness of career guidance and college counseling through annual student survey and makes</p>					
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improvements as needed, reporting results in Annual Report.					
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Goal 8: Increase student involvement in community service

ESLRs addressed: All

Statement of Action: To improve communication and outreach so as to increase community participation and support in school activities, along with student involvement in the community.

Rationale: The self-study identified the importance of a closer relationship between the school and the local community (City of Ten Thousand Buddhas, Ukiah, Mendocino County). Based on faculty feedback, the Mission Statement was revised by inserting the words “their community” in the sentence: “We create an environment for our students to achieve their full academic potential and become outstanding citizens, who contribute to making their community and the world a better place.” The community is the ideal place to practice the virtues (especially citizenship), learn to appreciate different cultures and religions, and discover real-world applications of what is taught in the classroom.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<i>Increase opportunities for student community service learning.</i> 1. Leadership Team tasks Focus Group C to include an assessment of student involvement in community service in the annual student survey	Focus Group C	Principals Leadership Team Parents Teachers Parent	In September Focus Group C submits proposal to PTO, Leadership Team	Focus Group C proposal Focus Group C assessment Student survey results (relating to student involvement in	Progress on Task 1. Faculty Meetings 2. Minutes of Meetings Focus Group C report in May

<p>2. Focus Group C solicits ideas from the school (teachers, ASC, PTO, Leadership) and community members and organizations.</p> <p>3. Based on these ideas as well as Leadership Team's suggestions with regard to last year's assessment of community service, Focus Group C proposes an annual list of projects and initiatives to strengthen service learning in the local community.</p> <p>4. Focus Group C submits proposal to PTO, ASC, and Leadership Team for approval.</p> <p>5. Once approved, Focus Group C and relevant individuals implement the approved projects (including requesting funds from PTO and school through respective budgeting processes).</p> <p>6. Focus Group C conducts an end of year assessment of the effectiveness of the service learning activities in increasing student</p>		<p>Teacher Organization (PTO)</p> <p>Associated Student Council (ASC)</p> <p>Local community members and organizations</p> <p>Home Group C</p>	<p>Proposal implementation begins October-April</p> <p>Focus Group C conducts assessment in April, submits report to PTO/Leadership in May</p>	<p>community)</p>	
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<p>involvement in the community.</p> <p>7. Focus Group C shares assessment with PTO, ASC, and Leadership Team.</p> <p>8. 9. Leadership Team analyzes Focus Group C assessment and student survey results relating to student service learning to determine needed improvements, then incorporates improvements into School Action Plan and/or provides suggestions for next year's proposal.</p>					
<p><i>Improve school website.</i></p> <p>1. Leadership Team creates a process for keeping website up to date.</p> <p>2. Leadership Team appoints a website team including a webmaster and representatives of various stakeholders (faculty, students, parents) responsible for keeping the website updated with information relevant to all stakeholders including prospective students' families and the general</p>	<p>Leadership Team</p>	<p>Leadership Team</p> <p>Parents</p> <p>Teachers</p> <p>Parent Teacher Organization (PTO)</p> <p>Associated Student Council (ASC)</p>	<p>Website team appointed in May 2013</p> <p>Team submits plan to Leadership in September</p> <p>Plan implementation begins October-April</p> <p>Website team</p>	<p>Inspection</p>	<p>Website</p> <p>Website team's reports</p>

<p>public.</p> <p>3. Website team develops a plan for improving and maintaining the website.</p> <p>4. Once approved by Leadership Team, website team implements the plan (including requesting funds from school through budgeting processes).</p> <p>5. Website team submits a report on website needs and improvements for the midterm and annual reviews.</p>		Website team	submits reports in January, May		
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D. Resource Management and Development

Goal 9: Create a development plan.

ESLRs addressed: All (or n/a)

Statement of Action: To create and implement a plan for school development.

Rationale: Self-study identified the need for a development plan to support the school's goals and future growth. A development plan ensures financial stability and needed resources for planned school improvement and growth.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Create a development plan.</i></p> <ol style="list-style-type: none"> 1. Leadership Team delegates a development team of faculty and staff to create a plan for school's development (i.e. promotional materials, student scholarships, budgets, facilities, faculty/staff, etc.) 2. Development team submits plan to Leadership Team 3. Upon approval, plan is implemented and needed staff and funding are secured. 4. Development team provides an end-of-year report to the Leadership Team, which conducts an analysis of the effectiveness of development plan annually, to be included in the Annual Report. 	Development team	Principals Teachers School Finance Office School budget School website	Development team formed in May Development plan submitted in October Implementation begins November Leadership team reviews effectiveness in April	Development team plan and end-of-year report	Annual Report Promotional materials

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Experience:

High school teacher in Buddhism/Ethics, Mathematic, Meditation, & Core Teacher

2013 - present

Developing Virtue Secondary School (DVSS)

- Prepares and delivers lessons to a range of classes, ensuring that the students' works meet the school's four Expected Student Learning Outcomes (ESLRs);
- Evaluates students' work, giving appropriate feedback and maintaining records of their progress and development;
- Prepares quizzes and examinations;
- Supervises teaching assistants;
- Researches subject area for teaching methods, class activities, and for overall knowledge and applications;
- Attends teachers' workshops and training courses;
- Interacts with and counsels students in non-academic settings to assist their character development.

School Administrative Personnel

Developing Virtue Secondary School (DVSS)

Member of School Leadership Team

2015 - present

- Collaborate with other members; attend regular meetings; assists principal in preparing documents for school-wide distribution.

New Teacher Orientation Coordinator

2015 - present

- Meets new teachers personally and provides them the orientation packet; assists them in adapting to the school/community environment and routines; answers their questions and suggestions for improvement to the packet; reports to the principal with these suggestions and updates the orientation packet as needed.

New-Teacher Mentor

2015 - present

- Attends and observes at least one class taught by the new teacher every month; makes written report of the observation, which is shared with the new teacher; submit this report to the New

Teacher Mentor Coordinator; meets monthly with other new-teacher mentors to share ideas and suggestions for improvement in mentoring.

Summer camp teacher (Buddhism)

2014 - 2015

Developing Virtue Secondary School (DVSS)

- Prepares topics, lessons, and presentation methods;
- Supervises, interacts with, and engages students in various topics;
- Works with camp counselors to ensure the safety of the assigned students.

Records Administrator

1998 - present

Dharma Realm Buddhist University

- Sets up and maintains Student Information System (SIS);
- reviews and documents system use procedures;
- Enters each semester the records of new and existing students, courses, and class schedules into the SIS, ensuring readiness for student enrollment/registration, and notifies/assists them in registration;
- Holds regular meeting with other Registrar's Office personnel to discuss practices, policies, and interdepartmental communication and issues;
- Creates new forms and updates existing forms as needed; collects and stores/files completed forms;
- Prepares, issues, stores, manages, and maintains various reports: student lists, enrollment reports, course-student lists, demographic reports, diplomas, and transcripts;
- Posts semester grades, runs GPA reports, and creates semester grade reports;
- Provides statistical reports (matriculation and demographic) for submission to the state educational bureau and to the accreditation institution.

Instructor of Sanskrit

2014 - present

Dharma Realm Buddhist University

- Serving as an assistant for the professor, aids students in the completion of their lesson assignments through lesson review, students' shared presentations, and providing corrections and explanations;
- Observes and assesses students' participation in class and their development, providing appropriate feedback to the professor;
- Provides a range of learning resources & maintains the university's Sanskrit web site.

Copy editor (part-time)

2009 - present

Buddhist Text Translation Society/ Dharma Realm Buddhist Association

- Makes sure that a text (in English and Sanskrit) is readable, accurate, and ready for publication in the following areas: spelling, grammar, phrasing, linguistic form, consistency of terms/names and dates, and historical data.

Monastic

1999 - present

*Dharma Realm Buddhist Association***Test Engineer**

1984 - 1997

Boeing Co., Seattle

- Assists in demonstrating the effectiveness of test methods;
- Develops and runs simple test procedures to ensure a test module passes, verifying that the output results are within the specified safe configuration range;
- Reviews test data for accuracy, quality and/or validity prior to delivery to customer;
- Interfaces with other members of project team, management, and technical staff to define and implement test engineering solutions.

Volunteer (weekly)

1988 - 1990.

Youth Care/Orion Center, Seattle

- Without any training or background in this type of service, makes own adaptation to makes own adaptation to make observation of runaway youth residents whether they are in activities or in class, in order to gain insight into their behaviors;
- Responsible for assisting supervision of youth residents, watching their whereabouts at all times;
- Responsible for driving them to outings, accompanying, and supervising them.

Education:

- Master in Buddhist Classics, Dharma Realm Buddhist University, Ukiah, CA, 2015.
- B.S. in Electrical Engineering, California State Polytechnic University, Pomona, CA, 1984.
- A.A., Los Angeles Community College, Los Angeles, CA, 1982.
- Northeastern University, Boston, MA, 1976-77.

Shi, Hengyuan

4951 Bodhi Way, Ukiah, CA 95482 heng.yuan@drbu.org

EDUCATION

Credential **Dominican University, Ukiah Center**
Teaching Credential in Biology, Secondary Education, June 2014

B.S. **University of California, Davis**
Clinical Nutrition, June 2012

B.A. **Dharma Realm Buddhist University**
Chinese, May 2008

EXPERIENCE

(Fall 2014-Fall 2016) Developing Virtue Secondary Girls School, Ukiah
Science Teacher

- Taught subjects in areas of chemistry, biology, life science, and physical science
- 9th Grade core teacher for the year 2014-2015
- Club supervisor for an after school program

(Summer 2014) Buddhist Summer Camp, Ukiah
Camp Coordinator

- Coordinated classes and activities for 2 weeks
- Met with instructors each week for updates
- Checked up on all events everyday

(Spring 2014) Upper Lake High School, Upper Lake

Student intern teaching biology to 10th Grade Students

- Planned and taught biology for the entire semester under a mentor teacher's guidance
- Did extra tutoring hours after school for students who needed help in biology
- Observed and helped out in the Earth Science and Chemistry classes

(Spring 2012) UC Davis Dining Services, Davis

Intern under a site supervisor and dietician

Shi, Hengyuan

4951 Bodhi Way, Ukiah, CA 95482 heng.yuan@drbu.org

- Ran a discussion table once a week promoting different topics for health awareness
- Helped promote healthy eating in the Great Jeans Giveaway event
- Assisted with tabling preparation materials such as making buttons, biking materials over to designated areas, and designing flyers

(Winter 2011) Learning in Science and Math, EDU 081, Davis

Intern at Robert E. Willet Elementary School, 3rd Grade class

- Tutored students one on one in English, science and math
- Prepared materials for science experiments
- Oversaw physical education hours

(Fall 2011) Sacramento Unified School District, Sacramento

Intern under a site supervisor and dietitian

- Observed and helped the dietitian as she went to elementary schools to promote healthy foods to the students during lunch
- Went to different school's kitchen to learn how each dining process operated
- Helped to put together educational packages on fruit for students to learn

(Summer 2011) UCD Medical Center Clinical Dietetics, Davis

Intern at the cardiac center under a dietician

- Assisted in the dietician's class preparations
- Entered patients food logs into a food caloric recommendation program
- Organized and updated seasonal nutrition facts on bulletin board

(Spring 2010) Learning in Science and Math, EDU 181, Davis

Intern at Holmes Jr. High School under Math instructor

- Tutored students one on one in math
- Repeated several lessons previously given by the instructor
- Observed teaching methods in math in 6th, 7th and 8th grades

(Summer 2010) St Martin's Episcopal Church, Davis

Intern for Davis Community Meals Program through ICC

- Assisted with coordinating Saturday's free meal for homeless
- Assisted with meal preparation
- Assisted with dining room set up and afterwards clean up

(Summer 2003) Buddhist Summer Camp, Ukiah

Taught Introduction to Buddhist Studies under supervision

- Gave one-hour lessons, 3 times/week for 2 weeks

Shi, Hengyuan

4951 Bodhi Way, Ukiah, CA 95482 heng.yuan@drbu.org

- Prepared projects related to subject for students
 - Wrote summary of proposed lessons submitted to the instructor
-

SKILLS

- Fluent in Mandarin Chinese, reading, writing and speaking
- Translating works from Chinese to English
- Proficient in applications of Microsoft Office Word
- Line Art and Watercolor Painting

Nakula Hertz

2001 Talmage Rd.
Talmage, CA 954810217
(707) 4681138
nakula.hertz@gmail.com

Education

- B.A. in Philosophy, UC Berkeley, Berkeley, CA, 2002.
- Workshop: *Teach from the Heart*, Dharma Realm Buddhist University (DRBU), Ukiah, CA, 2007.
- Class: *Buddhist Ethics*, DRBU, Ukiah, CA, 2007.
- Workshop (four week)
- *Literatures, Religions, and Arts of the Himalayan Region*, National
- Endowment for the Humanities (NEH) Summer Institute at College of Holy Cross,
- Worcester, MA, summer 2008. Project on Mahabharata.
http://college.holycross.edu/projects/himalayan_cultures/2008_plans/nhertz/

Experience

2007 - Present.

Teacher of Ethics, Developing Virtue Secondary School, Talmage, CA,

- Working & helping students think about ethics by using curriculum
- Diligently teaching the approved course in philosophical ethics, using the materials and following the processes given by Primary Ethics.

2008 - Present.

Teacher of Virtue Studies, DVSS junior high, Talmage, CA,

- Course: *Ethics in Philosophy and Religion* (9th grade), DVSS, 2008.
- Directing students to understanding the nature of human values, how they ought to live and of what constitutes right conduct
- Teaching students how to conduct to become a virtue/moral person.

2008 – 2015

Coordinator / instructor for the City of Ten Thousand Buddhas /DVSS summer camps,

- Conducting or participating in workshops, committees, and conferences designed to promote the intellectual, social, and physical welfare of students.
- Planing and conducting teacher training programs and conferences dealing with new classroom procedures, instructional materials and equipment, and teaching aids.
- Coordinate activities of workers engaged in cataloging, distributing, and maintaining educational materials and equipment in curriculum libraries and laboratories.

Fall 2013.***Teacher of World Religions (11th grade), DVSS,***

- Giving students the understanding background of the twelve classical world religions—those religions most often included in history of world religion surveys and studied in world religions classes: Baha'i, Buddhism, Christianity, Confucianism, Hinduism, Islam, Jainism, Judaism, Shinto, Sikhism, Taoism, and Zoroastrianism.

Fall 2012***Teaching Assistant of World Religions (11th grade), DVSS,***

- Helping develop programs of learning activities and to adapt appropriate materials
- Motivating and encouraging students
- Assisting with marking and correcting work of students

2010.***Teaching team member of a summer school session, Hong Kong,***

- Evaluating and grading students' class work, assignments, and papers.

2002 – 2003***Volunteer teacher, DVSS, Talmage, CA,***

- Prepare course materials such as syllabi, homework assignments, and handouts.
- Evaluate and grade students' class work, assignments, and papers.
- Initiate, facilitate, and moderate classroom discussions.

2003 - 2005.***Mandala Publishing, volunteer***

- Choosing the content for books, magazines and other information vehicles.
- Helping /overseeing the selection, production, marketing and distribution processes involved with new works of writing.
- Handling the writing, editing and production of the books,



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Where are they now?

Gwofang Shr - Teacher, City of 10,000 Buddhas



Gwofang Shr's (aka Myphuong Do) family life began in southern California, right across the street from Disneyland. Her father, a deeply religious man, began a search for the right monastery to bring up his two girls. When he visited the City of 10,000 Buddhas in Ukiah, he felt it was the right place. The family took up residence at the temple when Gwofang Shr was 11 years old. Gwofang Shr remembers watching a group of nuns walking to lunch one day and deciding she wanted to become one. She and her sister, Gwohe Shr, became part of a six girl group of novice nuns under the direction of Master Hsuan Hua. Master Hua is the founder of the City of 10,000 Buddhas, and established the Developing Virtue Secondary Schools at the Dharma Realm Buddhist University there.

Gwofang Shr's life changed completely, and though the teachings were rigorous, she was thrilled to be allowed to play outside with her sister, under the watch of many nuns and "aunties" in such a safe environment, surrounded by nature—something they did not experience in Los Angeles. Studying Chinese Mahayana Buddhism gave her a peace she did not find with other religions, and satisfying answers to this young soul's questions concerning the meaning of life and death.

When she went off to college at UC Davis to acquire a B.S. in Clinical Nutrition, her goal was to become a dietician. However the monastery called two weeks before graduation, asking if she would be interested in doing a teaching credential, offering to pay for her expenses to attend Dominican University. Gwofang Shr looked into it and discovered Dominican University "shares similar values as my own, such as diversity, professionalism and a religious heritage." Upon learning that Dominican College was the first Catholic college in California to grant women B.A. degrees, she says, "As a woman and a highly religious person, I value the spirit that Dominican upholds ... Dominican embodies what I envision for myself in the future: to become a responsible citizen and ethical leader, as well as maintaining religious goals."

Dominican's relationship with the City of 10,000 Buddhas is a long and fruitful one. Susan Rounds, who with her husband and young son, were one of the first families to reside at The City of 10,000 Buddhas soon after it was purchased in 1976, began her career at Dominican University's Ukiah Center in 1984, as a part-time instructor. In 1988, she became the director of the Ukiah Center, a position she held for 12 years. All the while, she remained involved with the monastery—advising administrators, teaching and training other teachers and promoting staff development. Just last fall, Rounds took on the responsibilities as President of The Dharma Realm Buddhist University at the City of 10,000 Buddhas.

The Instilling Goodness/Developing Virtue Schools teamed up with Dominican University to create one of the most unique teaching fellowship programs in the nation. Under this program, one can earn

both a Master's Degree in Education and Special Education teaching credential from Dominican University Ukiah Center while teaching secular subjects at one of the first accredited Buddhist schools in the United States.

Gwofang Shr began her fellowship at Dominican in 2012. However, after the first semester, she took a leave in order to become a fully ordained nun. This rigorous training takes one year and there is simply no room for anything else during the ordainment. After this accomplishment, Gwofang Shr (now Hengyuan Shr) resumed the pursuit of her teaching credential and finished the program in the spring of 2014. She began teaching her first classes in the fall of the same year.

Gwofang Shr found the classes at Dominican very valuable, and especially remembers the teachings of Steve Juzist and Paul Joens-Poulston. They taught her to remember that students are still children and we need to give them the time and space to grow into our adult expectations.

Gwofang Shr remembers how supportive the entire Dominican program was to her, and especially her Teacher-Supervisor Larry Olson, who was so positive and so kind. When she was through with her student teaching she was offered a job at Upper Lake from the Principal of the school, which made her very proud and grateful. Though she still has dreams of finding a way to develop vegetarian nutrition plans to hospital patients, and finding time to continue to develop her artistic and gardening skills, Gwofang Shr is committed to "walking the path of a nun well and follow Master Hua's teaching" wherever that commitment takes her. For now, that is through her teaching. Gwofang Shr feels "teachers have the greatest job in the world ... they help mold society to what it is. If they do it well, they are giving their country and this world its greatest support and security."

When asked how her first year of teaching is going, Gwofang Shr admits it's rather daunting, and she is extremely busy, but she loves the challenges, and she loves her students. She is also core teaching, which means she is the disciplinarian for the 9th graders as well.

Master Hua's teachings are never far from Gwofang Shr's thoughts, and she remembers that he stressed it is more important to be a good person—to develop one's character—than to simply strive for grades and success. She tries hard to instill this in her students, many of whom are dealing with the heavy competition to get into Ivy League colleges. She strives to teach them that happiness is also part of the equation.

Her students are lucky to have her as their teacher, and Dominican University is very proud of her accomplishments and grateful for the continued collaboration with the City of 10,000 Buddhas, as evidenced by the spirit of Gwofang Shr.

Performance Overview

This report details the performance of 21 students from the 11th grade. This page provides an overview of your students' performance on the PSAT/NMSQT, allowing you to make general comparisons of your student population with the state and nation. The remainder of the report will assist you in analyzing your students' performance in much greater detail - use it to identify gaps in your local curriculum or to adapt instruction.

For each section of the test (critical reading, mathematics and writing skills), you will find the following:

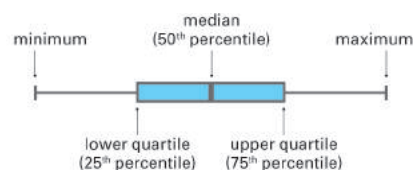
- **Skill Analysis:** A summary of your students' performance on the college readiness skills tested on the PSAT/NMSQT.
- **Question Analysis:** A detailed analysis of your students' responses to each PSAT/NMSQT question.
- **Comparable Group Analysis:** A statistical comparison highlighting anomalies in your students' performance on each PSAT/NMSQT question.

21

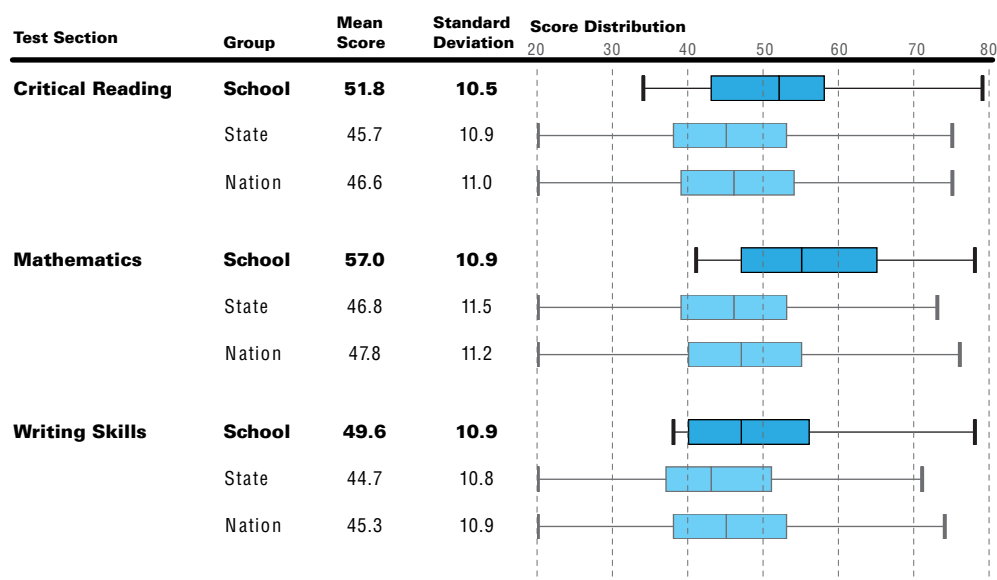
11th GRADE STUDENTS

Score Distribution

The "boxplots" to the right show the distribution of test scores for your students, as well as for the state and nation. When interpreting these results, focus on typical scores (means and medians), variability in scores (standard deviations and lengths of boxes), and shapes of distributions (position of boxes relative to the median). Plots that have boxes that are off-center reveal that a greater proportion of students are high-scoring (the box to the right) or low-scoring (box appears to the left).



Note: The minimum and maximum exclude outliers.



College and Career Readiness Benchmarks

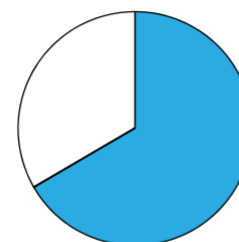
The PSAT/NMSQT College and Career Readiness Benchmarks represent the scores that a student should meet or exceed to be considered on track to be college and career ready (for more information about benchmarks, visit www.collegeboard.org/results).

The pie chart shows the percentage of your students who have met the PSAT/NMSQT composite score benchmark (142 for juniors and 133 for sophomores). Use this information with the Roster of Student Scores and Plans or optional Student Data File CD to identify students who may need extra support or who may be ready for more rigorous course work.

On Track to be College and Career Ready

66.7%

Nation: 46%



All data on this page (score information and percent of students meeting the College and Career Readiness Benchmark) are based on students who took the same PSAT/NMSQT form (Wednesday). To view state and national score information and of students meeting the College Readiness Benchmark for the total group (Wednesday and Saturday combined), see the College-Bound Sophomores and Juniors reports available at scores.collegeboard.org



Performance Overview

This report details the performance of 16 students from the 11th grade. This page provides an overview of your students' performance on the PSAT/NMSQT, allowing you to make general comparisons of your student population with the state and nation. The remainder of the report will assist you in analyzing your students' performance in much greater detail - use it to identify gaps in your local curriculum or to adapt instruction.

For each section of the test (critical reading, mathematics and writing skills), you will find the following:

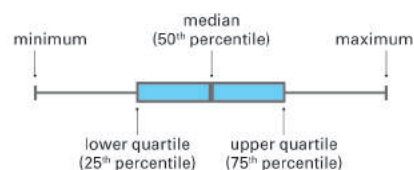
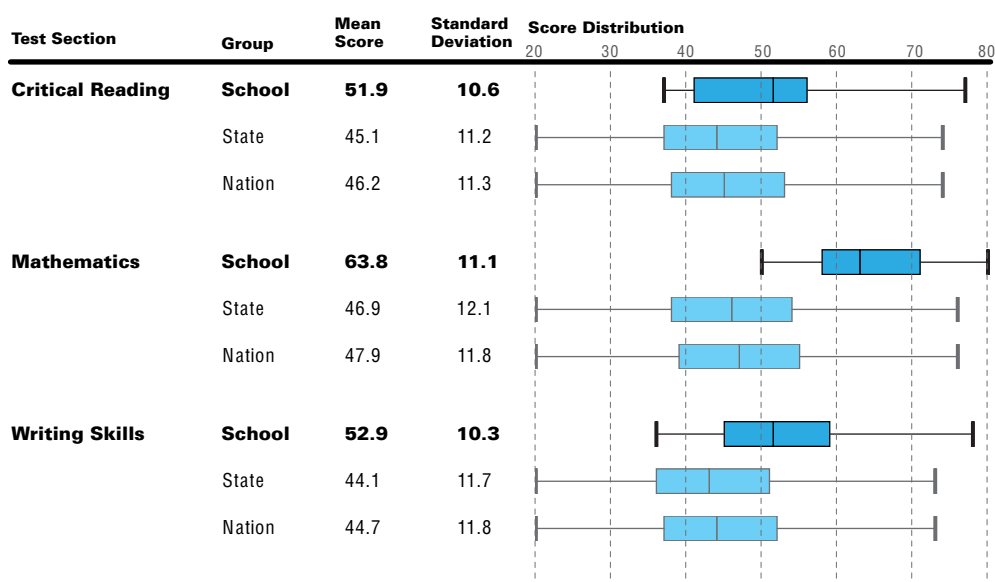
- **Skill Analysis:** A summary of your students' performance on the college readiness skills tested on the PSAT/NMSQT.
- **Question Analysis:** A detailed analysis of your students' responses to each PSAT/NMSQT question.
- **Comparable Group Analysis:** A statistical comparison highlighting anomalies in your students' performance on each PSAT/NMSQT question.

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11th GRADE STUDENTS

Score Distribution

The "boxplots" to the right show the distribution of test scores for your students, as well as for the state and nation. When interpreting these results, focus on typical scores (means and medians), variability in scores (standard deviations and lengths of boxes), and shapes of distributions (position of boxes relative to the median). Plots that have boxes that are off-center reveal that a greater proportion of students are high-scoring (the box to the right) or low-scoring (box appears to the left).



Note: The minimum and maximum exclude outliers.

College and Career Readiness

The PSAT/NMSQT College and Career Readiness Benchmarks represent the scores that a student should meet or exceed to be considered on track to be college and career ready (for more information about benchmarks, visit www.collegeboard.org/results).

The pie chart shows the percentage of your students who have met the PSAT/NMSQT composite score benchmark (142 for juniors and 133 for sophomores). Use this information with the Roster of Student Scores and Plans or optional Student Data File CD to identify students who may need extra support or who may be ready for more rigorous course work.

On Track to be College and Career Ready

81.3%

Nation: 45.8%

All data on this page (score information and percent of students meeting the College and Career Readiness Benchmark) are based on students who took the same PSAT/NMSQT form (Wednesday). To view state and national score information and of students meeting the College Readiness Benchmark for the total group (Wednesday and Saturday combined), see the College-Bound Sophomores and Juniors reports available at scores.collegeboard.org



Summary of Performance by Mean Total Score







Your students' total score performance is highlighted below. For additional performance metrics, including additional score and demographic breakouts, as well as individual student and test question performance, see your online reports.

Grade 8 – Total Score Statistics Student-Reported Demographic Breakdown

Grade 9 – Total Score Statistics Student-Reported Demographic Breakdown

Mean Total Score
988 | 240 to 1440
 23 Total test-takers
 0 Enrollment*
 0% Participation by grade

Mean Total Score
1019 | 240 to 1440
 14 Total test-takers
 0 Enrollment*
 0% Participation by grade

Grade 8					Grade 9				
District	State	National Tested			District	State	National Tested		
N/A	827	801			N/A	935	866		
Sex	Mean Score	SD	Distribution	% Test-Takers	Sex	Mean Score	SD	Distribution	% Test-Takers
Male	1077	113		48%	Male	1048	97		43%
Female	907	143		52%	Female	996	122		57%
No Response	N/A	--		0%	No Response	N/A	--		0%
Race/Ethnicity	Mean Score	SD	Distribution	% Test-Takers	Race/Ethnicity	Mean Score	SD	Distribution	% Test-Takers
American Indian or Alaska Native	N/A	--		0%	American Indian or Alaska Native	N/A	--		0%
Asian	1012	156		23%	Asian	1036	111		38%
Black or African American	N/A	--		0%	Black or African American	N/A	--		0%
Hispanic/Latino	863	93		13%	Hispanic/Latino	930	0		7%
Native Hawaiian/ Other Pacific Islander	N/A	--		0%	Native Hawaiian/ Other Pacific Islander	N/A	--		0%
White	N/A	--		0%	White	900	0		7%
Two or More Races	910	0		4%	Two or More Races	N/A	--		0%
Other	N/A	--		0%	Other	N/A	--		0%
No Response	N/A	--		0%	No Response	N/A	--		0%

For additional evidence on grades 8 and 9, visit our test site at www.collegeboard.org/psat.
 Find out their performance on the online reading portion.

*Participation is based on enrollment as reported by A-DESS to the state.

Summary of Performance by Benchmark

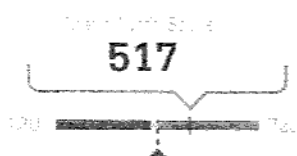
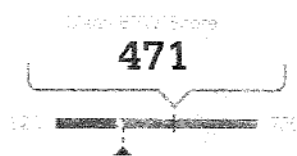
The College and Career Readiness Benchmark

Students reaching their grade-level Benchmarks means they are likely on track to be ready to succeed in select first-year, credit-bearing college courses.



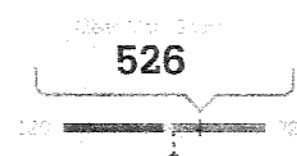
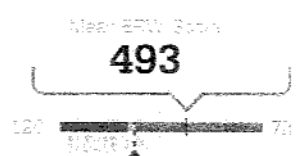
Grade 8 – Benchmark Statistics – Demographic Breakdown

School	District	State	National Tested
87% Met Both Benchmarks	N/A	45%	41%
100% Met ERW ¹ 87% Met Math 0% Met None	Met Both Benchmarks	Met Both Benchmarks	Met Both Benchmarks



Grade 9 – Benchmark Statistics – Demographic Breakdown

School	District	State	National Tested
86% Met Both Benchmarks	N/A	54%	40%
100% Met ERW ¹ 86% Met Math 0% Met None	Met Both Benchmarks	Met Both Benchmarks	Met Both Benchmarks



Sex	Met Both	Met ERW ¹	Met Math	Met None
Male	100%	100%	100%	0%
Female	75%	100%	75%	0%
No Response	N/A	N/A	N/A	N/A

Race/Ethnicity	Met Both	Met ERW ¹	Met Math	Met None
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	89%	100%	89%	0%
Black or African American	N/A	N/A	N/A	N/A
Hispanic/Latino	67%	100%	67%	0%
Native Hawaiian/ Other Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	100%	100%	100%	0%
Other	N/A	N/A	N/A	N/A
No Response	N/A	N/A	N/A	N/A

Sex	Met Both	Met ERW ¹	Met Math	Met None
Male	100%	100%	100%	0%
Female	75%	100%	75%	0%
No Response	N/A	N/A	N/A	N/A

Race/Ethnicity	Met Both	Met ERW ¹	Met Math	Met None
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	83%	100%	83%	0%
Black or African American	N/A	N/A	N/A	N/A
Hispanic/Latino	100%	100%	100%	0%
Native Hawaiian/ Other Pacific Islander	N/A	N/A	N/A	N/A
White	100%	100%	100%	0%
Two or More Races	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A
No Response	N/A	N/A	N/A	N/A

¹ ERW = Evidence-Based Reading and Writing, which is 10 times the sum of the Reading Test and the Listening and Language Test scores.



Instilling Goodness Elementary School Developing Virtue Secondary School

育良小學

培德中學



2001 Talmage Road, Ukiah, California, 95482 USA
Boys School (707)468-1138 Girls School (707)468-3847 or 3896
dvbs@drba.org or dvgs@drba.org

Teacher Collaboration Request Form

Teachers, use this form to request paid collaboration time with your peers. Fill the form and get approval from the school principal before the collaboration takes place. The budget for these collaboration meetings is limited and we want to make sure there is money available before the meeting takes place.

IMPORTANT: after the Principal approves this form, in order to get reimbursed each teacher will still need to:

- Fill a time-sheet with the hours used
- Send to the Principal(s) a copy of the outcome of the collaboration (reflection journal, curriculum unit, meeting log, etc...)

Teacher Name: Vivian A S Power

Other teachers involved:

Jin Jr Shi
 Janet Chaniot
 Jennifer Ackley
 Julia Mark
 Louisa Aronow

Date & Duration of the collaboration project: two 45 minutes sessions

Purpose of the collaboration project: This project will provide an opportunity to discuss the need to include the contribution of Latina/o authors to American literature in our English classes. Colleges and universities have reformulated curriculum for English and American literature classes in order to be inclusive of the growing number of important works in English by minority writers. Our English classes should reflect these changes by familiarizing our students with some of these works, showing them the perspectives of new generations of American minorities, and the cultural and linguistic negotiations that they must undertake. I'll bring examples of individual titles, which I believe are appropriate for our students, and hope that the participants will also share their own ideas: what they have used or will like to use. While my focus will be Latina/o literature, we may want to expand the discussion to the contributions of Asian Americans and other minority groups.

Maximum collaboration hours: _____ (to be filled by Principal)

Signature of Principal(s)

Date

Instilling Goodness Elementary and Developing Virtue Secondary Schools Orientation Handbook for New Teachers and Staff

The purpose of this handbook is to give a brief introduction of our schools in terms of the school operational procedures, campus map, classroom/office maps, and contact-point persons. This simple and concise booklet, as a supplement of our Faculty Handbook, will provide the new staff member a sense of direction. With this guidebook, we hope that he/she will be able to navigate on his/her own in this new environment and will feel part of our school community.

Map of CTTB

The map shows the buildings where the classes are held. (See appendix.)

Girls division (G):

Instilling Goodness Elementary School (IGES)
Developing Virtue Girls Secondary School (DVGSS)
IITBT

Boys division (B):

Developing Virtue Boys Secondary School (DVBSS)
DRBU Library
123 Bldg

Both schools:

Science labs are located at two locations: 1) on the 2nd floor of the section between Bodhi House and Tower of Blessings (TOB); and 2) at the Northeast corner of the Bodhi House.

Map of Classrooms: Floor maps of all school buildings are included in the appendix.

Administration

The Boys school principal is Douglas Powers, who is assisted by Mr. Juan Gracia, Vice Principal (juan.gracia@gmail.com) and Bhikshu Heng Shun (heng.shun@drba.org), core teacher. The Girls school principal is Bhikshuni Jin Jr (addressed as Jin Jr Shi). She is supported by core teachers Jin Xiang Shi and Jin Kai Shi. The boys division email is dvbs@drba.org and the girls division email is dvgs@drba.org.

The **boys division office** is staffed by Mr. William Khoo and can be reached at 468-1138 or wilsof@gmail.com. The **girls division secondary office** can be reached at 468-3847. It is staffed by Ms. Leonie Tan (tanleonie@googlemail.com) and Ms. Sewyi Tan (sewyi152@gmail.com). The **girls division elementary office** is staffed by Ms. Indra (nataraindra@gmail.com) and she can be reached at 468-3896.

Copier access

Contact school office for copy code. Printing from a USB is not available. Record copies made in the log book nearby.

Class cancellations may occur half day or a day before special events, holidays, teachers' in-service days, and yearbook photo-taking days. You will be alerted by an email from a school office staff a week before or by an ASB representative as soon as possible.

Paycheck Pickup

Check is available for pick-up on the 1st of every month at the CTTB main administrative counter. Please have ID ready for identification as necessary.

School Calendar

Check school website <http://www.igdvs.org/index.php/home/school-calendar>.

School Library

Koha Library Catalog: <http://10.11.30.200/>

This is currently an internal website accessible on-campus only.

First-time users who wish to access the libraries should apply to have their own account through the school office to obtain a **username** and password. Drop by the school office or request by email: dvbs@drba.org or dvgs@drba.org

DRBU Library

Teachers or staff members who reside at the CTTB can apply for a library card to borrow books, CDs, and DVDs. One month borrow time is allowed for the first time, with a maximum renewal of two times. Check out and return of items can be done by the user electronically. Ask a staff worker for assistance at the front-desk computer. Visit the DRBU library to apply and explore the website: <http://library.drba.org>. Non-resident teachers and staff members may browse through the books and reference sections.

School Supply Room

To obtain materials (such as notebooks, folders, etc.) needed for your class, contact school office or request by email: dvbs@drba.org or dvgs@drba.org

List of important contacts, names, phone numbers, email addresses

Contact school office.

Internet/wifi access

Contact Mr. Juan Gracia at juan.gracia@gmail.com (Boys Division) and Spike Morelli at spike@drba.org (Girls division).

Technological resources (e.g. projector)

Contact school office. To ensure equipment is available, make a reservation at least one day in advance. Check-out and return dates should be logged in the log book nearby.

School Schedule (class times/ rooms)

Posted on Office Bulletin Board or enquire at school office.

School rules/policies

Bring up questions, doubts, and issues to DM Shün / Jin Jr Shi / Mr. Gracia by email (heng.shun@drba.org, jin.jr@drbu.org, juan.gracia@gmail.com) or at teachers meetings.

Absences/Substitute Request

Fill out the substitute form and notify Mr. Khoo (Boys division) and Ms. Sewyi Tan (Girls division) two days before leave day. Submit lesson plan along with form. For emergency leave, please contact school office by phone: 707-468-1138 (Boys division) and 707-468-3847/468-3896 (Girls division)

Financial Reimbursement

Please make request by contacting Jin Jr Shi or Mr. Gracia. Upon initial approval, fill in request form and submit it to Jin Jr Shi's or Mr. Gracia's school mailbox. Once request is approved by the financial committee, finance staff will send an email response. Make purchase and submit receipt(s) for reimbursement.

Meal schedule/location

The community lunch is served from 10:50 am to 12:30 pm in the main dining hall. Taking food outside of the hall is not allowed without the principal's and kitchen manager's permission. If you miss that time frame or if you wish, you may take your meal at our Jyun Kang Restaurant, which serves vegetarian dishes and is open 11:30 a.m.-3:00 p.m. It is closed Tuesday.

Medical Services

For medical attention during school hours, please see our school nurse Donna Farmer, who can be reached at (707) 391-1000, via CTTB Intercom 251, or by email dfarmer.fnp@gmail.com.

We also have a physical therapist, Trinh Doan (trinhdoanpt@aol.com). The clinic is located in the section between Tower of Blessings (TOB) and Bodhi House on the north side. Hours are posted at their office doors. Refer to the CTTB campus map.

Enrichment classes offered by Dharma Realm Buddhist University (on campus):

Buddhism and Yoga/ Taiji Quan classes. Check flyers posted on school bulletin boards or contact Jin Xiang Shi or Mr. Juan Gracia. Register for classes at the DRBU Office (from the main entrance, take a right turn into the hallway. The office is the second room on the left). Phone: 462-5486.

Maintenance (whom to contact for plumbing and heater problems)

Contact school office. For immediate attention, call Administration Office at 462-0939.

Teachers' Lounge

Hot and room temperature water dispenser is available in the school buildings. If applicable, food and beverages intake is to take place in the Teachers' Lounge.

Tutorial Service for students

Contact DM Shün / Mr. Juan Gracia (Boys division) and Ms. Yini Wang (Girls division)

Parking

Public parking regulations are enforced. Teachers can park on designated parking-lots and by the curb as available.

For resident volunteer teachers

Classes recommended for women resident-volunteer teachers (such as Laity Precepts and Bodhisattva Precepts). Register for the classes at the DRBU Office. Classes are usually given on Monday and Tuesday 2:00-3:00 pm. Location: University Bldg Conference Room. Check bulletin board west of the Buddha Hall, outside women's restroom area.

Women residents' meeting

Once a month on a Tuesday, 2-3 pm. Check the bulletin board outside women's area of Buddha Hall for the specific date.

Appendix

[CTTB map](#) (Campus map) — posted outside the DVGSS front door.

[DVGSS map](#) (Girls Secondary School) — posted outside the DVGSS front door.

[IGES map](#) (Girls Elementary School) — posted outside the DVGSS front door.

[DVBSS map](#) (Boys Secondary School)

Mentoring Log

Mentor: Shi, Hengyuan

New Teacher: Wang, Yini (Geometry)

Date of Observation: 10/30/15

Date of Discussion/ check-in (can be the same as date of observation): 10/30/15

New Teacher's Answer to Monthly Questions (to be recorded by mentor):

- ① by observing and asking questions. Also with in-class worksheets. These are turned in at the end of the class because some students did well on homework but not on tests, maybe they were nervous or did not really understand the material.
- ② point out main points and follow up these points with lecture and informal questions.

Mentor's Comments:

Teacher's methods seem very routine with follow-up problems from a previous lesson, then lecture, and class work. Students know what to expect. It also helps because this is the first class of the day. The teacher also ~~using~~ uses a Post-exam survey to check-up on how students feel about the class. (Pls see attached)

Questions:

1. How do you make sure students understand the content as you teach?
How can you tell? (formal vs. informal assessment)
2. How can you gain students' attention before starting a new activity?

Name: _____

Post-exam Survey

1. There were 32 questions on the midterm exam. How many of them were from the previous homework, handouts, or in-class reviewed questions? *How many of them did you answer correctly?*
2. When you originally answered those same questions on the homework sheets or in class, how many of them have you answered correctly?
3. Compare the two numbers above. If the difference is greater than 3, what do you think would be the reasons that caused this difference?
4. What do you plan to do to minimize this difference?
5. If you were the teacher, what would you do to minimize this difference for the student(s)?

加油！:)

Name: _____

Due date: 10/27/2015

Geometry Homework 10/26

Please use the blank space below to answer all the Midterm exam questions that you did not get full points. Attach additional sheet if necessary. Justify your answer for each of them, including judgement questions.

Next Page ->



A Linked Series of Lessons: Backward Planning Third Inquiry, CSTP 3

Participating Teacher Name: Stacy Stahl

Grade Level: 9

Subject Area(s): Biology, Genetics

Inquiry Question: What strategies do I use to challenge my 9th grade biology students, while using ongoing, purposeful higher-level questioning and differentiating for students using different DOK levels?

*Refer to the Inquiry Directions and sample packets to complete this evidentiary document.
Maintaining the document's format and completing all sections is a program requirement.*

Common Core State Standard(s) and/or CA Content Standards for Linked Series of Lessons: Science Framework for California (1998) Standard Set 5.a. Students know the general structures and functions of DNA, RNA, and protein. Standard Set 5. b. Students know how to apply base-pairing rules to explain precise copying of DNA during semiconservative replication and transcription of information from DNA into mRNA.

Overall Student Outcome(s) for this Linked Series: Students will understand the structure of DNA, be able to sketch out the basic formation of the nucleotide, and correctly use base-pairing to create the DNA double helix. Students will also understand how DNA replicates itself.

Write expected student outcome for each lesson. In the lesson overview, describe how each lesson will explicitly build upon the other throughout the Linked Series. Start with your last lesson, Lesson #5, and plan backward. This is a fluid document and will likely require ongoing modifications based on informal and/or formal assessments done within each lesson.

Expected Student Outcome: Students are able to see actual DNA and understand how long, and how packed into the chromosome, a single strand of DNA is based on the quantity produced in the experiment.

Lesson #5 Overview: Strawberry DNA extraction lab: Students will pulverize fresh strawberries to break cell walls and add liquid soap in order to break the cell membrane's lipid bipolar membrane. Now the chromosomes' DNA is accessible. Cold ethanol is poured slowly into the filtered fluid, and because DNA isn't soluble in ethanol, it rises to the top. Students write up the lab results and answer several questions related to the lab.

Expected Student Outcome: Students will be able to explain the sequence of events in DNA replication, relating it to the stage of the cell cycle when DNA gets copied.

Lesson #4 Overview: DNA replication: I will randomly call on students to tell me why they think chromatin in DNA needs to unwind, relative to gene expression. Most likely, several students have researched the question and know the answer. I will ask the class to recall the stage in mitosis when DNA is copied, and tie that previous knowledge into this stage of the lesson. We will watch a video on DNA replication. Students will independently work on a hand out about DNA replication. Lesson #4 builds on the knowledge that chromosomes "unwind" in order to understand how DNA replication requires unwinding of the chromosome first, and then "unzipping" of each helix at the base pairs in order to replicate, or copy, the DNA strand.

Expected Student Outcome: Students will be able to relate the DNA molecule to chromosome structure and function. Students will understand why chromosomes are coiled. Students will be introduced to the process of DNA replication.

Lesson #3 Overview: Chromosome structure: A review of basic chromosome structure tied in with an introduction to the specific structures and constituents in chromosomes (proteins called histones, chromatin, nucleosomes). We will watch a video showing the stage in mitosis when the chromosomes become visible. I will ask students to explain to a partner why they think the cell needs to have its DNA molecules tightly condensed into nucleosomes during mitosis, then have a class discussion. I will challenge students to ponder (between this lesson and the next) why chromosomes need to unwind, relative to gene expression. (The DNA molecule needs to unwind so that the individual nucleotide bases can be exposed for DNA to be copied – this is an assessment of prior knowledge, as we haven't yet studied DNA replication.) The students' responses will be considered during the next lesson. Lesson 2 provided understanding of the structural basis of the nucleotides which make up the chromosome.

Expected Student Outcome: Students will be able to summarize the relationship between genes and DNA, and describe the overall structure of the DNA molecule. Students will be able to determine which base pairs with which base in the DNA molecule.

Lesson #2 Overview: The components and structure of DNA: The lesson will cover the basic structure of DNA, illustrating the three parts of the nucleotide (phosphate group, deoxyribose sugar, and nitrogenous base). Students will assemble pre-cut parts of the nucleotides into a double helix, and attach them to the wall. Lesson #2 builds on Lesson #1's introduction into the basic components of DNA, although the scientists didn't know at the time of most of their experiments what DNA was.

Expected Student Outcome: Students will understand how each scientist's work benefited from the previous scientist's research. Students will review basic scientific methods by learning how each scientist approached researching how traits are inherited.

Lesson #1 Overview: The history of the discovery of DNA: Students will learn about the scientists who originally researched the concept of genes and trait transmission and, specifically, the scientific process behind their experiments. Students will learn about some of the components of DNA through the scientists' experiments.



North Coast Beginning Teacher Program

Support Provider **OBSERVED EVIDENCE** Third Inquiry, CSTP 3

Participating Teacher Name: Stacy Stahl

Grade Level: 9

Subject Area(s): Biology

Inquiry Question: What strategies do I use to challenge my 9th grade biology students, while using ongoing, purposeful higher-level questioning and differentiating for students using different DOK levels?

*Refer to the Inquiry Directions and sample packets to complete this evidentiary document.
Maintaining the document's format and completing all sections is a program requirement.*

Date of Observation: November 21, 2015

Support Provider Name: Jessica Lee

PRE-CONFERENCE (to inform the observation):

Describe 2-3 areas related to CSTP 3 that you would like your Support Provider to focus on during the observation:

- Focus #1: Questioning strategies
- Focus #2: Differentiating among students
- Focus #3: Following step-by-step instructions

OBSERVATION SUMMARY (to be completed by the Support Provider)

Things I observed the *teacher* and *students* doing and saying as related to CSTP 3:

I observed the teacher asking students questions, for instance, “Do you remember what they did in the video?” (students had previously seen a video on the lab) and “Why do we squish the strawberries?” The teacher asked specific students different questions, deepening the DOK level: “Observe the levels of liquid. What do you think caused this?” She also asked another student what he thought the third level of liquid was. When a student asked why there was a layer of foam, the teacher responded, “Why do *you* think there is a layer of foam?” The student was unable to formulate an answer, but other students gave ideas, with one coming up with evidence to support his hypothesis.

CSTP 3 EVIDENCE COLLECTED BEYOND THE OBSERVATION (to be completed by the Support Provider)

Describe evidence related to CSTP 3 that was not collected in the observation (i.e., journals, projects, homework):

Students wrote in lab notebooks. Students completed the lab following directions they had written down in their lab notebooks. Teacher made reference to text they read as homework and assigned new reading.

POST-CONFERENCE

What I learned from my Support Provider's observation and collected evidence:

I need to continue assessing all students during the lab for understanding of the procedure. I learned that my Support Provider observed the students were all using their lab notebooks appropriately (i.e., following the correct format), and I wasn't aware of this. I discovered that I was doing a better job than I realized at posing thought-provoking questions for my students.

7:52 AM
12/14/15
Accrual Basis

Instilling Goodness/Developing Virtue Schools
Account QuickReport
All Transactions

	Memo	Amount
5246 - Science Lab		
	physics lab equipment	651.16
	physics lab equipment	139.49
	Physics Lab equip. & Membership w/TPT & AJF	247.96
	Lab devices & books	100.90
	Laser Ray Box and lenses etc.	527.62
	Science Lab	11.97
	Science Lab	11.97
	5th-6th Grade Elementary Girls' Science	492.44
	Vernier Lab Quest	273.25
	Sci snackbook Explorium, SF Muni Bus	34.57
	After AP Project: Balsa Wood Bridge Proects, V	101.69
	Power Supply Adapter for Arduino, Arduino Rot	178.37
	Labquest (Vernier Data Collection)	104.69
	Super Bottle Rocket Launcher, Heavy-Duty Air	377.61
	Motion Encoder System Kit, Combination Track	867.41
	Science Lab Furniture Upgrade	2,812.33
	B2338, Material for Chemistry Lab.	21.20
	Science Lab Materials 7/8th Physical Science B	161.80
	Inv#348755271 (9/28/14)	58.12
	Science Lab Materials 7/8th Physical Science B	155.38
	Zecar, Happy Unhappy Balls	65.90
	B2359, Buret Acrylic, Beaker LZ Borosilicate Cl:	516.02
	Balloon Powered Boat, Elect. AM FM Radio Kit,	122.63
	B2412, Magnesium Ribbon	24.54
	B2413, Magnesium Oxide	72.42
	B2415, Reimb. Chem. Lab Equipment	162.00
	B2416, Inv#15/538: Buret BG Glass Stp ck 50r	121.93
	For Biology and Chemistry Lab Supplies	114.51
	Physical Science Supplies	12.25
	Physical Science Supplies	30.50
	Planet Earth / Blue Planet DVD - Bin./Chem. La	61.08
	Physical Science Supplies	31.14
	AP Physics Lab	1,120.27
	Computer System Mac OS Upgrade to Lion	21.61
	Total 5246 - Science Lab	<u>9,806.73</u>
TOTAL		<u><u>9,806.73</u></u>

AP Seminars Silicon Valley*

**Certificate of Completion
is hereby granted to**

Yini Wang

**to certify completion of the 30-hour College Board*
endorsed institute in the subject area of**

Chemistry

Granted July 23, 2015 at Stanford University and Palo Alto High School

D. Hinder

Institute Director

Normajan Hinder

Institute Director

Paul Chua

Presenter

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**CALIFORNIA STATE SCIENCE FAIR
2015 PROJECT SUMMARY**



Name(s) Chia-Yun Hu; Guan Xiao Yang	Project Number S1713
Project Title Would Sound Waves Promote the Freezing of Water?	
<p align="center">Abstract</p> <p>Objectives/Goals The objective is to determine whether sound-wave-induced vibrations would promote the freezing rate of pure, distilled water using researches conducted on the Mpemba Effect as a reference.</p> <p>Methods/Materials Using 50ml of distilled water per experiment, we used 3000 hertz, sinusoid waves to induce vibration in water. Speaker was placed directly underneath the beaker of water. We decreased the volume of the speaker by one half for every 10 minutes. The surrounding temperature was controlled at -10 degrees Celsius. The freezing rate of the experimental group was observed every 10 minutes and compared to that of the control group, where water was not disturbed in any way.</p> <p>Results Both control group trial and the experimental group trials exhibited the same freezing rate. Decrease in temperature was most visible in the first ten minutes. As time progressed, the freezing rate slowed. Both graphs showed exponential decay. The data refuted our hypothesis that high frequency sound waves alone can increase the freezing rate of water.</p> <p>Conclusions/Discussion Our data refute the hypothesis rather disappointingly. There were no significant differences between the control and experimental groups. From the result, we can deductively reason that there is not a relationship between vibration and the freezing rate of water. We may conclude that the hydrogen bonds are not in fact responsible for the Mpemba Effect. Hence, it may or may not nullify the conjectures made by the Singaporean scientists that energy loss in water molecules is greater in heated water is due to water molecule expansion. There is a possibility that our experiment did not support our hypothesis because the sound induced vibration is not strong enough to cause water molecules to lose energy. High frequency sound may carry more sound energy, but doesn't necessarily mean more vibration to break up the water molecules. Our sources of error include using high frequency sound when there is a option of using high decibel sounds. Other sources of error such as opening the freezer, eyeballing the thermometer to get a rough measurement, all contributed to less accuracy. But fortunately enough, all the data seem pretty consistent.</p>	
Summary Statement Using sound waves to promote the freezing rate of water as a phenomenon parallel to the Mpemba Effect.	
Help Received Used science lab at our high school under the supervision of the 10th grade chemistry teacher, Heng Yuan Shr.	

borrowernumber	surname	firstname
173	Cao	Denise
54	CHAN	MEI KWAN
48	CHANG	JASMINE
23	CHONG	YUAN LING
42	DIAZ	MARGARITA
124	Do	Mai
253	Han	Jin Kun (Cindy)
171	He	Maggie
8	HU	JULIE
25	HU	CHIA YUN
206	Kwok	Angela
249	Lee	Chloe
5	LIN	CHAN YU
251	Lin	Yi
45	LU	JESSICA
259	Park	Christina
169	Pei	Yuchan
146	Qian	Pam
167	Quach	Brandy
117	Roberts	Belle
44	SETERA	ABIGAIL
258	Shr	Jin Lian
118	Sun	Vanessa
9	TAN	SIN YEE
14	TAN	KARA
178	Wu	Angela
55	YANG	GUANXIAO
119	Yap	Alexis
120	Zhan	Wei Wei
116	Zhang	Xin Ze

surname	firstname
Albuquerque	Lilia
Bin	Heng
Chanlot	Janet
Clarke	Niki
Escamilla	Kathleen
Furlong	Laura
Huynh	Ashley
Jiang	Jacque
Patterson	Victoria
Preston	Glenda
shi	Jin Jr
Shi	Jin Xiang
Wang	Yini
Xue	Qingying

Library Acquisition

Search results

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42
 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80
 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113
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Results 1 through 20 of 3133

*September 1, 2013
 to December 14, 2015
 Boys and Girls
 Combined total*

Select all Clear all | Add checked Done

Little men; life at Plumfield with Jo's boys,

by Alcott, Louisa May, [], Grosset & Dunlap New York, 1947, 5 p.l., 385 p.

Add Item	Call Number	Accession Date	Barcode	Select
Add	FIC ALC	2013-02-18	1030200003372	<input type="checkbox"/>
Add	FIC ALC	2015-11-10	1030200006461	<input type="checkbox"/>
Add	PZ7.A335 L46	2013-10-07	1030100000980	<input type="checkbox"/>

Things fall apart /

by Achebe, Chinua. [], Anchor Books, New York : 1994, 209 p. ; ISBN: 0385474547 (pbk.)

Add Item	Call Number	Accession Date	Barcode	Select
Add	PR9387.9 .A3 T5 1994	2012-09-10	1030100000026	<input type="checkbox"/>
Add	PR9387.9.A3 T5 1994	2015-02-13	1030100002679	<input type="checkbox"/>

Alice's adventures in Wonderland ; & Through the looking-glass /

by Carroll, Lewis, [], Signet Classic, New York : 2000, x, 239 p. ; ISBN: 0451527747

Add Item	Call Number	Accession Date	Barcode	Select
Add	FIC CAR	2015-11-19	1030200007044	<input type="checkbox"/>

The absolutely true diary of a part-time Indian /

by Alexie, Sherman, [], Little, Brown, New York : 2007, 229 p. ; ISBN: 0316013684 (hc.) | 9780316013680 (hc.) | 142876450X | 9781428764507

Add Item	Call Number	Accession Date	Barcode	Select
Add	FIC ALE	2014-11-14	1030200006688	<input type="checkbox"/>
Add	PZ7.A382 Ab 2007	2012-09-10	1030100000030	<input type="checkbox"/>

The great Gatsby /

by Fitzgerald, F. Scott [], Collier Books ; | Maxwell Macmillan Canada ; | Maxwell Macmillan International, New York : | Toronto : | New York : 1992, xvi, 216 p. ; ISBN: 0020198817 :

Add Item	Call Number	Accession Date	Barcode	Select
Add	PS3511.I9 G7 1992	2015-08-31	1030100003033	<input type="checkbox"/>
Add	FIC FIT	2015-11-02	1030200006354	<input type="checkbox"/>
Add	FIC FIT	2015-11-10	1030200006465	<input type="checkbox"/>
Add	FIC FIT	2015-11-02	1030200006353	<input type="checkbox"/>

Search results

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 >>

Results 1 through 20 of 452

Select all Clear all |

Little men; life at Plumfield with Jo's boys,

by Alcott, Louisa May, [], Grosset & Dunlap New York, 1947, 5 p.l., 385 p.

Add Item	Call Number	Accession Date	Barcode	Select
Add	FIC ALC	2013-02-18	1030200003372	<input type="checkbox"/>
Add	FIC ALC	2015-11-10	1030200006461	<input type="checkbox"/>
Add	PZ7.A335 L46	2013-10-07	1030100000980	<input type="checkbox"/>

Alice's adventures in Wonderland ; & Through the looking-glass /

by Carroll, Lewis, [], Signet Classic, New York : 2000, x, 239 p. ; ISBN: 0451527747

Add Item	Call Number	Accession Date	Barcode	Select
Add	FIC CAR	2015-11-19	1030200007044	<input type="checkbox"/>

The great Gatsby /

by Fitzgerald, F. Scott [], Collier Books ; | Maxwell Macmillan Canada ; | Maxwell Macmillan International, New York : | Toronto : | New York : 1992, xvi, 216 p. ; ISBN: 0020198817 :

Add Item	Call Number	Accession Date	Barcode	Select
Add	PS3511.I9 G7 1992	2015-08-31	1030100003033	<input type="checkbox"/>
Add	FIC FIT	2015-11-02	1030200006354	<input type="checkbox"/>
Add	FIC FIT	2015-11-10	1030200006465	<input type="checkbox"/>
Add	FIC FIT	2015-11-02	1030200006353	<input type="checkbox"/>

Invisible man /

by Ellison, Ralph. [BKS], Vintage International, New York : 1995, xxiii, 581 p. ; ISBN: 0679732764, Originally published: 1st ed. New York : Random House, 1952.

Add Item	Call Number	Accession Date	Barcode	Select
Add	FIC ELL	2013-01-22	1030200003128	<input type="checkbox"/>
Add	PS3555.L625 I5 1995	2014-01-17	1030100001497	<input type="checkbox"/>
Add	AB ELL	2015-11-24	1030200007059	<input type="checkbox"/>
Add	FIC ELL	2013-07-01	1030200005435	<input type="checkbox"/>
Add	PS3555.L625 I5 1995	2014-10-16	1030100002411	<input type="checkbox"/>

A farewell to arms /

by Hemingway, Ernest, [BKS], Scribner New York : 2003, 332 p. ; ISBN: 0684801469

September 1, 2015
to December 14, 2015
Boys and Girls school
combined total

FILIPPO SPIKE MORELLI

ENTREPRENEUR AND MENTOR

skype: spikelab / twitter: @spikelab / irc: [spike@freenode](https://freenode.net/user/spike) / email: fsm@spikelab.org

OBJECTIVES

To give an advantage to individuals and teams by bringing to the table hands on expertise on a variety of subject areas including business, technology, online education, habits and behavioural economics, peer organization and teamwork.

PROFESSIONAL PROFILE

Experienced entrepreneur with extended knowledge of Lean Methodologies and Design Thinking
 Extended experience in team leadership and project management
 Experience with Agile methodologies
 Experienced systems engineer with strong background in large scale and distributed systems
 Extended experience with learning systems and online education, especially MOOC related
 Experienced productivity and business coach

PROFESSIONAL EXPERIENCE

Stanford TE MOOC	Teaching Assistant
Jan 2015 – Present	I support professor Chuck Eesley in running the online version of Stanford's Technology Entrepreneurship course. This is taught through Stanford's MOOC platform NovoED. As the teaching assistant I'm in charge of helping the professor creating the curriculum and running the course while organizing activities for the students and supporting them as they build their own startup.
Spikelab	Startup Mentor & Coach
Nov 2013 – Present	I advise early stages startups in the space of social entrepreneurship. My job is to help shape the next generation to leaders that are going to reinvent business as a force for good to build a better world. Besides standard topics such as business model canvas, MVPs, customer development and growth hacking, I focus a lot on 1:1 coaching around empathy, psychology, behavioural economics, trust building and leadership.
Philanthropy University	MOOC Course Assistant
Sep 2015 – Nov 2015	I helped professor Wolf and the NovoEd staff to run the Fundraising class part of the Philanthropy University curriculum. In that role I was helping students with their assignments, monitoring forums and in general making sure learners had a good experience.
Lean Startup Circle	Co-founder, volunteer
Aug 2011 – Sept 2015	The Lean Startup Circle is a non profit organization that aims to support world wide adoption of Lean methodologies and the creation of new Lean Leaders. With other 80K members around the world and a Circle in every major capitol, my job is to support the team in the San Francisco headquarters and the Circles' leaders around the world.
Google (Wildfire Division)	Systems Admin Tech Lead
Aug 2012 – Nov 2013	Post acquisition I'm helping the company planning and executing the integration with Google's infrastructure while still supporting a growing customer base. After consolidating the ops team I've now been able to start working on improving the SA integration with other teams, especially developers, but also customer service and sales. I've taken initiative to personally train customer support and sales personnel in my down time which has resulted in fewer recurring support headaches for engineering. I've recently launched a pairing program with developers that has cut down many miscommunications and design issues that affected us in the past. I'm

	also doing ongoing coaching for team members on communication and personal productivity.
Adventure Lab	Co-Founder
Apr 2012 – Aug 2014	As part of the Technology Entrepreneurship course offered by Stanford University I formed a company with other fellow students to develop products for the education market. This has been a great learning experience among other things in terms of leadership and motivation as we all have day jobs and keeping us going without ever seeing each other face to face is a big challenge. We've recently pivoted and are going through more rounds of interviews with a new customer segment.
Wildfire Interactive	Devops Manager
Aug 2011 – Aug 2012	I was hired to turn around an infrastructure with weekly outages. I took a dysfunctional team in constant conflict and brought it from a stage of storming to a phase of performing. This was my first real job as manager and a real trial by fire. I had to take some hard decisions but we now have a solid team of happy people, rare downtimes and the ability to work through 3 times the workload we used to with the same folks. I also spent a lot of time assisting other parts of engineering and sat on the culture committee helping to promote our company values.
AgileRune Ltd UK	Owner
Dec 2010 – Aug 2011	The product tried to solve a common issue with building and maintaining testing environments by providing a framework to easily create and configure sandboxes to which software could be deployed to and tested while being continuously monitored. The platform shipped with a large number of tests and a wealth of metrics and graphs were provided to inspect the behaviour of the system from different perspectives like cyclomatic complexity to performance characteristics. After almost a year trying to get this off the ground I decided to put it aside. I learned a lot from this failure.
Independent Consultant	Devops Consultant
Nov 2010 – Jun 2012	Building on a past experience as consultant and 8 years of involvement in operations and 4 as a developer, I have a broad vision of IT and a good understanding of business necessities alongside innovation. I help companies adopting Devops both in terms of toolchain and best practices, and also culture and communication.
Canonical UK LTD	Systems Admin
Sep 2010 – Nov 2010	I was a member of the GSA (General Systems Administrator) team and as such I dealt with pretty much anything systems related, from switches and router configuration to cloud instances provisioning and debugging.
LindenLab Research UK	Systems Engineer
Jun 2009 – Sep 2010	Linden Lab is the creator of the Second Life virtual world. My primary focus was on backend development to help with scaling and automation. I was involved with the design and implementation of a tool based on system images that abstracts creation, deployments and maintenance of systems and applications on bare metal, private and public clouds (8K hosts network). The goals were to reduce TCO, improve our ability to deploy testing systems on demand, ensure idempotent deployments and integrate with test automation and QA. The project impacted the whole engineering team and required an extreme amount of co-ordination and documentation. I was also the project leader for the monitoring infrastructure.
LindenLab Research UK	Operations Engineer
Nov 2007 – Jun 2009	As an Operations Engineer I was responsible to analyse Second Life's grid (8K hosts), its health and performance characteristics, research possible grid underperformance and develop tools to ease grid's management. This exposed me to many different situations, from networking troubleshooting to C++ app debugging, database sql analysis, I/O scheduler characteristics profiling, stress testing. I also co-led the redesign and implementation of the new distributed monitoring system based on Ganglia and Nagios. The operations team was spread all over the world and working in that

environment taught me a great deal about communication and discipline.

DigitalBrain PLC	Systems Architect & Manager
Jun 2006 – Nov 2007	DigitalBrain PLC is one of the major providers of education services in England. I started as systems administrator and was then promoted to systems architect and team leader. During my time at DigitalBrain I re-engineered their systems and migrated to a completely centrally managed infrastructure based on puppet and FAI. I also implemented a scalable monitoring system based on Nagios and the introduced SLA reports and dashboard for upper management. Virtual environments were another big part of my work as the whole testing environment was based on Xen virtual machines mirroring the production setup.
Media Innov. Unit & FT	Systems Admin
Apr 2004 – Jun 2006	Media Innovation Unit was devoted to research, development and promotion of Libre Software. I was initially given the responsibility of handling all the technical day-to-day maintenance, and later the design and realization of a new systems infrastructure. A large part of this infrastructure constituted of virtualized systems based on Xen to create on-demand systems to be used by developer across Europe.
WebPromoter SNC	IT Consultant and PHP developer
Sep 2002 – Apr 2004	WebPromoter is a SEO company offering web services primarily to companies in the tourism industry. I helped developing the bulk of their admin websites in PHP and provided assistance for the office's IT needs.
Renomo Srl	PHP developer
Mar 2001 – Feb 2003	Primarily web development in php and mysql, worked OOP in-house e-commerce framework and several ad-hoc websites.
Geoide - Aziende.it	PHP developer
Feb 2000 – Mar 2001	Bespoke PHP development of e-commerce website

TECH SKILLS MATRIX

OS		Prog. Langs.		Sys/Net Admin		Virtualization/Cloud	
Debian Gnu/Linux (and derivates)	Excellent	Python	Very Good	Bash, sed, awk	Excellent	KVM	Very Good
Other Linux distributions (RH, centos, suse)	Good	Php	Medium	Tcpdump, ethereal, iptables	Good	Xen3.0	Very good
Mac OS X	Good	Perl	Medium	Rrdtool/graphite	Good	AWS	Very Good
		Ruby/Java	Basic	Puppet/Chef/SI	Medium	LXC	Medium
Embedded/Makers		NoSQL/Keyval		Monitoring		DB	
Arduino	Good	Memcached	Good	Nagios	Excellent	Mysql	Excellent
RaspberryPi	Advanced	Redis	Basic	Ganglia	Excellent	Pgsql	Medium
3D Printing	Basic	Cassandra	Basic	Collectd/Munin	Good	Sqlite	Good
		MongoDB	Basic	Cacti	Basic		

SPEAKING ENGAGEMENTS / WORKSHOPS

- 2008 / Nordic Nagios Meet - [Pushing Nagios to the limit](#)
- 2009 / Open Source Monitoring Conference - [Implementing a large monitoring infrastructure with Nagios and Ganglia](#)
- 2010 / Devops Days Hamburg - [Runtime changes are the weeds killing your crops](#)
- 2011 / Fosdem - [I'm going M.A.D.](#)
- 2011 / Scalecamp - Image based large scale systems and configuration management
- 2011 / London Devops meetup - monitoring and code metrics

2011 / London Devops meetup – Devops and the ROI of better communication
 2012 / Devopsdays Mountain View – “Why culture & communication will make the difference between good and great” (openspace)
 2012 / SanJose - “From zero to paying customers, how to build a startup”
 2013 / San Francisco - “Early stages startups, get your first customers”
 2013 / Italy - “Sferracavalli: Innovation in rural undeveloped communities through Lean Startup Principles”
 2014 / Tbilisi, Georgia “Entrepreneurship week: classes and mentoring on early stages startups, customer development and lean methodologies”
 2014 / Orlando, “An introduction to Lean Startup”
 2015 / Bulgaria “An introduction to Lean Startup”

LANGUAGES

Language	Written	Spoken
English	Fluent	Fluent
Italian	Native	Native

PERSONAL PROFILE

Despite having attended a CS school my teens were all about writing, not computers.
 I believe that transparency within a company is a necessity and that good people make good choices.
 If I don't know about it, I'm interested in it unless it involves pop culture.
 I wish I had more time to write as I used to
 I am an entrepreneur at heart
 I love woodworking, I've been learning to build furniture with traditional techniques based on tenon and mortise, no nails, no screws.

EDUCATION

1999 Diploma in computer science from “ITIS Meucci” (Florence, Italy)
 2012 Online Technology Entrepreneurship course by Stanford University
 2013 Bachelor's degree in computer information systems, University of Bridgeport

PTO- Minutes May 20th 2015

Present at the meeting: Matt Finnegan, Steve Setera, Paul Spangenberg, Amanda Setera, Zephys Bergera, Michele Lum, Judy Zhu, Jin Kai Shr, Jin Jr Shr, Ana & Annika Pringles, Juan Gracia, David Duong, Abigail Setera, Ping Huang, Nakula Hertz,

Call to order 5:08PM by President Steve Setera-Introductions

5:11-Financial Report: Steve and Matt explain that there is a need for someone to be treasurer. That the officers met and discussed changing the financial report to reduce the number of allocated items but to keep the same total amounts per school based on enrollment. This would be done with input from both schools as to which allocations are still accurate and needed.

5:13-Principals Report: Principal Juan Gracia and Jin Jr Shr together present an overview of the progress of the school's throughout the year. Highlighting: Emergency preparedness, review of the ESLR, Teacher collaboration, addressing bullying and much more. Please review attached outline.

5:36-Girls school Report:

Girls will be participating in the Alumni retreat this coming weekend. PTO picnic at Observatory Park was a success. Abigail Setera presents a copy of a proposed photo magazine that they would like to print 30 copies of at \$6 per copy (\$180). The magazine is about immigration and each Girl from English class with Dr. Patterson has a page. Matt Finnegan makes a motion to approve the expenditure with Naukula Hertz and Juan Gracia seconding the motion. Motion passes unanimously.

5:42-Boys School report:

Boys are on their Senior trip. Mr. Gracia relates that the yearbook has been submitted and Mr. Hertz explains the boy's team took first place at a soccer tournament in San Jose.

5:45- New Business:

Ana Pringles suggests that a school wide open house would be a good thing for students and parents. It is reported that Mr. Bostick is out of the Hospital and recovering at home.

5:53- Drawing for CO-OP gift certificate:

Winner is: Ann-Pringles

Meeting adjourned 5:53

Next meeting September 16th 2015- 5pm Confucius Hall

Highlights of Major Action Items for Accreditation 2014-2015

1. Fine-tuning ESLR achievement evaluation process: (9-12)

Core Virtues, Spirituality, Academics, and Globalism

2. Career Exploration Plan and Assessment/Analysis (9-12)

3. Common Core Standards Exploration: (K-12)

a. Informative/Explanatory Writing, Speaking, and Listening

b. 8 Mathematics Practices

- i. Make sense of problems and persevere in solving them.
- ii. Reason abstractly and quantitatively
- iii. Construct viable arguments and critique the reasoning of others.
- iv. Model with mathematics
- v. Use appropriate tools strategically.
- vi. Attend to precision.
- vii. Look for and make use of structure.
- viii. Look for and express regularity in repeated reasoning

4. Teacher Collaboration: (K-12)

- a. Developed teacher collaboration request form and process
- b. Send teachers for group professional development at MCOE, Common Core Standards Media/Literacy
- c. Organized tuning protocol training--to collaboratively assess student work
- d. Used collaborative strategies in professional development that teachers can in turn be brought back into own classroom
- e. Meeting time allocated for articulation in exploring Common Core Standards as well as general collaboration time: August, September, October, December, January, April

5. Teacher Evaluation (Support) (9-12)

High school Teachers

Pre-Observation, Observation, and Post-Observation

6. Emergency Protocol Training and Harassment Training (K-12)

2016-2017 School-wide Bullying Prevention Training for teachers and students

7. ESLR Forums: 2014-2015 Native American Museum Visit (K-12)

2015-2016 Spirituality and/or Core Virtues Emphasis

8. Extra-Curricular Activities (9-12)

GRID Solar Installation

Robotics

Tutoring at Ukiah Public Library and Grace Hudson School

Ukiah Art Walk Display

Ukiah Children's Day—Eco-Friendly Theme

Ukiah Lantern Festival

2015-2016 Youtube Channel, Volley Ball Team

Substitute Teacher Name List

2014-2015

Name: Tan Sew Yi
 Contact phone number:-
 Contact [email:sewyi152@gmail.com](mailto:sewyi152@gmail.com)
 Availability

Name: Yini Wang
 Contact phone number:[1612-986-8466](tel:1612-986-8466)
 Contact [email:ynwang@gmail.com](mailto:ynwang@gmail.com)
 Availability

2015-2016

Name: Sew Yi Tan
 Contact phone number:-
 Contact [email:sewyi152@gmail.com](mailto:sewyi152@gmail.com)
 Availability:
 Mon 1-4pm (office hrs)
 Wed 1-4pm (office hrs)
 Fri 1-4pm (office hrs)
 Tues 8am-10:30am
 Thur 12pm-4pm

Name: Qing YingXue
 Contact phone number:- [612-402-1897](tel:612-402-1897)/ [707-376-8612](tel:707-376-8612)
 Contact [email:qingyingx@gmail.com](mailto:qingyingx@gmail.com)
 Availability: Monday: 8:00 am - 10:35 am 12:50 pm - 2:25 pm
 Wednesday: 8:00 am - 10:35 am 1:35 pm - 2:25 pm
 Thursday: 8:00 am - 10:35 am 12:15 pm - 2:25 pm
 Friday: 8:00 am - 10:35 am 12:00 pm - 12:45 pm

Name: Ashley Hyunh
 Contact phone number:-707-234-5004 / (707) 391-5804
 Contact [email:dtalan@gmail.com](mailto:dtalan@gmail.com)
 Availability: Fri 12-4 pm

Name: Su VienTrungTinh
 Contact phone number:-
 Contact email:vien.trung.tinh@drbu.org
 Availability: 12-4 Fridays.

Name: Yini Wang
 Contact phone number:[1612-986-8466](tel:1612-986-8466)
 Contact [email:ynwang@gmail.com](mailto:ynwang@gmail.com)
 Availability:

Mondays: 8:50-10:30 am, 12:50-1:50 pm, 3:00-4:00 pm
 Wednesdays: 8:50-10:30 am, 1:40-4:00 pm
 Fridays: 8:50-10:30 am, 2:30-4:00 pm
 PS, I have school office hours at:
 Tuesdays: 8:50-10:30 am, 12:50-1:50 pm & Thursdays: 8:50-10:30 am, 12:00-4:00 pm

Teacher's Inservice Tuesday, October 28

Morning Program in IITBT* Building

8:00 to 8:40	Overview of the Informative/ Explanatory writing genre that includes the following: Common Core State Standard (CCSS) resource page, rubric, student checklist, and the "6 + 1 Trait Writing Rubric".
8:40 to 8:50	K-12 skill building progression + read and share
8:50 to 9:00	Connect with presentation of knowledge using dioramas, etc
9:00 to 9:30	Small group collaboration and implementation plan
9:30	Reminder for teachers to bring back student samples for the next Teachers Inservice scheduled for
9:30 to 9:45	Break
9:45 to 10:45	Mr. Ken Johnson will explain the protocols teachers need to use when responding to emergency situations such as fires, earthquake, etc. This will also include a demonstration on how to use a fire extinguisher.
10:45 to 12:15	Lunch & Break
12:15 to 12:45	Drive to Mendocino County Museum- Willits (directions attached)

* IITBT is the International Institute for the Translation of Buddhist Texts, which is actually presently being used by Developing Virtue Secondary School (DVSS)- Girls Division for classes.

Afternoon Program at Mendocino County Museum- Willits

1:00 to 2:30	Dr. Patterson will give a brief introduction to the concept of the exhibit and then a complete tour of the exhibit with information specific to Mendocino County's original inhabitants (various Native American Indian groups and tribes).
2:30-3:30	Teachers gather in the meeting room of the Museum for questions, handouts, and teaching materials and ideas.
3:30 +	Teachers are welcome to view the rest of the museum dedicated to the general history of Mendocino County.

Teacher's Inservice
Friday, December 5
Afternoon Program in IITBT* Building
12:15 to 3:10 PM

12:15-1:15	Review and Implementation of the Tuning Protocol: an effective tool for looking collaboratively at both teachers' and students' work. This is also one of the pedagogical strategies recommended by the new Common Core State Standards (CCSS) for K-12 teachers in English Language Arts (ELA). Needless to say this tool can be used by teachers in all subjects.
1:20-2:20	Two Sections: 1) K-12 Math Teachers: workshop on Math practices in the CCSS (refer to the Math Schedule below and the attached 4-page article). 2) Department Meeting for high school teachers in all subjects, except Math. This is a time to share content, strategies, assessments, results, ESLR lessons and student work, etc. in classes taught by other teachers in your same subject area.
2:30-2:50	Update on the new University of California web-site for high school courses taught by all accredited California high schools, which will become accessible to all teachers beginning February 1. Small group collaboration and implementation plan
2:50-3:10	Latest update on the school emergency plan

* IITBT is the International Institute for the Translation of Buddhist Texts, which is presently being used by Developing Virtue Secondary School (DVSS)- Girls Division for classes.

Common Core Mathematics Instruction Workshops
Session 3 – Schedule, Dec. 5th 2014, 1:20-2:20 PM

Time	Description/Activity	Presenters/Materials
	Review Homework #2: MARS Task – Analyzing Student Work	Heng Tsung Shr
	Revisit Re-engagement Lesson	
	Prompt for Re-engagement	

REMINDER:

All Math teacher, please do read the article about IDEAS FOR ACTION RESEARCH – WRITING A RE-ENGAGEMENT LESSON.

Common Core State Standards – English Language Arts Close Reading Planning Guide

Directions:

As a grade level or grade span team review the ELA Reading Standards for Informational Text.

Then as a grade level or grade span team, review your reading materials and select a passage to try a close reading in a specific subject area in your classrooms.

Grade: 9 Subject: Biology Text Title: Biology; Chap 15 - Darwin's theory of Evolution

Reading #1 (ie meaning): _____

Reading #2: _____

Reading #3: _____

Category	What text dependent questions could you ask students here?
What does the text say? (General understanding and key detail questions about the content.)	<i>What type of hypothesis did Darwin propose?</i>
How does the text work? (Vocabulary and text structure questions to bridge explicit and inferential meaning.)	<i>What does the author infer when contrasting Australia and Argentina relative to the species each is home to?</i>
What does the text mean? (Going deeper to determine author's purpose, symbolism, inferences across the text, locating meaning across multiple texts.)	<i>Fossils represented part of the evolutionary puzzle Darwin was studying. How do fossils fit into this "puzzle"?</i>

Common Core State Standards - English Language Arts

Close Reading Planning Guide

Directions:

As a grade level or grade span team review the ELA Reading Standards for Informational Text.

Then as a grade level or grade span team, review your reading materials and select a passage to try a close reading in a specific subject area in your classrooms.

Grade: 11/12 Subject: English Text Title: The Importance of Being Earnest

Reading #1 (ie meaning): _____

Reading #2: _____

Reading #3: _____

Category	What text dependent questions could you ask students here?
What does the text say? (General understanding and key detail questions about the content.)	1. What is the setting? Cite evidence. 2. Who are the main characters? Cite evidence. 3. Explain + cite evidence that shows how the characters relate to each other?
How does the text work? (Vocabulary and text structure questions to bridge explicit and inferential meaning.)	How does this allusion connect with the character? What does earnest mean?
What does the text mean? (Going deeper to determine author's purpose, symbolism, inferences across the text, locating meaning across multiple texts.)	Locate a sentence, phrase, or paragraph that entertains. Cite evidence to explain how.

Common Core State Standards – English Language Arts Close Reading Planning Guide

What culminating question or task follows from this?

How or why did the character/scene
awaken thoughtful laughter in the reader?

Lastly, as a grade level or grade span team, decide on when you will do the "Close Reading". Be ready to share.

When:

Student Sample

Locate a sentence or paragraph that entertains.
Cite evidence to explain how.

The part Jack confessed his love to Gwendolen, and Gwendolen replied that she has loved him since the beginning because his name was Ernest. "I am told: and my ideal has always been to love some one of the name of Ernest. There is something in that name that inspires absolute confidence... he had a friend called Ernest, I knew I was destined to love you." I concept of loving someone because of his name is quite odd and foolish, thus entertaining in that sense. We know that Ernest is not Jack's real name; it is in fact a name that is about to be erased by him. This fact makes the sentence even more entertaining because Gwendolen is loving someone who is ^{so passionately} unreal. Her love seems to be merely a joke.

The words "absolute confidence" and "destined" exaggerate the extent of love that Gwendolen have towards the name "Ernest", which makes the love even more foolish.

Student Sample

pg 11 "Well... may I propose to you now?" - Jack

This is a totally awkward sign Jack expresses when proposing to Gwendolen. This sentence gives off a comedic effect because it shows the uncertainty of men when proposing to women they like. Normally, a proposal is made before granted, but here Jack ask for his lady's permission to propose, especially when it connects to romantic situation. The answer of Gwendolen to Jack's question is also entertaining. She knows that she will accept Jack and she enjoys the flattering within Jack and her. After a few lines, Jack immediately propose marriage and Gwendolen just happened to be engaged when her mother appears.

"I am afraid you have had very little experience in how to propose." This, Gwendolen replies with an accepting heart, Jack is promised to be loved. Later, when Jack finish talking to Gwendolen's mother, he wants to "shoot himself" because "her mother is perfectly unbearable."

Literary Analysis Writing Rubric

Skill Area	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning Sound understanding, and interpretation, and analysis	Offer insightful interpretations of the text with analysis that goes well beyond a literal level .	Offer accurate interpretations of the text with analysis that goes beyond a literal level.	Convey an accurate although somewhat basic understanding of the text and offer partially explained and/or somewhat literal interpretations.	Convey a partly accurate understanding of the text and offer few or superficial interpretations with a tendency to retell .	Convey a confused or largely inaccurate understanding of the text and offer unclear interpretations.	Provide no evidence of understanding and make no interpretations .
Development Specific and relevant details that support the thesis	Develop ideas clearly, elaborate on specific textual evidence, and reveal an insightful understanding of the author's use of literary elements and techniques.	Develop ideas clearly, explain key textual evidence, and reveal an understanding of the author's use of literary elements and techniques.	Develop some ideas more fully than others , using relevant textual evidence and reveal some understanding of the author's use of literary elements and techniques.	Develop ideas briefly or partially , using some textual evidence but w/o much elaboration and reveal a vague understanding of the author's use of literary elements and techniques.	Contain textual evidence that is vague, irrelevant, repetitive and/or unjustified and reveal a confused understanding of the author's use of literary elements and techniques.	Do not include textual evidence and reveal no understanding of the author's use of literary elements and techniques.
Organization Thesis statement and organization of key elements of support and paragraphing	Contain a compelling thesis statement, use insightful analytical topic and concluding sentences, and make skillful use of transition words and phrases.	Contain a clear thesis statement but ideas within paragraphs may be inconsistently organized . Make some attempt to use basic transitions.	Contain a clear thesis statement but ideas within paragraphs may be inconsistently organized . Make some attempt to use basic transitions.	Fail to maintain focus on the thesis statement . Exhibit a basic structure but lack coherence . Make an inconsistent attempt to use transitions.	Establish a confused or irrelevant thesis. Exhibit some attempt to provide a beginning, middle, and an end. Make little attempt to use transitions.	Fail to include a thesis . Exhibit a complete lack of organization . Make no attempt to use transitions.
Language Word choice and sentence variety	Use language that is precise, engaging, and sophisticated and incorporate a wide range of varied sentence patterns.	Use language that is original and incorporate some varied sentence patterns.	Use appropriate language and make some attempt to use sentence variety but with uneven success .	Rely on basic vocabulary and rely on a limited range of syntactic structures.	Use language that is imprecise or unsuitable and reveal understanding of how to write in complete sentences.	Use language that is incoherent or inappropriate and include a preponderance of sentence fragments and run-ons .
Conventions Spelling, punctuation, capitalization, usage	Demonstrate control of the conventions with essentially no errors .	Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language (e.g. punctuation of complex sentences).	Demonstrate partial control, exhibiting occasional errors that do not hinder comprehension (e.g. incorrect use of homonyms).	Exhibit frequent errors that somewhat hinder comprehension (e.g. agreement of pronouns and antecedents, spelling of basic words, errors in verb tenses).	Exhibit frequent errors that make comprehension difficult (e.g. subject-verb agreement).	Exhibit numerous errors of several kinds .

Black ⇒ Before

This is a good start. You have wonderful ideas but organization needs improvement. Let's find time this weekend to look over your paper.

Student Work Sample

English 11
Oct 23th 2015

Prompt (1999): From a novel or play choose a character (not necessarily the protagonist) whose mind is pulled in conflicting directions by two compelling desires, ambitions, obligations, or influences. Then, in a well-organized essay, identify each of the two conflicting forces and explain how this conflict with one character illuminates the meaning of the work as a whole. You may use one of the novels or plays listed below or another novel or work of similar literary quality.

The Choices

There are choices we make within our life that determines our rate of happiness, and Edith Wharton crafted a story of Ethan Frome, who is conflicted with the choice between his imagination of a perfect love story and succumbing to societal influences, and allows social expectations to bound him into a life that suffer from inner-unsatisfactory. Thus, happiness all depends on one's decision that fulfills one's desire, but social expectations often play as a boundary to the attainment of dreams.

A married man with a wife that is not as attractive as her cousin, Ethan began to imagine his life with Mattie, who emits a brighter quality and a youthful vibe compares to Zeena. There, Ethan suffers from his desires that associate with Mattie, because he knows that reality would not allow him to follow his heart. Part of the story goes, "Somebody had to stay and care for the folks. There weren't ever anybody but Ethan. First his father-then his mother-then his wife." Ethan can never be alone because of the responsibilities he has to carry within his family. To further explain the environment that Ethan is having a conflict with, it is the notion of taking care of the parents when they are old, and be loyal to his marriage regardless of other personal desires, such as running off with Mattie, and lives a happy life imitating the ending of a fairy tale.

Despite the fact that Ethan's parents are depending on Ethan, Ethan's wife, Zeena, depends on her husband for a living, and she holds Ethan back from fulfilling his desire for an ideal life, which affects him emotionally in a depressing way. A boy cries when he is not allowed to have the toys he wants, and it is similar to Ethan, who is unsatisfied and depressed due to the reality he has to face, both marriage and economy burden. Supporting a family is not an easy task for it requires a stable income that is enough to support the living expenses of other family members, and Ethan, who is just a farmer, can never persuade himself that his family can live without his support. In the modern society, the divorcing rate is growing might be the result of this burden that men have to carry as part of their

responsibility. Thus, suffering occurs when people are unable to follow their heart due to realistic circumstances that they can't abandon to live out an imagination that is long hidden in peoples' mind.

Choosing to live under the social responsibilities, Ethan expresses a regretful life which can be founded in the plot that states, "It pleased Ethan to have surprised a pair of lovers on the spot where he and Mattie had stood with such a thirst for each other in their hearts; but he felt a pang at the thought that these two need not hide their happiness." The happiness is genuine for Ethan when Mattie is around, but Zeena will always appear at the back of his mind he cannot abandon just to fulfill his desire. Zeena is the reality and Mattie is just an imagination, and Ethan has to choose between the two of them who has the potential to redefine his meaning of life. At the end, his dream turns into a tragedy, and Zeena ends up playing an angelic figure, who takes care of Ethan and Mattie. This can reflect the meaning of the work which shows that personal choices have the potential to affect one's life in a negative way.

Ethan thinks that he has sacrifice his happiness due to keeping his role as a supporter of a family, but a pair of lovers reminds him that he is not living his ideal life. At that time, the only factor that can contribute to Ethan's happiness is a life with Mattie, and that requires him to give up Zeena, whom he used to depend on, and feels that he has to pay back. All the thoughts and feelings of Ethan derive from his personal desires which he chooses not to fulfill, and thus suffer for the rest of his life.

Thus, the meaning of the work derives from the notion of personal choices that are based on personal desires or social expectations. If one chooses to follow social expectations like Ethan does, he might suffer from unfulfilled desires which will cease after a period of time, and turn into ashes of memories.

Literary Analysis Writing Rubric

Skill Area	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
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Excellent essay!
Lion symbolic of = pride [remember Simba?]
= Affinity w/nature
= rejuvenation

English 11

Oct 24, 2015

Commas;
run-ons;
fragmentsA Winning Man

Giving up at the place one inch from success, isn't it the most regrettable thing to do on earth? Many times in life, we choose to give things up because of the difficulties in accomplishing them and ignoring the possible benefits in accomplishing the tasks. It is always ourselves who choose whether to win or to lose. Under other circumstances, we tend to focus too much on the end but forget about the means. In the book *The Old Man and the Sea*, Hemingway emphasized^s the importance of the path to the shore instead of the shore itself; through the main character's diligence, he redefined^s victory. Winning no longer means bringing a handful of earnings back home at the end of a day. Instead, it is the notion of never giving up and the determination of oneself. Upon finishing the book, the quote "a man can be destroyed but never defeated" deeply ^{imprints?} impeded my mind, because it shows that determination and endurance bring true success despite the apparent failure. ✓

Not everyone has the luck of becoming a Nobel Prize winner or a billionaire, but we all should give applause^f to those who make their best effort. Since the beginning of the book, Hemingway has introduced the old man to us as "an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish." (pg 1) It is amazing for the old man to not have given up after going eighty-four days without having caught a fish. This is deadly to a fisherman. However, he never gives up, and he never loses the hope of catching one the next day. That diligence and confidence earns him the respect of the readers, even though he seems to be the worst fisherman of all time. Moreover, the fact that he is "alone" makes him a much more powerful man, because it means

that no one else could be that far out on the sea and bear with the difficulties. The old man is the man that can not be conquered by the difficulties in the deep sea. Even though he acknowledges that the sea has the ability to destroy him, he is not afraid. As long as a man does not bend down to his fears, he can never be defeated.

Nevertheless, the most detrimental event to the old man is yet to come. It is when Marlin, his "three-day companion" on the sea, is eaten by sharks. All his energy spent on catching and dealing with the fish becomes wasted and leaves him empty-handed once again. Yet, in the end, "he picked the mast up and put it on his shoulder and started up the road. He had to sit down five times before he reached his shack." (pg. 121) Why did he not leave the mere fish bone on the shore but chose? Why did he choose to spend his last bit of strength carrying it home? This action seems to be totally useless and a waste of energy, but it showcases his pride upon catching the fish and signals true victory. From other people's point of view, he is a man of pity and failure; they all believed that he died in the sea, but he never allows himself to be beaten. Even though other people pity him and the boy cries hard for him upon the sight of his sickly body, he still holds onto his ^{male} man pride. Therefore, being destroyed is what others can see, but being defeated comes from within.

The last sign of victory is the last line of the book: "The old man was dreaming of lions." (pg 127) Lion is the symbol of triumph, strength, and fearlessness; and dreaming implies desire, hope, and the unconsciousness. After the whole life that the old man experienced, he dreames of lions at the end of his life. The significance of the last moment of life is that people would usually have a flash back of their life, usually terrific memories in their past. However, it is not the case for the old man. He does not dream of the horrific storms on the sea, nor the opening mouth of bloody sharks. It is lions that he dreams of. After all, he is not defeated; not by the sea, not by the sharks that killed him. Despite the fact that the old man's life seems fairly unsuccessful because he has nothing at the end of his life, he never gives up on hope, and he is still fearless. This is Hemingway's definition of victory.

Many people think of success as accomplishments. They try their best to own possessions; they have always focused only on the appearance of their outcomes. Hemingway took a different perception. Through *The Old Man and the Sea*, he unraveled the truth of triumph: the end is not as important as the process and the determination. As long as one has not given up, he is not losing, and thus he wins. A man can be destroyed. Yes, eventually, every one would meet death at the end of their journey, but if they still have hope after all the things they have encountered, they become the master of life. Because of his courage and diligence, the old man is a true winner.

Class: AP Calculus AB & BC

Chapter: Chapter 6 Differential Equations

Section: 6.1 Slope Fields

Lesson 1: Introduction to Differential Equations

Student Outcomes:

- Students will learn what a differential equation is.
- Students will differentiate between a general and a particular solution of a differential equation.
- Students will use the FTC to solve an Initial Value Problem.

Content Standard:

15.0 Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.

Lesson Notes:

This lesson starts with a discussion on differential equations. It is extremely important for students to understand that the solution to a differential equation given an initial condition is a function.

Key elements in this lesson that will be stressed in each example are: (1) Modeling [MP4] and (2) Use of the appropriate method/tool to solve a given problem [MP5]

- On the board define “differential equation”. Indicate different ways to classify differential equations.
- Explain how to solve an “exact differential equation”. Review Example 1.
- Students do Exercise 1.

- Define an “Initial Value Problem”. Review Example 2.
- Students do Exercise 15.

- Explain how to solve an “Initial Value Problem” with discontinuities. Review Example 3.
- Students do Exercise 15.

- Explain how to use the FTC to solve an “Initial Value Problem”. Review Example 4.
- Students do Exercise 21.

Homework:

Students start working on section 6.1 problems previously assigned:

Core Problems AB:1,3,5,7,11,15,17,21,23,25,27,29,31,33,35,37,39

Class: AP Calculus AB & BC
Chapter: Chapter 6 Differential Equations
Section: 6.1 Slope Fields

Lesson 2: Constructing Slope Fields

Student Outcomes:

- Students will learn how to create the slope field of a differential equation
- Students will be able to draw the particular solution in the slope field

Content Standard:

15.0 Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.

Lesson Notes:

In Exploration 1, students observe that a family of curves can be produced by examining a slope field. By completing this activity, students will understand what a calculator is doing when it graphs a slope field.

Point out that the expression for dy/dx used to determine a slope field may involve only x , only y , or both x and y .

Key elements in this lesson that will be stressed in each example are: (1) Modeling [MP4] and (2) Use of the appropriate method/tool to solve a given problem [MP5].

When drawing the particular solution, students will be asked to critique the reasoning of their classmates [MP3].

- On the board define “slope field” and explain its usefulness.
- Explain how to construct the slope field. Students work through Exploration 1.
- Review Example 6.
- Students do Exercise 29.
- Explain how to find the particular solution in a slope field. Review Example 7.
- Students do Exercise 35

Homework:

Students keep working on section 6.1 problems previously assigned:

Core Problems AB: 1, 3, 5, 7, 11, 15, 17, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39

Biology 9

October 8, 2014

Stem Cell Controversy

For many years, embryonic stem cell research has been extremely controversial in the scientific field. Stem cells are truly brilliant, because they have the ability to develop into any kind of cells that the body can't always produce but the body essentially needs. Stem cells can cure human diseases and, in a nutshell, are the basic foundations to cells in the body. But there is a problem. In order to use these stem cells, scientists have to remove the cells from embryos during their early development. The cells create all the tissues in the body at that time. So consequently, they would have to kill the fetus in the womb and cut off countless lives in the end. And so, although embryonic stem cell research could make miracles occur and change the course of scientific history, I find this unethical.

There are many reasons why such research is considered immoral. Embryonic stem cell research could be seen as abortion, because you are destroying one's life to save another. You would be, in other words, taking away the embryo's potential to form into a human being and thus into living a human life, which is just wrong and selfish to do. Often times, people do not realize how precious human life really is because nobody would ever get to live your life, along with the experiences you encounter (whether good or bad). Every single person's life is special, which is why in my opinion, it's not right to take away lives like that.

Secondly, plenty of religious groups agree that embryonic stem cell research is highly unethical as well. Religions that "...are adamantly pro-life have condemned against embryonic stem cell research and all of its applications."¹I can see why these religious groups would do this because in religion, it is truly important to always cherish and appreciate your life. And so, if a scientist performs embryonic stem cell research, it can be seen as devaluing human life since you are just getting rid of a (soon-to-be) human being like it's nothing.

Lastly, scientists don't even need to use embryonic stem cells to cure diseases. In fact, researchers claim that "...the use of adult stem cells from sources such as the umbilical cord blood has consistently produced more promising results than the use of embryonic stem cells."²Therefore, scientists don't even need to consider the choice of using embryonic stem cells (and killing a life in the process) when they could just use adult stem cells that is known to be more successful.

To sum up, embryonic stem cell research really is life-changing, in a both positive and negative way. While it could save so many lives, it will destroy other lives at the same time. But overall, it simply isn't right to cut off the lives of soon-to-be humans, especially when there are other alternatives to consider. All in all, I find that embryonic stem research is considered an immoral and wrongful act.

¹ <http://www.explorestemcells.co.uk/stemcellcontroversy.html>
² http://en.wikipedia.org/wiki/Stem_cell_controversy#Efficiency

Bibliography:

<http://stemcells.nih.gov/info/basics/pages/basics1.aspx>
<http://www.explorestemcells.co.uk/stemcellcontroversy.html>
http://en.wikipedia.org/wiki/Stem_cell_controversy#Efficiency

2 citations = 2/2
length = 4/4
addressed question topic = 3/3
turned in on time = 1/1

10/10

Biology

7 October 2014

Issues in Biology: Q = 2

Creatine, a supplement used by athletes to enhance their performance, is now being debated on whether we should ban the nature-defying substance, some have said it is potentially harmful, but others say it's worth the risk. Personally, if science has doubted it even the slightest bit hazardous, we should see to it that creatine gets banned from unnecessary use.

If we refer to the most credible research, history, we'll surely find that the Olympians didn't use creatine. Not only should it be banned because science says so, it should also be banned because it's unethical. To put it in other words, any athlete using creatine is cheating. Athletes are based solely on their hard work and training, that is, before creatine came along. When they try to compensate hard work for a supplement, it simply won't give the same performance.

Though Dr. Oz advises women to take a pill with their smoothie, there are some doctors who will put up the red flag. There are some potential side effects that are quite deadly, for example taking creatine might put stress on the kidney causing dehydration. For athletes, training under the streaming hot sun wouldn't be a great idea when taking these pills.

The NCAA institution has banned creatine from use. The football association has said it is not about the risks, it's about the sport. Yahoo sports says they don't give it to their college athletes, but other than that, creatine is allowed anywhere else. Even in the Olympics.

Science Biology

10/8/14

STEM CELLS

Stem cells have been making their way up scientists to-do list because of the strong theories that have been stimulating around saying stem cells might just be the cure for most of our world's chronic diseases including cancer. Stem cells are a cell that can generate into many different types of cells at the early life and growth stages. They are unspecialized cells capable of renewing themselves through cell division, in some organs such as the gut or bone marrow stem cells only divide under special conditions. Recently scientists have started to work with two different kinds of stem cells: embryonic and non-embryonic.

Embryonic stem cells are derived from a four- or five-day-old human embryo that is formed in the blastocyst phase of development. The embryos are usually extras that have been created in IVF (in vitro fertilization) clinics where several eggs are fertilized in a test tube, but only one is implanted into a woman. Since the government has banned this scientist are using the embryos of teens who want an abortion. There are also adult stem cells which act as non-embryonic stem cells. Both types are generally characterized by their potency, or potential to differentiate into different cell types (such as skin, muscle, bone, etc.)

Tissue regeneration is probably the most important possible application of stem cell research. Currently, organs must be donated and transplanted, but the demand for organs far exceeds supply. Stem cells could potentially be used to grow a particular type of tissue or organ if directed to differentiate in a certain way. Stem cells that lie just beneath the skin, for example, have been used to engineer new skin tissue that can be grafted on to burn victims.

Additionally, replacement cells and tissues may be used to treat brain disease such as Parkinson's and Alzheimer's by replenishing damaged tissue, bringing back the specialized brain cells that keep unneeded muscles from moving. Embryonic stem cells have recently been directed to differentiate into these types of cells, and so treatments are promising. Healthy heart cells developed in a laboratory may one day be transplanted into patients with heart disease, repopulating the heart with healthy tissue. Similarly, people with type I diabetes may receive pancreatic cells to replace the insulin-producing cells that have been lost or destroyed by the patient's own immune system. The only current therapy is a pancreatic transplant, and it is unlikely to occur due to a small supply of pancreases available for transplant.

Adult hematopoietic stem cells found in blood and bone marrow, have been used for years to treat diseases such as leukemia, sickle cell anemia, and other immune deficiencies. These cells are capable of producing all blood cell types, such as red blood cells that carry oxygen to white blood cells that fight disease. Difficulties arise in the extraction of these cells through the use of invasive bone marrow transplants. However hematopoietic stem cells have also been found in the umbilical cord and placenta. This has led some scientists to call for an umbilical cord blood bank to make these powerful cells more easily obtainable and to decrease

the chances of a body's rejecting therapy. Stem cells are very promising. Scientist are working with them to rid our world of some of the worst symptoms around.

2 citations = $0/2$
length = $3/4$ (too long)
addressed question topic = $2/3$
↳ (on ethics)
turned in on time = $1/1$
6/10

I believe that the point that Dr. Jon is trying to get across is ethical, but the way his getting it across is un-ethical. The way he is persuing it will definatly get the attention of people. And i understand his reasons on why opening up his fast food restarunt. (which are?)

perhaps a little
more thought 8/10
into this.

Do you think what Dr. Jon is doing is unethical or ethical? Why?

I believe that intention is just as important as actions. That's why I believe what DJ (Dr. Jon) is doing is ethical. He is trying to save a nation from itself. His heart is in the right place although it may not seem like it. The reason for his business is to scare people in to seeing that they are wrong. He is just using reverse psychology. In my opinion, it is the people's fault. They are the ones coming to ~~Heart Attack~~ and they know what's in it! It is their choice that they are risking their lives. No one is forcing them. On the other hand, DJ, is just trying to open people's eyes to see the ugly truth. They will not believe him if he tells them to go on a diet. America is full of very stubborn people. They need some reality. If they see someone who is obese, die of obesity, then that would shock them. The definition of ethical is relating to someone's moral or conduct. And moral is the goodness of someone's action. I believe that what DJ is doing is for the good of the people. It's sort of like the lesson parents give you when you won't stop doing because it is so fun. So they let you do it a lot in a very limited of time once then if it's relating to food then you throw up, if it's a game of some sort then they will get bored. The point is that DJ is trying to teach them a lesson. I might not exactly do this if I wanted America to go on a diet but I can't say that I don't not ~~not~~ ~~not~~ ~~not~~ (I know... ~~circumstance~~ ~~negative~~... ~~circumstance~~.)

Biology 9
2-9-2015

The Heart Attack Grill

The only restaurant, or any business, I've ever known, to openly talk about how bad it is, is Heart Attack Grill. I've never dreamed that anything like that would ever exist. From the looks on their faces, I don't think any of my classmates ever imagined it either. "Anyone over 340 pounds eat for free, every day." That's basically promoting obesity! I think the idea the doctor had was an interesting one, but I don't think that it's ethical.

People knowingly eat up the food that would cause their death, and they do it happily. Even though it is meant to "shock America," people should not do it at the expense of human lives, or animals for that matter. All the lard and pork is animal abuse! I'm not saying this because I'm Buddhist. If animals are going to be food, then at least put some use to their flesh rather than using it to cause heart attacks. It's not wrong because it's Buddhist, it's Buddhist because it's wrong." ← nicely put!

At this point I believe that "Doctor John" is just wants to earn money because people are obviously not taking the hint. His friend died because of it, yet he does not seem regretful. No, it's not ethical.

I think you make a
good argument! 10/10

Name: _____

- b 12. During lactic acid fermentation,
 X a. NAD^+ is regenerated, allowing glycolysis to continue.
 b. glucose is split into three pyruvic acid molecules.
 c. oxygen is required.
 d. 3 ATP molecules are produced.
- d 13. In the presence of oxygen, glycolysis is followed by
 a. lactic acid fermentation. c. photosynthesis.
 b. alcoholic fermentation. d. the Krebs cycle.
- c 14. The starting molecule for the Krebs cycle is
 a. glucose. c. pyruvic acid.
 b. NADH . d. coenzyme A.
- b 15. The Krebs cycle does not occur if
 a. oxygen is present. c. glycolysis occurs.
 b. fermentation occurs. d. carbon dioxide is present.
- d 16. The Krebs cycle starts with
 a. lactic acid and yields carbon dioxide.
 b. glucose and yields 32 ATPs.
 c. pyruvic acid and yields lactic acid or alcohol.
 d. pyruvic acid and yields carbon dioxide.
- a 17. The electron transport chain can be found in
 a. prokaryotes. c. plants.
 b. animals. d. all of the above
- a 18. Which of the following passes high-energy electrons into the electron transport chain?
 a. ~~NADH and FADH_2~~ c. citric acid
 b. ATP and ADP d. acetyl - CoA
- d 19. The energy of the electrons passing along the electron transport chain is used to make
 X ok a. lactic acid. c. alcohol.
 b. citric acid. d. ATP.
- b 20. Breathing heavily after running a race is your body's way of
 a. making more citric acid. c. restarting glycolysis.
 b. repaying an oxygen debt. d. recharging the electron transport chain.
- a 21. When the body needs to exercise for longer than 90 seconds, it generates ATP by carrying out
 X ok a. lactic acid fermentation. c. cellular respiration.
 b. alcoholic fermentation. d. glycolysis.
- d 22. Which statement mainly explains why even well-conditioned athletes have to pace themselves for athletic events that last several hours?
 X a. Lactic acid fermentation can cause muscle soreness.
 b. Heavy breathing is needed to get rid of lactic acid.
 c. Cellular respiration releases energy more slowly than fermentation does.
 d. all of the above
- c 23. Photosynthesis in chloroplasts as cellular respiration is to
 a. chloroplasts. c. mitochondria.
 b. cytoplasm. d. nuclei.
- a 24. Plants cannot release energy from glucose using
 X a. glycolysis. c. the Krebs cycle.
 b. photosynthesis. d. cellular respiration.

Name: _____

ID: A

- a 25. The products of photosynthesis are the
- a. products of cellular respiration. c. products of glycolysis. —
- ~~X~~ b. reactants of cellular respiration. d. reactants of fermentation.

Completion*Complete each statement.*

26. Cellular respiration occurs only in the presence of oxygen.
27. Without oxygen, a cell can extract a net gain of only 2 molecules of ATP from each glucose molecule.
28. Glycolysis converts glucose into two molecules of pyruvic acid.
- ~~X~~ 29. Two turns of the Krebs cycle will result in # 102 or 2 ATP molecules.
30. Photosynthesis occurs only in plants, algae, and some bacteria. In contrast, cellular respiration occurs in all eukaryotic cells.

Name: [REDACTED]Class: 9th GradeDate: November 14, 2014

ID: A

DNA and protein

$$\frac{18.5}{20}$$
Multiple Choice

Identify the choice that best completes the statement or answers the question.

- b. 1. What did Griffith observe when he injected a mixture of heat-killed, disease-causing bacteria and live harmless bacteria into mice?
- The disease-causing bacteria changed into harmless bacteria. ~~x~~
 - The mice developed pneumonia.
 - The harmless bacteria died. ~~x~~
 - The mice were unaffected. ~~x~~
- d. 2. Which of the following is a nucleotide found in DNA?
- ribose + phosphate group + thymine
 - ribose + phosphate group + uracil ~~x~~
 - deoxyribose + phosphate group + uracil ~~x~~
 - deoxyribose + phosphate group + cytosine
- A. 3. In eukaryotes, DNA
- is located in the nucleus.
 - floats freely in the cytoplasm.
 - is located in the ribosomes.
 - is circular.
- A 4. DNA is copied during a process called
- replication.
 - translation.
 - transcription.
 - transformation.
- B. 5. During DNA replication, a DNA strand that has the bases ^{GATCCA}CTAGGT produces a strand with the bases
- TCGAAC.
 - GATCCA.
 - AGCTTG.
 - GAUCCA.
- B. 6. Unlike DNA, RNA contains
- adenine.
 - uracil.
 - phosphate groups.
 - thymine.
- v. 7. Which type(s) of RNA is(are) involved in protein synthesis?
- transfer RNA only
 - messenger RNA only
 - ribosomal RNA and transfer RNA only
 - messenger RNA, ribosomal RNA, and transfer RNA

Name: _____

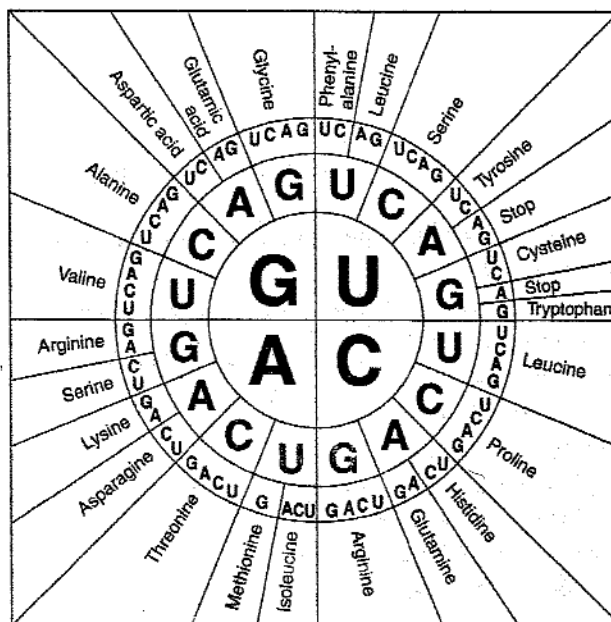


Figure 12-2

- B 8. Using Figure 12-2, what is the codon for serine?
- GUU
 - AGU
 - UUC
 - AGA
- B 9. Why is it possible for an amino acid to be specified by more than one kind of codon?
- Some codons have the same sequence of nucleotides.
 - There are 64 different kinds of codons but only 20 amino acids.
 - Some codons do not specify an amino acid. ✗
 - The codon AUG codes for the amino acid methionine and serves as the "start" codon for protein synthesis. ✗
- B 10. What happens during the process of translation?
- Messenger RNA is made from DNA.
 - The cell uses information from messenger RNA to produce proteins.
 - Transfer RNA is made from messenger RNA.
 - Copies of DNA molecules are made.
- C 11. Which type of RNA functions as a blueprint of the genetic code?
- rRNA
 - tRNA
 - mRNA
 - RNA polymerase
- A 12. A mutation that involves one or a few nucleotides is called a(n)
- chromosomal mutation.
 - inversion.
 - point mutation.
 - translocation.
- C 13. A *lac* repressor turns off the *lac* genes by
- binding to the promoter.
 - DNA polymerase.
 - binding to the operator.
 - binding to the *lac* genes.

Name: _____

ID: A

- A 14. Which of the following is NOT generally part of a eukaryotic gene?
 a. operon c. promoter sequences
 b. TATA box ✓ d. enhancer sequences
- A 15. Hox genes determine an animal's
 a. basic body plan. c. skin color.
 b. size. d. eye color.

Completion

Complete each statement.

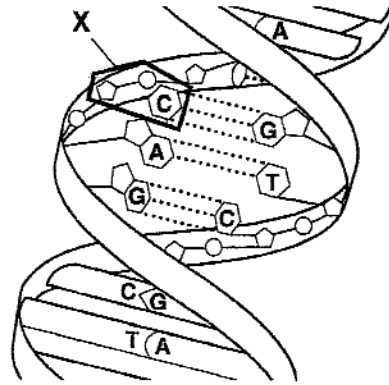


Figure 12-1

16. The structure labeled X in Figure 12-1 is a(an) nucleotide.
- h 17. The Watson and Crick model of DNA is a(an) twisted ladder X double helix, in which two strands are wound around each other.
18. In RNA, Cytosine and Uracil are pyrimidines.

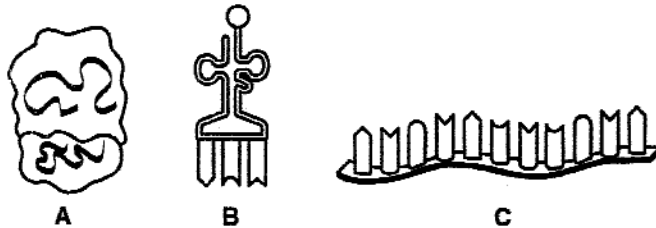


Figure 12-3

19. In Figure 12-3, A, B, and C are three types of RNA.
20. The *lac* repressor releases the operator in the presence of lactose ~~acid~~.

Name: [REDACTED] Class: Biology 9 Date: 11-15-14

ID: A

DNA and protein

8
20

Multiple Choice

Identify the choice that best completes the statement or answers the question.

- Bd 1. What did Griffith observe when he injected a mixture of heat-killed, disease-causing bacteria and live harmless bacteria into mice?
- The disease-causing bacteria changed into harmless bacteria.
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 - transcription.
 - transformation.
- b 5. During DNA replication, a DNA strand that has the bases CTAGGT produces a strand with the bases
- TCGAAC.
 - GATCCA.
 - AGCTTG.
 - GAUCCA.
- b 6. Unlike DNA, RNA contains
- adenine.
 - uracil.
 - phosphate groups.
 - thymine.
- Dc 7. Which type(s) of RNA is(are) involved in protein synthesis?
- transfer RNA only
 - messenger RNA only
 - ribosomal RNA and transfer RNA only
 - messenger RNA, ribosomal RNA, and transfer RNA

Name: _____

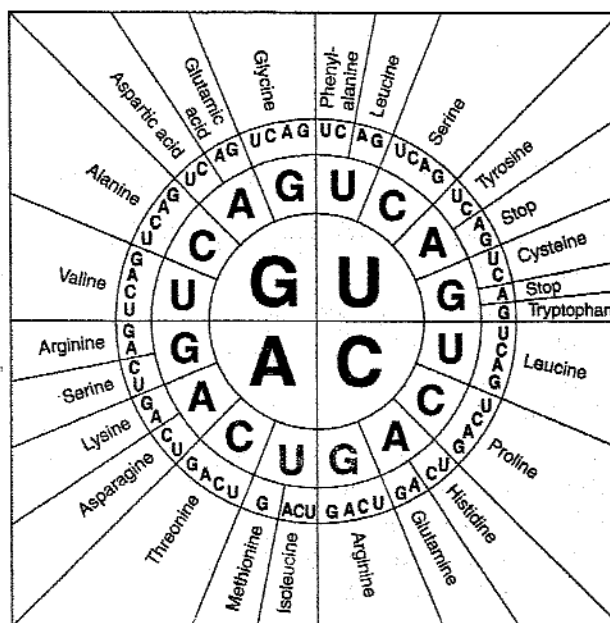


Figure 12-2

- B d 8. Using Figure 12-2, what is the codon for serine?
- GUU
 - AGU
 - UUC
 - AGA
- B c 9. Why is it possible for an amino acid to be specified by more than one kind of codon?
- Some codons have the same sequence of nucleotides.
 - There are 64 different kinds of codons but only 20 amino acids.
 - Some codons do not specify an amino acid.
 - The codon AUG codes for the amino acid methionine and serves as the "start" codon for protein synthesis.
- B a 10. What happens during the process of translation?
- Messenger RNA is made from DNA.
 - The cell uses information from messenger RNA to produce proteins.
 - Transfer RNA is made from messenger RNA.
 - Copies of DNA molecules are made.
- c 11. Which type of RNA functions as a blueprint of the genetic code?
- rRNA
 - tRNA
 - mRNA
 - RNA polymerase
- C b 12. A mutation that involves one or a few nucleotides is called a(an)
- chromosomal mutation.
 - inversion.
 - point mutation.
 - translocation.
- c 13. A *lac* repressor turns off the *lac* genes by
- binding to the promoter.
 - DNA polymerase.
 - binding to the operator.
 - binding to the *lac* genes.

Name: _____

ID: A

14. Which of the following is NOT generally part of a eukaryotic gene?
 a. operon
 b. TATA box
 c. promoter sequences
 d. enhancer sequences
15. Hox genes determine an animal's
 a. basic body plan.
 b. size.
 c. skin color.
 d. eye color.

Completion

Complete each statement.

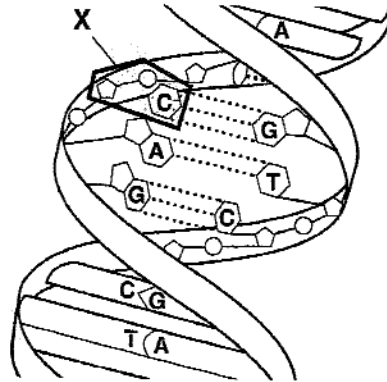


Figure 12-1

16. The structure labeled X in Figure 12-1 is a(an) _____.
17. The Watson and Crick model of DNA is a(an) double helix, in which two strands are wound around each other.
18. In RNA, rRNA and tRNA are pyrimidines.
cytosine uracil

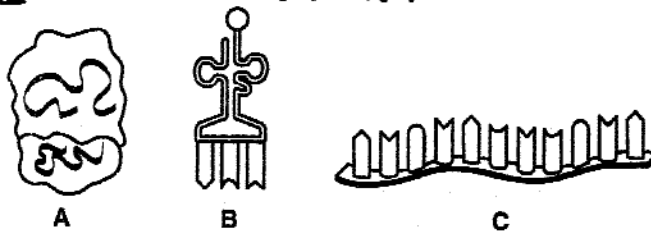


Figure 12-3

19. In Figure 12-3, A, B, and C are three types of DNA RNA.
20. The lac repressor releases the operator in the presence of DNA polymerase.
lactose

[REDACTED]
Heng Ywan Shir

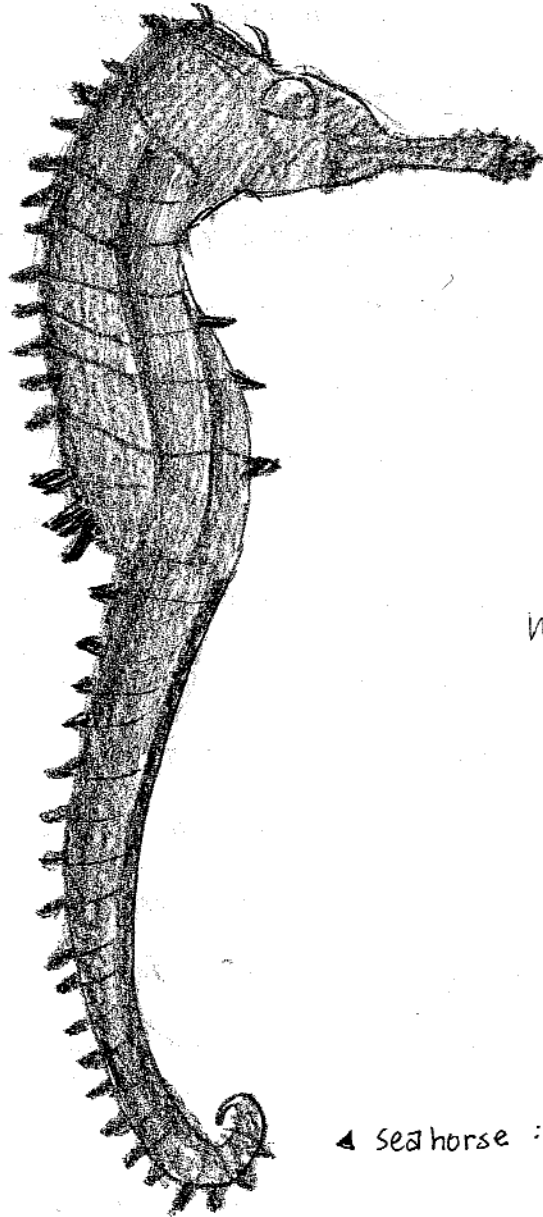
March 14, 2015

Biology 9

Sea Horse's Way of Feeding

Sea horses, the poor swimmers who don't move around much, they belong to the Syngnathidae family of bony fish, such as salmon or tuna. Sea horses use their small grasping tail in order to move themselves to objects. Male sea horse often spend several days on the same piece of coral. Sea horses have their mouth at the end of their long tubular snout, they use them to suck the tiny animals up like a vacuum. However, they lack teeth or stomach. With no stomach, sea horses have ineffective digestive systems, meaning that they need to eat almost constantly. To the fact that sea horses swallow their food whole, their prey needs to be pretty small. They are opportunistic hunters, instead of venturing out looking for specific types of food, they catch whatever thing that happens to be floating around. However, they blend into their environment, so they have the ability to find spot that they can quickly wait for prey to swim by. In order to watch for predators with the other, seahorses move their eyes independently. *I didn't know that!* When they are threatened, they hold tightly to a blade of grass and pull their heads in close to their chests. They usually eat plankton small crutaceans, such as shrimp and copepods. According to North Carolina Aquarium, "a young seahorse can consume up to 3,000 baby brine shrimp in 10 hours" and adults eat 30-50 times per day. But how do they digest? Sea horses have no teeth, so there is no chewing done. After the food is swallowed as a whole, the food goes down to their esophagus then to the minimized stomach which produces bile that helps

out with the process of digestion. Later, the product goes into the small intestine in where nutrients are absorbed. Meanwhile, the filtered waste from kidney is send to the urinary bladder. Finally, they do a 360 degree dance to excrete. This is sea horses' way of digest.



Well done! ☺
10/10
nice picture!

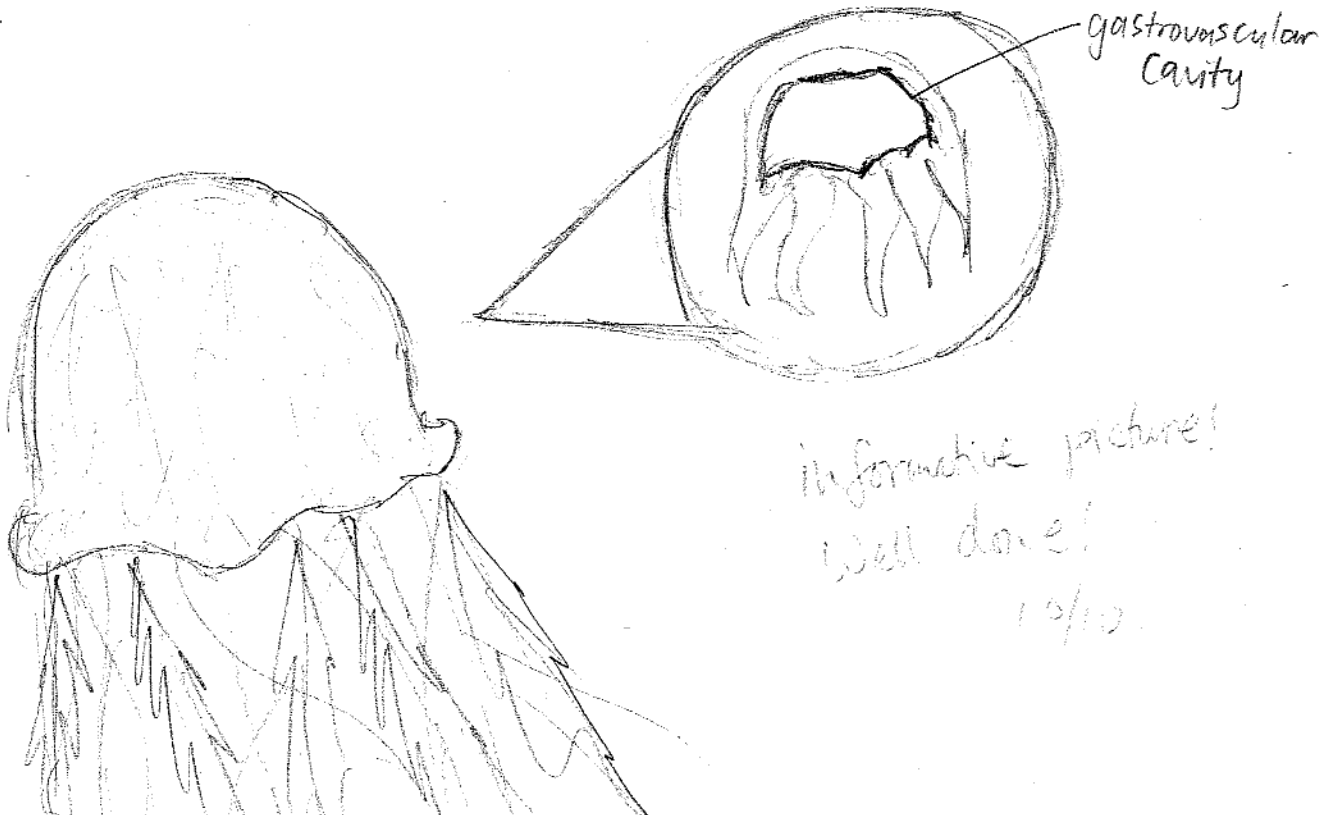
◀ sea horse :).

Biology 9
3/13/15

Jellyfish

With jelly like bodies and long trailing tentacles, these creatures dance gracefully through the ocean waters. Hence the name jellyfish. These strange and wondrous animals belong to the phylum *cnidaria*, and are probably one of the more popular species within the group. They are classified because their bodies consist of a non-living, jelly-like substance called mesoglea, which surrounds the epithilum tissue. Jellyfish mainly have an umbrella shaped top with tentacles and can be found almost anywhere in the ocean, from the surface all the way until the deep sea. Scientists believe that jellyfish are one of the oldest multi-organ animal to be known since they have lived for almost 500 million years and possibly more.

This species of animals are carnivorous and feed off of plankton, crustaceans, fish eggs, small fish and sometimes even other jellyfish. Even their swimming technique is helping to bring prey closer, when it's body expands and displaces water, this actions brings potential prey closer towards their tentacles. They ingest food through a hole in the middle of their bodies, this hole is where food goes in and wastes leave. To capture their prey, they paralyze it with their tentacles by producing a powerful toxin and then proceeds to pull it into it's gastrovascular cavity, which is a large digestive chamber. Although the jellyfish doesn't have any teeth to chew up the food like humans nor does it have organs that would be normally found in an animals digestive system (such as the pancreas), the gastrovascular cavity acts as a stomach and intestine, it has has special lining that is made of enzymes which will breakdown the prey into nutrients that the jellyfish can absorb and use as energy. Many biologists refer to them as having an incomplete digestive system since they lack all the necessary organs that most animals have. Anything that is not digested passes out through the mouth hole. Due to having no eyes, jellyfish have to rely on their senses, and stings anything that touches them in case they are it's next prey.



[REDACTED]

Biology 9

[REDACTED]

12/2/14

Luther Burbank

“The scientist is a lover of truth for the very love of truth itself, wherever it may lead.” Luther Burbank, born on March 7, 1849 in Lancaster, Massachusetts and died on April 11, 1929 in Santa Rosa, California is a scientist that is ecstatic about life, specifically the life of plants. Luther Burbank developed more than one hundred plum and prunes, ten cherries, 16 blackberries, 35 fruiting cacti, 11 quinces, 13 raspberries, ten strawberries and ten apples. He also developed nine types of grains and grasses, 26 types of vegetables and more than 90 types of ornamentals. He is well liked for the development of a spineless cactus, which is very useful for feeding the cattle. His most important discovery was the discovery of the Burbank potato, which is what launch started his career.

His discoveries amongst the plant life have supplied many fruits and vegetables that we eat or even grow ourselves. Today the world is “plagued ” with something known as Genetically Modified Organisms(GMO) which is basically the DNA artificially manipulated in a laboratory through genetic engineering but Burbank took a more natural approach to it. He grafted, hybridized and cross-bred plants in a natural way instead of using the process used in GMO.

Some say he isn't an real scientist because he didn't document his work life you are supposed to do but he instead focused more on the outcome of changing our world

and the world of plants.

Burbank is a man doing what he wanted and he wanted to exactly what he did. He discovered. Luther Burbank glorifies saying, "I love humanity, which has been a constant delight to me during all my seventy-seven years of life." He was someone high on life with no time but to grow—no pun intended. For someone not that enthused with science I try my hardest to gain as much as I can from anything and from him I did in fact gain something. I gained yet another idol who started from the bottom and flew up. Born to a family of seventeen brothers and sisters I can bet not many people thought he would some day be responsible for the good he did and have schools across the United States of America named after him. So the lesson I learned from him was don't be afraid to be a nobody because a nobody can turn into a somebody with enough hard work and dedication. His hard work and dedication changed the world. He was a freethinker and naturalist. He was frank and upfront doing what he believed was right and then standing along side his opinion.

When asked about religion and afterlife he simply replied, "I am an infidel today" along with, "I do not believe what has been served to me to believe. I am a doubter, a questioner, a skeptic. When it can be proved to me that there is immortality, that there is resurrection beyond the gates of death, then will I believe. Until then, no." He really is the ultimate scientist in my opinion because he truly had no idea about what is real or not and until he died he would never know if there even was an afterlife. I really enjoyed his opinion on religion and thought it was well thought out and very...him. His skepticism and questioning really show in this part of his work, which I would admire in anybody in life.

on topic = 1/2 should include global awareness

length = 3/3

>1 citation = 1/2 need to cite sources

5/7

This paper started out really well! 😊

Biology 9

November 22, 2014

Luther Burbank (1849-1926)

Luther Burbank was born in a family with fifteen children on a farm near Lancaster, Massachusetts. Despite the lack of good education, Burbank was one who took a great interest in plants and the nature. Back when Burbank was young, he would always help his mother in their family garden. As he grew older, he dug in more into the study of nature. Famous naturalist, Charles Darwin's work of animals and plants domestication had inspire him to believe that new plants can be produced through crossbreeding of natural selection. Using the inheritance he got when his father died, Luther Burbank bought a 17-acre land near Lunenburg and began his career of breeding plants.

Luther Burbank had done many great discoveries when he was still alive. He crossbred different plants together to make a whole new different plant. For example, by using plum and apricot, he was able to produce what was called the "plumcot". Burbank did this crossbreeding experiment with plants numerous times, and very soon he had successfully came up with more than eight hundred kinds of variety of foods such as blackberries, blueberries, tomatoes, nectarines, quinces, vegetables, chestnuts, and many more. These newly discovered plants had brought enjoyment to many taste buds. He gave the human a larger variety of food to choose from.

One of Luther Burbank's major invention was the Russet Burbank potatoes. It was

called the Russet Burbank potato in honour of the inventor, Luther Burbank, and also the skin colour of the potato itself. Those potatoes are common potatoes that are being use in the society. Burbank potatoes are large with dark brown skin. Russet Burbank potatoes have white flesh that are "dry and mealy, and it is good for baking, mashing, and french fries". These potatoes were invented because Burbank wanted to prevent a sickly disease that were caused potatoes from the Irish.

Luther Burbank's invention not only improved the society, but also the environment. Without Burbank, we would not be driving thru McDonald after work just so we can get their signature french fries. Not just that, there would also be no potato chips for us to snack on while we are watching movie on our couch at late Friday night. In truth, many different kinds of food would not exist, and human would only have a small variety of foods to survive with. The population of humans in this world would increase a lot faster than the amount of food that can be produced. Time by time, humans would not have enough food to eat, and we would die because of starvation.

Therefore, as you can see, Luther Burbank is a very important figure to our world that we are living on now. People from around the world complimented that the scientist's work have led to the "advances in modern genetic study." It is crucial for everyone to appreciate and be grateful for what Luther Burbank, the great botanist, had done for us. A world without the existence of Luther Burbank would not be pleasant to think of. If there was never a Luther Burbank who created wonderful things, there would never be the existence of french fries or potato chips, and I absolutely cannot imagine a life without those things made out of Burbank's Russet potatoes.

on topic =
length =
> 1 citation =

$\frac{1}{2}$ should include
global awareness
 $\frac{3}{3}$
 $\frac{0}{2}$ need to cite source
 $\frac{4}{7}$

**Report Summarizing the Collection and Assessment
of Student Assignments and Work that Addressed
the Four Expected School-Wide Action Results (ESLRs)
for Developing Virtue Secondary School
May 21, 2015 by Heng Shun**

In a meeting with the subject departments chairs, high school core teachers, and principals on May 13, we came to the following general conclusions and suggestions:

Progress Was Made: This year when compared to previous years showed much improvement in terms of the amount of work that was produced by the teachers and the teachers collecting student work. However, there is still a lot of room for further improvement in this regard as well.

Focus Was on Two ESLRs: Most of the teachers focused on addressing the third ESLR on Academic achievement, which is to be expected. The second most addressed ESLR was the fourth one on Globalism. There was significantly less work on the first ESLR on the Core Virtues (which was a little surprising), and even less on the second ESLR on Spirituality (which was not so surprising).

Students Did Demonstrate Progress ("Developing" or "Proficiency" in the ESLR Rubric- attached): Although the assessment of work was quite limited, the general consensus was that students did demonstrate making progress in their work in all respects.

Suggestions: There was a lot of discussion of how we can improve this process. Several very good suggestions were made. These are as follows:

Clearly Explained Process & Use of ESLR Rubric: We need to have a better process, which is very clearly explained to each teacher, on how the materials that are put in their class ESLR binders/folders should be marked and organized. This includes making sure each teacher clearly states what specific ESLR the assignment addresses, clearly explains what the assignment was, and the teacher's own assessment of each student's work (grade and comments would be good). We also felt that we need to take another look on the current ESLR Rubric to see if we can further improve it. Also, more discussion on how each teacher should use this ESLR Rubric would be good.

How to Assess the Eight Core Virtues: In order to address how to assess the Eight Core Virtues, one suggestion was to have a one 1 1/2 to 2 hour segment of our Teacher Inservice in March be devoted to teachers who teach the same students having an extensive discussion of each student and their classroom experience with their character development. The idea would be to not only make an assessment of each student, but also share teaching strategies and experiences on how to effectively teach these. This is one very important issue that we would like to discuss more with all teachers to see what other suggestions they might have on this.

Earlier Date for Turning in ESLR Folders to Department Chairs: In order to make this entire process much more efficient, it was suggested that the teachers make sure to turn in whatever work they have earlier- at the end of April, rather than the second week of May. In reality many teachers waited until the very last minute to turn in their folders. And there were still some teachers who did not turn in their ESLR folders to their department chair.

Preliminary Discussion, Friday, May 22, 2:00

We like to have a preliminary discussion of these suggestions during the last part of our Teacher Inservice on Friday, May 22, starting at 2:00. A more detailed discussion with final decisions will be made during the Teachers Inservices that we will hold at the end of August before classes begin for the 2015-2016 school year.

Rubric for Expected School-Wide Learning Results (ESLR's)

Mission Statement:

Our Buddhist school, in partnership with parents, works to instill and develop in our students the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity, and humility. We provide an environment for our students to achieve their full academic potential and become outstanding citizens, who contribute to making their community and the world a better place.

	Needs Improvement	Developing	Proficient	Exemplary
<p><u>Core Virtues</u></p> <p><i>Manifests the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility.</i></p>	Demonstrates an intellectual understanding of the core virtues, but does not put them into practice.	Demonstrates an intellectual understanding of the core virtues and is able to put them into practice to a limited extent.	Demonstrates a good intellectual understanding of the core virtues and is able to put them into practice in a good way.	Demonstrates a good intellectual understanding of the core virtues and is able to put them into practice in an excellent way– being an excellent model of these virtues to other students.
<p><u>Spirituality</u></p> <p><i>Has gained a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings.</i></p>	Shows little interest or respect for Buddhist or spiritual principles, beliefs, and practices. Also, does not engage in spiritual practices.	Demonstrates some interest and respect for Buddhist or spiritual principles, beliefs, and practices. Also, engages in spiritual practices to a very limited extent.	Demonstrates a good interest and respect for Buddhist or spiritual principles, beliefs, and practices. Also, does good in doing spiritual practices.	Shows a deep interest and respect for Buddhist or spiritual principles, beliefs, and practices. Also, does very good in doing spiritual practices.
<p><u>Academics</u></p> <p><i>Has explored and developed their individual academic potential and talents in the humanities, sciences or arts.</i></p>	Has little motivation to develop their academic potential or talent in the humanities, sciences, or arts.	Has some motivation to develop their academic potential or talent in the humanities, sciences, or arts, but could do better in their academic work.	Has good motivation to develop their academic potential or talent in the humanities, sciences, or arts and does a good job in their academic work.	Has excellent motivation to develop their academic potential or talent in the humanities, sciences, or arts and does an outstanding job in their academic work.
<p><u>Globalism</u></p> <p><i>Expresses a multinational, global awareness and understanding; and shows an appreciation and respect for a variety of cultures and religions.</i></p>	Shows little awareness or understanding of global issues and events or an appreciation for other cultures and religions.	Shows some awareness and understanding of global issues and events and an appreciation for other cultures and religions.	Demonstrates a good awareness and understanding of global issues and events and a good appreciation for other cultures and religions.	Demonstrates an excellent awareness and understanding of global issues and events and an excellent appreciation for other cultures and religions.

Mission Statement:

Our Buddhist school, in partnership with parents, works to instill and develop in our students the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity, and humility. We provide an environment for our students to achieve their full academic potential and become outstanding citizens, who contribute to making their community and the world a better place.

Student Outcomes (Expected School-wide Learning Results- ESLR's):

A graduate of Instilling Goodness/Developing Virtue Schools:

1. *Manifests the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility.*

a. Cherishes life in all its forms, is a responsible steward of the environment and exercises frugality.

b. Is a confident, well-rounded person who interacts harmoniously with others and takes responsibility for their own actions.

c. Has developed the skills of a good citizen and explored within themselves the complementary qualities of leadership and responsible teamwork through active service to others and volunteerism.

2. *Has gained a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings.*

a. Has an appreciation and understanding of the fundamental teachings in Buddhist philosophy and ethics that inspires them to follow a life of integrity in accordance with their own philosophical or religious beliefs.

3. *Has explored and developed their individual academic potential and talents in the humanities, sciences or arts.*

a. Has developed an enthusiasm for the pursuit of knowledge.

b. Is prepared for success in college.

c. Has the ability to think critically and analytically.

d. Has developed their individual creative potential in thinking, expression and problem solving.

4. *Expresses a multinational, global awareness and understanding; and shows an appreciation and respect for a variety of cultures and religions.*

Collecting Evidence for the 4 ESLR's

1) The process of gathering evidence for addressing the 4 ESLR's is the responsibility of the individual teacher, not the students.

Each teacher creates their own curriculum, instruction, and assessment on the ESLR's and then collects sample work, lesson plans, etc. in their own folders/binders. They could have a folder/binder for each ESLR for each year. Department chairs can check these folders/binders at the end of each semester. Teachers may wish to keep these folders/binders from year to year or they can store them in some common area designated by the school at the end of each year.

The benefit of this is that it separates the gathering of evidence for the ESLR's from the issue of creating meaningful assignments and assessments for the students. The teachers as a matter of course are addressing the ESLR's in the classroom so they just need to organize the lessons they are giving into ESLR folders with some sample student work. And as far as creating lessons etc that are meaningful to the students, that is something that is left to each individual teacher to do on their own or in collaboration with the students and/or other teachers. In other words, we do not need to create some sort of one-size fits all process that the students need to buy into.

Teachers are also encouraged to utilize the ESLR rubric to assess the assignments that they are putting in their binders/folders. Or they may wish to have the students do their own self-assessment using the rubric.

2) Addressing ESLR #1 and #2 for teachers in the Religious Studies Department should include the proposal noted in italics below.

This does not in anyway restrict or limit other teachers from doing their own instruction and assessment in these ESLR's. Nor does it restrict Religious Studies teachers from doing the same- except that they should at least do the proposed assignment sometime during the second semester. Here's the proposal:

Evaluating the Eight Core Virtues & Spirituality

Have students do self-reflection essays related to one or more of the Eight Core Virtues at the end of each school year for 9th, 11th, and 12th grade. This would be done by all of the Religious Studies teachers when the student has Ethics in Philosophy & Religion, World Religions, or Buddhism. In the 12th grade the self-reflection essay could sum up in some way their entire experience at DVSS in relation to their development in the Eight Core Virtues (or one or some of them).

It would be important to give a lot of flexibility in choosing the topics the students would like to have for these yearly self-reflection essays. It is also important that these topics are truly meaningful to the students and that they are the ones choosing these topics. These essays could be on the second ESLR related to Spirituality instead of the Eight Core Virtues or both. The Spirituality ESLR reads: "The student has gained a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings." In lieu of an essay, this could be some sort of project (like an art project, collage, oral presentation, power-point, etc.). Finally, the yearly essay or project would be built into the curriculum of the class, not some extra assignment.

Proposal for an Inservice Session on ESLR Review and Assessment

(Approved at Teacher Inservices in August 2014)

Purpose:

- To review the ESLR assessment process and confirm its value or make necessary changes to increase its effectiveness

The current assessment process:

To ensure students' progress toward achieving the ESLRs, each teacher is asked to organize a binder/folder of assignments and student work for each of his/her classes. These materials will demonstrate:

- Teachers' commitment to showing students how their work in each class contributes to a deeper understanding of one or more of the ESLRs and how students' lives increasingly show growth toward fulfillment as the persons described by the ESLRs.
- Whether students make yearly progress as described by the ESLRs' Rubric, periodically measured both by self- and teacher- evaluation.

Preparation for the inservice:

- The ESLR Committee, which consists of all high school Core Teachers and Department Chairs will gather the binders/folders, meet, and examine them at the end of school year sometime before the Annual Review* (during first or second week of May).
- At the Annual Review, the core teachers (or their representatives) will present their findings, discussing the following:
 - Were all teachers able to complete the binders/folders?
If not, what were the problems they encountered?
 - Did most students demonstrate progress?
If not, what problems did they encounter?
 - Which of the ESLRs received the most attention? Why?
 - Which of the ESLRs received the least attention? Why?
 - Are there changes that would make the assessment process better?
 - Should students, using the ESLRs Rubric, do a pre- and post-self assessment?
- Sometime in January near the end of the first semester, the Core Teachers should check with the Department Chairs to make sure that each teacher is collecting ESLR work for their course folders/binders. If any teachers are having some difficulty in doing this, the Core Teachers should try to offer any assistance the teachers may need to complete this work.

* The Annual Review for the 2014-2015 school year is on Friday, May 22, 2015.

DVGS Peer Tutor/TA Program

Who can apply for peer tutor /TA?

Any student with B+ grade or above for the applied subject. For TA, you will also need to be a senior. More importantly, you are willing to help others and keep the tutor /TA's commitment.

How to Apply?

You can submit an application form (see back of the page) to the tutor/TA coordinator at the beginning of each semester. The coordinator will pass it to the subject teacher and let you know once you are nominated. You are also encouraged to talk with the subject teacher before application.

For Peer Tutors: Your committed time will be one hour per week 😊

Tutoring subject: any subject that students need help with.

Tutoring time: Monday-Friday 7:00-7:45 am, 4:05--5:00 pm. **Each subject:** 1~2 sessions per week.

Number of peer tutors: 1~2 peer tutors per subject, each tutor will attend 1 session every week.

Tutoring classrooms: detailed time/room schedule will be announced once confirmed.

Log book: a tutoring log book will be kept in each assigned classroom. Each tutor please record: tutor's name, date, subject, number and name of students she helped.

Credit: your help will be specified as "peer tutoring service hours".

Absences: if you could not come to a tutoring session, please request from the tutor coordinator in advance. If you miss tutoring sessions up to 3 times without absence requests, you will be replaced by other peers on the application name list.

For TAs: Your committed time will be determined by your class teacher 😊

TA class: please talk with the class teacher for his/her need on TA.

Class attendance: please attend at least one class/lab period per week.

Other duties: please talk with the class teacher for further duties, such as: helping on homework correction, lab preparation/cleaning, etc.

Credit: your help will be specified as "TA credit", which will be given by the class teacher at the end of the semester. Each credit requires two hours work per week, plus one credit for attending one class/lab period per week. Please keep your commitment during the entire semester to get TA credits.

Absences: if you could not attend the class or related duties, please request from the class teacher in advance.

***Note:** a TA should not have access to any student's school grade record.

Any questions? Please contact the tutor coordinator, Ms. Yini Wang, at teacher's office 202.

Thanks in advance for your help and kindness!

Peer Tutor /TA Application Form	
Name of Applicant: <i>Klare HU</i>	
Subject/Class: <i>Pre-Calculus</i>	Name of the Teacher: <i>Ms. Tran</i>
Applying for: <input checked="" type="checkbox"/> Peer Tutor	<input type="checkbox"/> TA
Teacher's Comments: <i>she is good!</i>	
Applicant's Agreement Signature: <i>Klare HU</i>	Date: <i>09/09/15</i>
Tutor Coordinator's Signature:	Date:

Fall 2015 Tutoring Schedule - Updated

Subject	Room	Mon	Tue	Wed	Thu	Fri
Pre-Alg	201		Ms. Yepez 4-5 pm	Betty, Sinna 4-5 pm	Ms. Yepez 4-5 pm	
Geometry	201	Vanessa 4-5 pm		Ms. Wang 4-5 pm	Vanessa 4-5 pm	Ms. Wang 4-5 pm
Algebra 1	203		Helen, Shirley 4-5 pm		Ellie 4-5 pm	
Algebra 2	203	Suzanne 4-5 pm		Taylor 4-5 pm		
Pre-Cal	203				Grace 4-5 pm	Klare 4-5 pm
English 7-12	201		Ms. Yepez 4-5 pm		Ms. Yepez 4-5 pm	
English 7-10	205		Belle 7-7:45 am			
Biology	205		Kara 4-5 pm	Belle 4-5 pm		
Life Science	205		Pam 4-5 pm	Belle 4-5 pm		
AP Psychology	205 209	Ms. Ringyng 4:15 - 5:00 pm	Angela 7-7:45 am		Alexis 7-7:45 am	
Chemistry	205		Karmen 7-7:45 am			

Statistics: Ms. Liu, by appointment

Survey for Tutoring Services

Name of Student: _____

Name of Tutor: _____

Today's Date: _____ Period of Time Tutoring Services Were Received: _____

Please answer the following questions on a separate piece of paper:

- 1) What subject or subjects did you receive tutoring for?
- 2A) How many times a week did you meet with your tutor?
- 2B) How long did you meet with your tutor each time?
- 3) What were the reasons you sought to keep help from a tutor?
- 4) What things did you find most valuable from the tutoring services you received?
- 5) What things did you find the least valuable from the tutoring services you received?
- 6) What are some of the things you think "you" could have done better to have made the tutoring services more worthwhile and beneficial to yourself?
- 7) What are some of the things you think the "tutor" could have done better to have made the tutoring services more worthwhile and beneficial?
- 8) On a scale of 1 to 10 in which 1 would be "very dissatisfied," 5 would be just "satisfied" and 10 would be "extremely satisfied," how satisfied are you with the assistance you received from your tutoring?

- 1) chemistry
- 2) 1-3
1 hour
- 3) to better understand class material
- 4) The teacher spent a lot of time explaining. She was very patient and encouraging. I learned and clarified a lot of information
- 5) Its very valuable. Even when the tutor is helping others, they try to divide time equally. Sometimes I go to read my textbook so if I have any questions I can ask
- 6) Perhaps attend more often or make a list of what I need to go over
- 7) Nothing. The tutors are tops!
- 8) 10

Mai Du
4/28/15Ms. Wang
3rd period

1. Chinese & Math
- 2A ~~4~~ times a week
- 2B 45 minutes
3. To keep a constant study pace of the subjects
4. I obtained more knowledge for both classes
5. miscommunication / time blocks
6. make my schedule more flexible with the tutor
7. work more one on one with students
8. 8

Teacher's Inservice Tuesday, October 28

Morning Program in IITBT* Building

8:00 to 8:40	Overview of the Informative/ Explanatory writing genre that includes the following: Common Core State Standard (CCSS) resource page, rubric, student checklist, and the "6 + 1 Trait Writing Rubric".
8:40 to 8:50	K-12 skill building progression + read and share
8:50 to 9:00	Connect with presentation of knowledge using dioramas, etc
9:00 to 9:30	Small group collaboration and implementation plan
9:30	Reminder for teachers to bring back student samples for the next Teachers Inservice scheduled for
9:30 to 9:45	Break
9:45 to 10:45	Mr. Ken Johnson will explain the protocols teachers need to use when responding to emergency situations such as fires, earthquake, etc. This will also include a demonstration on how to use a fire extinguisher.
10:45 to 12:15	Lunch & Break
12:15 to 12:45	Drive to Mendocino County Museum- Willits (directions attached)

* IITBT is the International Institute for the Translation of Buddhist Texts, which is actually presently being used by Developing Virtue Secondary School (DVSS)- Girls Division for classes.

Afternoon Program at Mendocino County Museum- Willits

1:00 to 2:30	Dr. Patterson will give a brief introduction to the concept of the exhibit and then a complete tour of the exhibit with information specific to Mendocino County's original inhabitants (various Native American Indian groups and tribes).
2:30-3:30	Teachers gather in the meeting room of the Museum for questions, handouts, and teaching materials and ideas.
3:30 +	Teachers are welcome to view the rest of the museum dedicated to the general history of Mendocino County.

Teacher's Inservice
Friday, December 5
Afternoon Program in IITBT* Building
12:15 to 3:10 PM

12:15-1:15	Review and Implementation of the Tuning Protocol: an effective tool for looking collaboratively at both teachers' and students' work. This is also one of the pedagogical strategies recommended by the new Common Core State Standards (CCSS) for K-12 teachers in English Language Arts (ELA). Needless to say this tool can be used by teachers in all subjects.
1:20-2:20	Two Sections: 1) K-12 Math Teachers: workshop on Math practices in the CCSS (refer to the Math Schedule below and the attached 4-page article). 2) Department Meeting for high school teachers in all subjects, except Math. This is a time to share content, strategies, assessments, results, ESLR lessons and student work, etc. in classes taught by other teachers in your same subject area.
2:30-2:50	Update on the new University of California web-site for high school courses taught by all accredited California high schools, which will become accessible to all teachers beginning February 1. Small group collaboration and implementation plan
2:50-3:10	Latest update on the school emergency plan

* IITBT is the International Institute for the Translation of Buddhist Texts, which is presently being used by Developing Virtue Secondary School (DVSS)- Girls Division for classes.

Common Core Mathematics Instruction Workshops
Session 3 – Schedule, Dec. 5th 2014, 1:20-2:20 PM

Time	Description/Activity	Presenters/Materials
	Review Homework #2: MARS Task – Analyzing Student Work	Heng Tsung Shr
	Revisit Re-engagement Lesson	
	Prompt for Re-engagement	

REMINDER:

All Math teacher, please do read the article about IDEAS FOR ACTION RESEARCH – WRITING A RE-ENGAGEMENT LESSON.

PLC Meeting 1/15/2016

Science Department

Present: Jin Jr Shi, Heng Yuan Shi, Yini Wang, Stacy Stahl, Min Zhang

1. This can be said to be our last meeting of the Fall semester. Our next meeting is on **Friday Feb. 5th, the same time--12:00-12:40 pm.**
 2. Starting the Spring semester (Jan. 19, 2016), Ms. Stahl will teach 7/8 grade Life Science while Heng Yuan Shi focuses on her DRBU studies. Heng Yuan Shi is still on various leadership duties for the school.
 3. SAT2: Jin Jr. Shi brought up that SAT Subject score is not a good place to assess student's learning in science. Not all students have taken SAT Subject tests and the tests they took are not available--we can't see how students do in different areas of a subject. Heng Yuan Shi also voiced her disapproval for using test as measurements.
 4. For our PLC initiatives, we will be using Common Core Reading Standards for Literacy in Science and Technical Subjects No. 4-6. We've also decided to use 10th grade data for analysis. Current 10th grade is a large class (at least girls) and Ms. Stahl teaches both schools. These standards for 10th grade are:
 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g. force, friction, reaction force, energy).
 - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
1. Ms. Wang mentioned that the Free-Response questions in AP Chemistry exam would meet many of the common core standards. She will help Ms. Stahl with finding suitable problems to assess student learning.
 2. Heng Yuan Shi suggested that, in order not to increase the workload of the teacher (here would be Ms. Stahl), we could select from current assignments those that meet Common Core standards.

12/5/2014

Tuning Protocol Reflection by Heng Shien

Ideally it would be nice to use the process of eliciting feedback on student work and teaching strategies with teachers who teach the same student at the same grade level.

So for example, I teach the 12th graders, Buddhism and it would be nice to do the tuning protocol with the AP English teachers, the regular 11th-12th grade English teachers, and the US Government teachers.


Tuning Protocol

This seems to be a very beneficial strategy for having teacher collaboration, as well as sharing students work.

In our small school we can share work across the curriculum that can bring to light certain areas that need to be strengthened in terms of student achievement.

The obvious benefit is that you can get feedback, not only on student work, but also on the assignment and how the teacher set it up.

It would be nice if there were small groups that could do this regularly.



I think the Tuning Protocol is a valuable tool for collaborating teacher expectations and sharing student work. The resulting discussion enriches the knowledge base of all teachers. It helps me to reflect on my own practice.

I like the idea of using a shared structure in my class with student writing and I would be willing to share my students' work with other teachers.

Teachers' Inservice (Mid-Term Review) Schedule
Friday, January 29, 2016
IITBT Building 8:15 AM to 2:30 PM

8:15 Breakfast

8:30-9:30 Review 2 Sections of WASC Mid-Cycle Progress Report

During the last two Teacher Inservices teachers reviewed Chapter 1: *Student/Community Profile*, Chapter 3: *On-going School Improvement*, and Chapter 4: *Progress on Critical Areas for Follow Up/School-wide Action Plan*. The two remaining sections that we will review and offer feedback on are:

Chapter 2: *Significant Changes*

WASC instructions on this are as follows:

Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes. Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Chapter 5: *School-wide Action Plan*

Comment on the refinements made to the single school-wide action plan since the last full self-study visit to reflect school-wide progress and/or newly identified issues. □ Include a copy of the school's latest updated school-wide action plan.

9:30-11:00 Math CCSS and Teacher Collaboration by Departments

(Separate Meetings Held at the Same Time in Different Rooms)

Math CCSS Schedule:

- (1) REVISIT – Implementing Standards for Mathematical Practices
 #1: Make sense of problems and persevere in solving them and
 #6: Attend to precision.
- (2) COLLABORATIVE ACTIVITY – MATCHING CARDS
 Implementation Characteristics: What does it look like in planning and delivery?
 Task: elements to keep in mind when determining learning experiences.
 Teacher: actions that further the development of math practices within their students.
- (3) Using MARS Tasks as a formative assessment.
- (4) Q & A/ REFLECTION/SHARING
- (5) Exit Ticket

Teacher Collaboration by Departments (7th to 12th Grade Teachers):

Each Department Chair should create their own agenda for this period and distribute to each teacher in their department ahead of time. One important item to include in these collaborative meetings is a review of each teacher's individual ESLR binders/folders (9-12th teachers). This is something that the WASC team will want to look at when they do their one-day Mid-Cycle visit on Thursday, April 7.

11:00-12:15 Luncheon

12:15-12:45 Chapter 1 SCCP Data Presentation

Results of the last three years of data on the School as Caring Community Profile (SCCP) that the students have been filling out each year at the end of the first semester.

12:45-1:00 Break

1:00-2:30 ELA CCSS Informational Text Reading Standards (Craft & Structure)

Specific Topics Covered in Craft & Structure will include how to
(please note that we will look at these standards for K-12):

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Assess how point of view or purpose shapes the content and style of a text.

★★ Meaning of Acronyms

MARS: Mathematics Assessment Resource Service

CCSS: Common Core State Standards

ELA: English Language Arts

WASC: Western Association of Schools and Colleges

ESLR: Expected School-wide Learning Results (Outcomes)

IITBT: International Institute for the Translation of Buddhist Texts (+ Girls School Classrooms)

CCSS M Instruction Workshops (Internal) FALL 2014 Schedule
Sept 26th 2014

Agenda:

(1) MARS TASK – TILING POOL PROBLEM (K – 12)

- (i) MARS Tasks Scoring
- (ii) Analyzing Student Work
- (iii) Q & A/ REFLECTION/SHARING

(2) REVISIT Formative Assessment

- (i) Using MARS TASK as a Formative Assessment.
- (ii) Q & A/ REFLECTION/SHARING
- (iii) Exit Ticket

Algebra 1 Performance Task (G8)
Spring Final 2015
Summative Assessment

Title: Designing a Park (Simpson Park)

Primary Claim:

Claim 4: Modeling and Data Analysis:

Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Secondary Claim(s):

Claim 1: Concepts and Procedures:

Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Claim 2: Problem Solving:

Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.

Claim 3: Communicating Reasoning:

Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Primary Content Domain: Geometry

Secondary Content Domain(s): Statistics and Probability, Ratios, and Proportions

Assessment Target(s):

4 A: Apply mathematics to solve problems arising in everyday life, society, and the workplace.

1 H: Understand and apply the Pythagorean theorem.

1 J: Investigate patterns of association in bivariate data.

1 A (Gr 6): Understand ratio concepts and use ratio reasoning to solve problems.

2 B: Select and use appropriate tools strategically.

3 F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions.

4 B: Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.

4 G: Identify, analyze, and synthesize relevant external resources to pose or solve problems.

Mathematical Practice(s): 1, 2, 3, 5, 6, 7

1: Make sense of problems and persevere in solving them.

2: Reason abstractly and quantitatively.

3: Construct viable arguments and critique the reasoning of others.

5: Use appropriate tools strategically.

6: Attend to precision.

7: Look for and make use of structure.

DOK: 4 (Extended Thinking)

Level Four Activities:

Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.

Apply mathematical model to illuminate a problem or situation.

Analyze and synthesize information from multiple sources.

Describe and illustrate how common themes are found across texts from different cultures.

Design a mathematical model to inform and solve a practical or abstract situation.

How this task addresses the “sufficient evidence” for this claim:

The student uses concepts of geometry, number and operations, and statistics to determine the best solution to a problem where all constraints cannot be satisfied at the same time. Additionally, the student must provide justifications to support reasoning.

Task Overview:

During the task, the student assumes the role of an architect who is responsible for designing the best plan for a park with area and financial restraints. The student completes tasks in which he compares the costs of different bids, determines what facilities should be given priority in the park, and then develops a scale drawing of the best design for the park and an explanation of the choices made. This investigation is done in class using a calculator, an applet to construct the scale drawing, and a spreadsheet.

Time Requirements/Preparation:

Two sessions –

During Session 1, (40 min) students will be expected to make a number of calculations that will require the use of calculators, as well as to evaluate the results of a survey.

During Session 2, (group of 3) students will be expected to develop a scale drawing of the design of a park and explain the reasons for their choices in the park.

Score Points: 15

Multi-part task with separate scoring rubrics for each part.

Scoring Rubric:

Question 1: Responses to this item will receive 0-4 points, based on the following:

4 points: The student shows a thorough understanding of how to perform the calculations needed to find the cost of the park requirements. The student uses the Pythagorean theorem to find the length of one path and performs the other calculations correctly.

3 points: The student shows a strong understanding of how to perform the calculations needed to find the cost of the park requirements. The student uses the Pythagorean theorem to find the length of one path but makes one or two minor computational errors when performing the other calculations.

2 points: The student shows a partial understanding of how to perform the calculations needed to find the cost of the park requirements. The student shows some conceptual understanding of the calculations needed to answer the question correctly but makes one conceptual error in the process of solving the problem.

1 point: The student shows a limited understanding of how to perform the calculations needed to find the cost of the park requirements. The student shows some conceptual understanding of the calculations needed to answer the question correctly but makes multiple conceptual errors in the process of solving the problem.

0 points: The student shows inconsistent or no understanding of how to perform the calculations needed to find the cost of the park requirements. The student does not apply the Pythagorean theorem correctly and makes numerous conceptual and computational errors when performing other calculations.

Question 2: Responses to this item will receive 0-2 points, based on the following:

2 points: The student shows a thorough understanding of how to interpret the table to determine the facilities that should be of highest priority. The student correctly designates high-priority facilities and provides a complete and correct explanation of the reasons why those facilities were of high priority.

1 point: The student shows a partial understanding of how to interpret the table to determine the facilities that should be of highest priority. The student provides an explanation that neglects some aspects of the information in the table.

0 points: The student shows inconsistent or no understanding of how to interpret the table to determine the facilities that should be of highest priority. The student identifies multiple facilities as high priority that are not and provides an explanation that does not address the key parts of the table necessary for interpreting the information shown.

Question 3: Responses to this item will receive 0-2 points, based on the following:

2 points: The student shows a thorough understanding of how to interpret the table to determine the facilities that should be of lowest priority. The student correctly designates low-priority facilities and provides a complete and correct explanation of the reasons why those facilities were of low priority.

1 point: The student shows a partial understanding of how to interpret the table to determine the facilities that should be of lowest priority. The student provides an explanation that neglects some aspects of the information in the table.

0 points: The student shows inconsistent or no understanding of how to interpret the table to determine the facilities that should be of lowest priority. The student identifies multiple facilities as high or low priority (that are not) and provides an explanation that does not address the key parts of the table necessary for interpreting the information shown.

Spreadsheet: Responses to this item will receive 0-1 point, based on whether the student enters information into the spreadsheet correctly.

Scale drawing: The scale drawing will receive 0-3 points, based on the following:

3 points: The student shows a thorough understanding of how to create a scale drawing of the park. The student includes all of the facilities indicated in the spreadsheet and the conclusion and represents them correctly in the scale drawing.

2 points: The student shows a partial understanding of how to create a scale drawing of the park. The student creates a scale drawing that is generally correct but incorrectly includes one facility, incorrectly excludes one facility, or makes one or two errors in the representation of the facilities in the scale drawing.

1 point: The student shows a limited understanding of how to create a scale drawing of the park. The student creates a scale drawing that is somewhat correct but contains multiple errors, such as including extra facilities, excluding facilities that should be included, or making several errors in the representation of the facilities in the scale drawing.

0 points: The student shows inconsistent or no understanding of how to create a scale drawing of the park. The student creates a scale drawing that has little connection to the spreadsheet or the conclusion and contains numerous errors in the representation of the facilities in the scale drawing.

Conclusion: Responses to this item will receive 0-3 points, based on the following:

3 points: The student shows a thorough understanding of how to analyze a complex scenario and construct a chain of reasoning to justify the solution to a scenario. The student includes all the different aspects of the task in the justification and provides evidence to support the conclusion made.

2 points: The student shows a partial understanding of how to analyze a complex scenario and construct a chain of reasoning to justify the solution to a scenario. The student includes many of the different aspects of the task in the justification and provides evidence to support the conclusion made but utilizes nonmathematical justifications in the explanation.

1 point: The student shows a limited understanding of how to analyze a complex scenario and construct a chain of reasoning to justify the solution to a scenario. The student includes some of the different aspects of the task in the justification but makes a conclusion that would not have been made if all of the aspects of the task had been considered.

0 points: The student shows inconsistent or no understanding of how to analyze a complex scenario and construct a chain of reasoning to justify the solution to a scenario. The student makes a conclusion that is contradictory to the aspects of the task considered in the justification.

Scoring Notes:

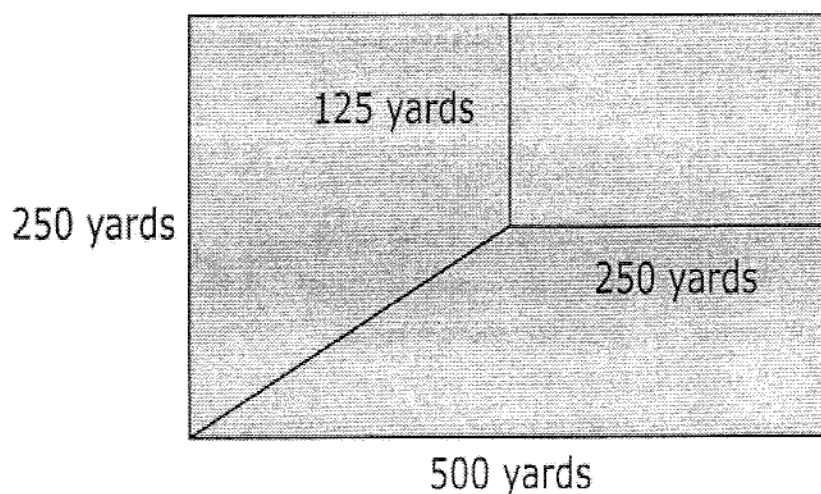
Each scored portion of the task is evaluated individually. The total number of points is determined by adding the points assigned for each task.

Algebra 1 Performance Task (Spring Final 2015)

Task: Simpson Park

Simpson Park The town of Simpson received a grant of \$1,550,000 to develop a park.

- The park will be developed on an open rectangular plot of land that is 500 yards long by 250 yards wide.
 - Three paths will be built in the park that all connect at the center of the park.
- The layout of the park and the paths are shown in the diagram below. The lengths of only two of the paths are given.



The grant includes the following requirements:

- Three benches must be placed where the three paths intersect in the center of the park. Additional benches must be placed 25 yards apart along the paths in the park (or as close to 25 yards as possible).
- A light (lamppost) must be installed next to each bench in the park.
- Two buildings that each contain men's and women's bathrooms must be built in the park.
- At least 45% of the park must remain undeveloped.

Information 1:

Three construction companies sent in bids for the required work in the park. (A bid explains what a company would charge for the work to be completed.) The bids are shown on page 2.

AGUILAR CONSTRUCTION

Based on the information given, our cost estimates for the proposed new park in Simpson are as follows.

Item	Price per Unit
Path construction	\$30 per yard of the path
Lighting	\$225 per lamppost installed
Benches	\$275 per bench installed
Bathroom	\$120,750 per bathroom

Thank you for your consideration. We look forward to working with you on this project.

BENEDETTO & SON, INC.

Thank you for contacting us for a quote regarding the upcoming work on the new park in Simpson. Our highly qualified staff has assembled the following quote for you.

- \$20 per yard of path constructed
- \$335 per lamppost installed
- \$365 per bench installed
- \$108,300 per bathroom built

Please do not hesitate to contact us if we can be of further assistance. We look forward to getting construction underway.

COLEMAN CONTRACTORS

We appreciate the opportunity to present you the following estimate. For the sake of simplicity, we have provided the total for each aspect of the project to enable you to compare our bid with the bids of others.

Item	Total Price
Path construction	\$17,500
Lighting	\$9000
Benches	\$9000
Bathrooms	\$225,500

We trust that our bid will be competitive, and we anticipate your quick response.

Information 2:

The park planning committee conducted a random survey of 200 people to find out how often they would use different facilities if they were available at the park. The results of the survey are shown below.

	3 or More Times per Week	Once or Twice per Week	Once or Twice per Month	A Few Times per Year	Never
Basketball Courts	40	47	22	21	70
Volleyball Courts	11	9	11	40	129
Turf Field	37	50	45	15	53
Running Track	35	63	42	33	27
Tennis Courts	9	19	36	34	102
Baseball Field	12	31	24	50	83
Softball Field	27	43	52	14	64
Playground	36	81	43	21	19
Dog Playground	28	18	19	18	117
Picnic Pavilion	17	16	22	53	92
Pond	7	9	9	19	156
Community Garden	5	8	14	12	161

(Section A)

Q1:

Determine the total cost of each bid and identify which company sent in the bid that will cost the least amount of money. Show your work and explain how you found your answer.

Q2.

Based on the results of the survey, which 4 facilities would be used the most? Explain your reasoning.

Q3.

Based on the results of the survey, which 4 facilities would be used the least? Explain your reasoning.

(note: Write your answer on a new piece of clean paper.)

Simpson Park

(Section B)

You and your partner will use the costs of the different facilities and the areas they occupy to help you make a final decision about the best way to develop the park (**constructing a scale drawing on the Model page**) so it will get used as much as possible.

On the **Survey page**, you will find the results of the survey conducted to find how often people would use different facilities if they were available at the park.

Create an Info page.

On the Info page, you will find the costs and dimensions of the different facilities, as well as reminders of what needs to be done.

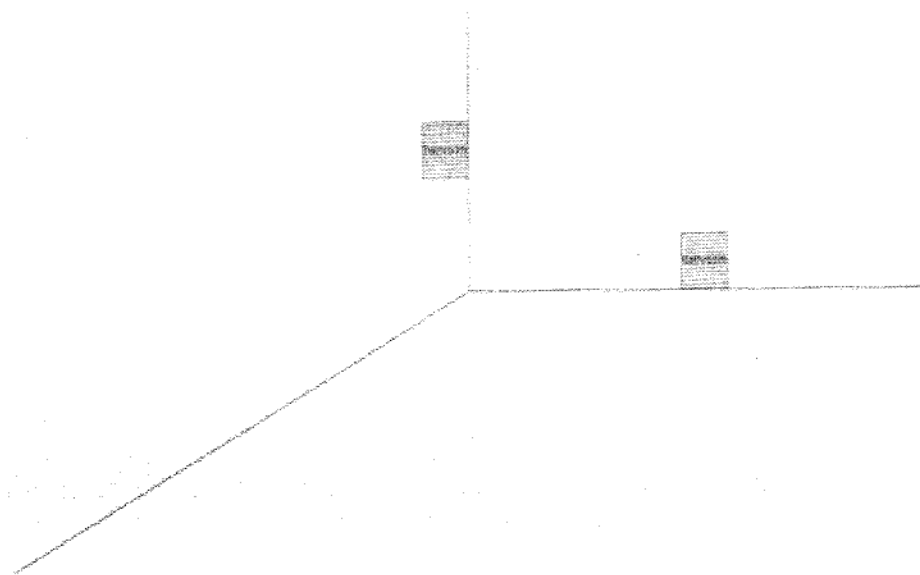
Create a Spreadsheet page.

On the Spreadsheet page, you will record the facilities you add to the park and the cost of each.

You may want to decide on all the facilities that should be included in the park before constructing a scale drawing on the Model page.

Note: This page is to help you keep track of the total area and cost of the facilities. Remember to take into account the area that must be taken up by the paths, benches, bathrooms, and the area that must remain undeveloped. You may want to decide on all the facilities that should be included in the park before constructing the model.

On the Model page, you will add facilities to a scale drawing of the park to show what the final developed park will look like. The bathrooms have already been added to the park.



On the Conclusion page, you will write an explanation of why you chose to develop the park as you did so it will get used as much as possible.

Explain why you chose to develop the Simpson Park in the way you did. Be sure to include both the information and the mathematics used to support your decisions in your response. To be considered complete, your explanation must address the following:

- *Reasons for including and excluding certain facilities (related to space, costs, and survey results)*
- *Mathematics that shows that the requirements of the grant were met in the design of the park*

The score you and your partner receive for this task will be based on the work enter on the Info, Model, Spreadsheet, and Conclusion pages.

There are multiple correct answers to this task, so do your best and have fun!

Joshua Batres

9th Grade

May 27th

Algebra 1

Algebra 1 Performance Task - Spring final 2015

Section A.

Question 1.

$30 + 225 + 275 + 120,750 = 121,280$

$20 + 335 + 365 + 108,300 = 109,020$

$17500 + 9000 + 9000 + 225000 = 260,500$

of bids	
Total costs =	
agular construction :	\$121280
benedetto & Son Inc :	\$109020
coleman contractors :	\$260500

2

Benedetto & Son Inc sent in the bid that costs the least money, because the total bid that Benedetto & Son Inc sent costs \$109020 which is much cheaper than agular construction's bid that costs \$121280, and also cheaper than coleman contractors' bid that costs \$260500. To find the total cost for each bid, I added the costs for each facilities up.

Question 2.

The survey was conducted on random 200 people. So for each facility, if you add all the numbers of people it would add up to 200. Therefore 200 minus the number of people who never use the facility will be the number of people who actually use the facility.

Facility	B-ball court	V-ball court	Turf field	Running Track	Tennis court	Baseball field	Soft ball	Play ground
# of people who use it	130	71	147	173	98	117	136	181

I calculated the number of people who use each facility, the results are

Facility	Dog Play-ground	Picnic Pavilion	Pond	Community Garden
# of people who use it	83	108	44	39

The most used facility should have the most number of people who use the facility. Based on the information from the survey and the calculation that I did to make the table above, the most used facilities are Play ground, Running Track, Turf field and Softball field.

200 - 70 = 130
 200 - 129 = 71
 200 - 53 = 147
 200 - 27 = 173
 200 - 102 = 98
 200 - 83 = 117
 200 - 64 = 136
 200 - 19 = 181
 200 - 117 = 83
 200 - 92 = 108
 200 - 156 = 44
 200 - 161 = 39

Question 3.

According to the survey and the table I made for Question 2, the least used facilities are community garden, pond, dog play-ground and volleyball court, because they have the least number of people who use them. The evidence is at the table I made for Question 2.

5/27

$\frac{4}{8}$

CheeHeeSeng
 Joshua Batres-Wang
 Marco He

What needs to be done:

- 45% of the park needs to remain undeveloped.
- Three paths will be built in the park that all connect to the center of the park.
- 3 benches must be placed where the three paths intersect in the center of the park. Additional benches must be placed 25 yards apart along the paths in the park.
- Each lamppost must be built beside each bench.
- Build the most frequently used facilities, playground, running track, turf field and basketball court.
- The bid used for construction will be coleman contractor's

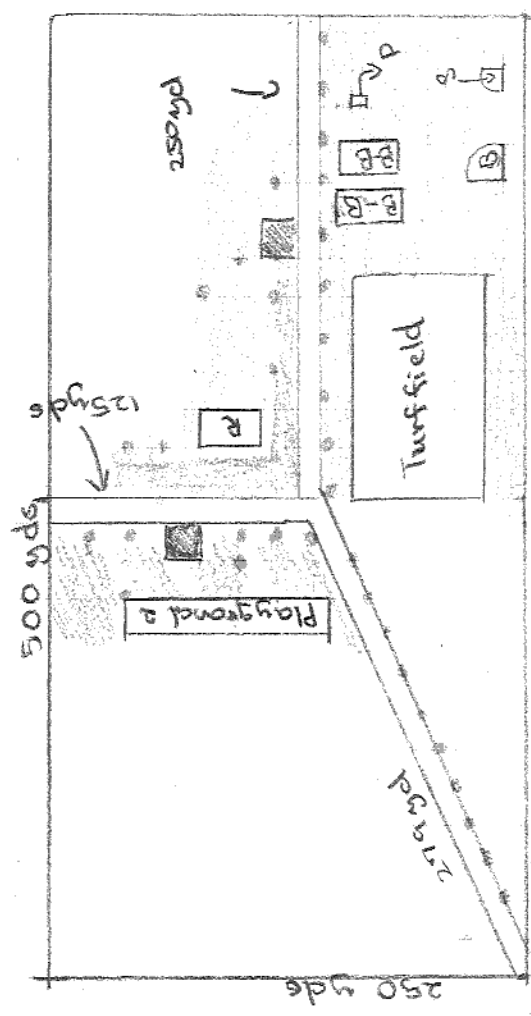
Costs & Dimensions of each facility:

Facility	cost of each	dimensions	Area of each
Basketball courts	\$899	94 ft by 50 ft	4700 <i>ft</i> ²
Volleyball courts	\$569.45	60 ft by 30 ft	1800 <i>ft</i> ²
Turf Field	\$900,000	360 ft by 225 ft	81,000 <i>ft</i> ²
Running Track	\$8000	176.91ft by 92.52ft	5249.2 <i>ft</i> ²
Tennis Court	\$267.53	78 ft by 36 ft	2,808 <i>ft</i> ²
Baseball Field	\$73000	90ft by 90ft	8100 <i>ft</i> ²
Softball Field	\$55200	60ft by 60ft	360 <i>ft</i> ²
Small Playground	\$14100	10ft by 50ft	500 <i>ft</i> ²
Dog Playground	\$9058.90	30ft by 60ft	1800 <i>ft</i> ²
Picnic Pavilion	\$5400	6ft by 6ft	36 <i>ft</i> ²
Pond	\$2009	diameter: 20ft	314 <i>ft</i> ²
Community Garden	\$2000	5ft by 20ft	100 <i>ft</i> ²
Restroom	\$108,300	10ft by 20ft	60 <i>ft</i> ²

Facility	cost of each	total cost	number of each	total area
Playground	\$38,363	\$28,363	1	500ft^2
Running track	\$8,000	\$8,000	1	16367.7132ft^2
Turf field	\$900,000	\$900,000	1	81000ft^2
B-ball court	\$1,798	\$1,798	2	9400ft2
baseball field	\$73,000	\$73,000	1	8100ft2
Softball field	\$55,200	\$55,200	1	360ft2
Picnic Pavilion	\$5,400	\$54,000	10	28080ft2
Playground 2	\$3,836,300.00	\$63,630.00	1	50000ft2
path constructio	\$20 per yd	\$13,080	1	5886ft2
lighting	\$335	\$8,710	26	N/A
benches	\$365	\$9,490	26	156ft2
bathroom buildi	\$108,300	\$216,600	2	7200ft2
Artificial Grass	\$30.48	\$30.48		181890ft2
tree	\$4	\$180	45	13900ft2
undeveloped space				\$722,160.29
total		\$1,432,081.48		1125000ft2

Model of the page

* Playground 2 is the



Scale: 1 grid 20 yds
 0 100 200 yds - actual size
 0 5 10 grid - model

- B-B → Basketball Court
- B → Baseball field
- S → Softball "
- R → Running Track
- [hatched box] → Building with bathroom
- P → Playground
- → Location of Picnic Pavilion
- → Benches and lampposts
- [dotted box] → trees
- [stippled box] → grass

Conclusion

Chee Hee Seng
 Joshua Batres-Wang
 Marco He

When building the park, we considered the following aspects in order to build a nice place for citizens to relax and spend time. Also we have chosen precisely the most economical bid for our park. Furthermore we based our park on our survey.

According to the survey we have done, there were several facilities that were more popular than others. Therefore we have chosen some of the most popular facilities in order to have as many people as possible to come and enjoy our park. According to the survey results, the most popular facilities were Playground, running track, turf field and basketball court. However we also found out that variety of facilities will make the park easy for many people to enjoy, therefore we also added facilities that were less popular than those, but still used by some people. Those facilities such as softball field, baseball field, and picnic pavilion. For convenience of people, we have also designed the restroom near the picnic pavilion, since many people have experienced a bad memory of not being able to find a restroom after having a lunch. We also put the basketball court, and the small playground at the right below area with the baseball and softball field so people can concentrate on their sports and many families can spend time together while playing sports with each other. We have also made all the facilities close to the path and the benches so that people can enjoy watching others play and can easily go to any of

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the right below area with the baseball and softball field so people can concentrate on their sports and many families can spend time together while playing sports with each other. We have also made all the facilities close to the path and the benches so that people can enjoy watching others play and can easily go to any of the facilities. We also think that some facility, such as a community garden, pond, tennis court and dog play ground are not actually liked by most people. We have built more than one basketball court so that more people can play at the same time and also because basketball is the most popular. We have also made a huge playground and a small playground so that smaller kids can play at the small playground and the bigger kids can play at the big playground, because big kids and younger kids usually fight and disagree in many things we decided to make them separate. Also, we have grown grass and trees so that the park looks nicer and so that people can relax and sleep under the trees. We still have about \$117918.52 left from our grant. The path is 3 ft in width and I believe that most people are able to walk or stay on the path. When making the park, we considered the user's convenience as the top priority, we hope that our park will be worth citizens spending their precious leisure time

While designing the park, we also made sure that the park meets all the requirements requested by the town of Simpson. We have all the buildings required; we have all the benches and lampposts included. The following calculation shows the each bench is 25 yards apart. The number of benches are proven in this calculation $250/25 + 125/25 + 279/25 = 26$ benches. We also made sure that we have at least 45% of the park remain undeveloped. The following calculation shows how we got the area of the undeveloped part of the park: $2 \cdot 375750 + 12(375750) + \frac{1}{2}(375+750)(750) = 1125000$, this is the total area and then we subtracted the areas of each facility,

$$1125000 - 500\text{ft}^2 - 16367.7132\text{ft}^2 - 81000\text{ft}^2 - 9400\text{ft}^2 - 8100\text{ft}^2 - 360\text{ft}^2 - 28080\text{ft}^2 - 50000\text{ft}^2 - 5886\text{ft}^2 - 156\text{ft}^2 - 7200\text{ft}^2 - 181890\text{ft}^2 - 13900\text{ft}^2 = 722160.2868\text{square feet.}$$

This is about 64% of the park. Thus we can verify that our park met all the requirements.

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Implementation Plan for CCSS Mathematics

Revisit the 8 Mathematical Practices

Academic Year Spring 2016

GOALS:	A brief description of <i>student</i> level goals (or teacher goals for spring 2016)
CLASSROOM ACTIONS	Examples of actions that take place in the classroom to support those goals
PROFESSIONAL LEARNING (INTERNAL)	Specific activities by and for the faculty at the school (e.g. department meetings, staff days, PLC, peer coaching, etc.) to support the Classroom Actions
PROFESSIONAL LEARNING (EXTERNAL)	Specific activities for the faculty provided by experts outside the school to support the internal professional learning and classroom actions
RATIONALE	A case for why the above are important, make sense, and fit coherently into the overall plan

Mathematical PRACTICES	Teachers	Students
Goals	<p>All teachers get to REVISIT the understanding of the CCSS Eight Mathematical Practices, which a focus on MP1: Make sense of problems and persevere in solving them and MP6: Attend to precision. (Overarching habits of mind of a productive math thinker.)</p> <p>All teachers are introduced to using MARS Tasks as formative assessments.</p> <p>NOTE: <u>Other tasks resource:</u> The Illustrative Mathematics Project The Mathematics Assessment Project K-5 Math Teaching Resources NYC Department of Education</p>	<p>All students do mathematical practices, with a focus on revisiting MP1: Make sense of problems and persevere in solving them and MP6: Attend to precision.</p>
Classroom Actions	<p>MP1: Provides adequate time with formative feedback for students to discuss problem pathways and solutions with peers. Helping students shift toward a more efficient strategy when solving and computing problems.</p>	<p>In every unit, students experience at least one activity involving.... (1) MP1- Understand the meaning of the problem and look for entry points to its solution. Analyze information (givens, constrains, relationships, goals) Make conjectures and plan a solution pathway. Monitor and evaluate the progress and change course as necessary. Check answers to problems and ask, "Does this make sense?" "NEVER GIVE UP" attitude.</p>

	<p>MP6: Emphasize the importance of precise communication by encouraging students to focus on clarity of the definitions, notation, and vocabulary used to convey their reasoning.</p>	<p>(2) MP6 – Be precise and accurate in ...</p> <p>(i) Communicating: where they write, speak, read and listen mathematically and correctly using Math SYMBOLS, VOCABULARY and UNITS of MEASURE.</p> <p>(ii) Problem solving: where they calculate ACCURATE answers. Find an EFFICIENT method for calculating their answer. Check their work: Does their answer MAKE SENSE?</p>
<p>PL (internal) Jan 29th 2016</p>	<p>One day workshop revisiting and focusing tasks base on:</p> <p>1) MP1- Making sense of problems and persevere in solving them. Involve students in rich problem based tasks that encourage them to persevere in order to reach a solution. Provide opportunities for students to solve problems that have multiple solutions. Encourage students to represent their thinking while problem solving by using strategies to assess and recognize relationships in the problem and to know what mathematics should be evident in all solutions.</p> <p>2) MP6 - Attend to precision. Have precise directions. Includes assessment criteria for communication of ideas. Facilitates, encourages and expects precision in communication. Provides opportunities for students to explain and/or write their reasoning to others.</p> <p>Note: Problem of the Month (POM) can be used as an instructional strategy to create authentic opportunities for students to learn to solve problems accurately and with precision.</p>	<p>First week of February (Feb 5th), teachers will give a diagnostic task (MARS) assessing students' abilities to (MP1) - Make sense of problems and persevere in solving and (MP6) – Attend to Precision.</p> <p>The data will be scored and analyzed by the end of 2nd week of Feb.</p> <p>On the fourth week teachers will analyze student tasks/assignments and discuss strategies for supporting students and follow up with the Re-engagement lesson.</p> <p>“This is where students have the opportunity to clarify their own thinking, confront their misconceptions to see the errors in logic, use mathematical vocabulary for a purpose, and make generalizations and connections.”</p>
<p>PL (external)</p>	<p>CONCEPT RICH MATHEMATICS LESSONS – Part 2 Using the Mathematics Practices to Plan for Instruction and Assess for Learning http://www.capsdnow.com</p>	

	<p>FORMAT: Feb. 29th 2016 - Day 1: Seminar: Part 2 with Dr. Ellis March 7th 2016 - Day 2: Practicum: Part 2 with university faculty</p> <p>Location: Mission Valley Regional Occupational Program, Board Room 5019 Stevenson Blvd Fremont, CA 94538</p> <p>Aligning Math Together, UC Articulation Conference UC Davis UC Articulation Conference (UCAC) Wednesday, March 2, 2016 from 8:00 AM to 3:00 PM (PST) Davis, CA</p>	
Rationale	<p>Many teachers have had or have not had opportunities to develop and support students as ...</p> <p>(i) MP1 - Teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives. Students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate conceptual understanding of core math concepts by applying them to new situations.</p> <p>(ii) MP6 - Use and clarify mathematical definitions in discussions and in their own reasoning (orally and in writing). Use, understand and state the meanings of symbols. Express numerical answers with a degree of precision.</p> <p>For the reasons described in the Spring rationale, this is a good place to REVISIT and or to start to change the teacher expectations and norms for successful implementation of the CCSS.</p>	<p>CCSS expectations for student proficiency have changed. The focus on MP1 and MP6 is not at the exclusion of the other practices, but, (E1) is similar to students in practice (M1) are expected to “explain...the meaning of a problem, look for entry points,...analyze givens....make conjectures,...plan a solution, ...consider analogous problems, ... try special cases,...monitor and evaluate their progress....” and (S1) “asking questions and defining problems” are cross-cutting practices that is also critical in ELA and NGSS. Evidence indicates that students have had little if any experience with this in their mathematics classes.</p> <p>WHAT DO PROFICIENT STUDENTS DO? Discuss, explain, and demonstrate solving a problem with multiple representations and in multiple ways. (Grouping/Engaging) Use appropriate symbols, vocabulary, and labeling to effectively communicate and exchange ideas.</p>
Mathematical PRACTICES		Academic Year 2016

Social
Studies

IGDVS Teacher Professional Development Reflection Form

Geography
Teacher

Date: 9-25-15

Three new pieces of learning for me are...

- all the Buddhism info was new
- Our school has 3 years to decide if we want to adopt Common Core
- There are places in text-dependant questions to connect students to literature
- there are more things for me to collect for binder

Ideas that squared

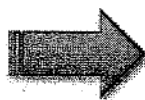


with me are..

consciousness
#8 comes in
at ~~birth~~ conception
+ @death leaves

A question going around in my head is...

Why is it so terrible to give students context for reading about totally new topics?



Based on my learning today, my next steps are...

- Use text dependant questions more + more standardized annotations
- learn more about consciousness

Date: 9/25/2015

Three new pieces of learning for me are...

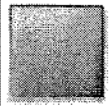


TDR -> Test Dependent Questions

Close reading Techniques

Minds are to be transformed rather to be put more or less information in.

Ideas that squared



with me are..

Try to apply and support students in months class to use close reading techniques.

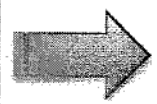
Also try to adopt the focus to give students to demonstrate their reading (word problems) abilities

Transform my 6th. 7th minds.



A question going around in my head is...

What kind of fun games or projects are there to help their interest in developing this reading ability.



Based on my learning today, my next steps are...

Find / Create fun word problems or projects and do it as a class activities.

Less judgements. Less defiling the mind with ego. super ego.

Teacher In service Collaboration and
Questionnaire
March 3rd, 2014

Name: _____

Class: Eng. 10, Eng. 11-12, APUSH

Opinion/Argumentative Writing CCSS

Discuss and share responses to the following 4 questions in your group and then write your individual answers to the questions below.

1. What was your writing prompt or assignment?

How did ^{life} choices made by MLK, Mandela, and Frederick Douglass effect change in themselves, their communities, and their countries?

2. According to your expectations, how did your class do overall?

Generally well.

3. Did you use any ELL accommodations?

No

4. What would you do differently for your next opinion/ argumentative writing assignment?

On the current writing assignment, students will work in partners with draft essays and respond to them using a simple form I designed along with the rubric. I will then evaluate their draft and response forms, so that they can prepare a final writing.

Teacher In service Collaboration and
Questionnaire
March 3rd, 2014
Name:

Class: Chemistry

Opinion/Argumentative Writing CCSS

Discuss and share responses to the following 4 questions in your group and then write your individual answers to the questions below.

1. What was your writing prompt or assignment?

Would you accept an offer that is equivalent to 40 years of salary to research methods for improving the production of ethyl alcohol? Explain how your decision might affect you, the society, and the world.

2. According to your expectations, how did your class do overall?

Considering the time limitation, the class did ok. This is the beginning of a multiple phase writing task ~~to~~ to get the students thinking about the topic. I would like for students to extend their response or choose a topic that interests them more.

3. Did you use any ELL accommodations?

Yes, I ~~also~~ disregarded grammatical errors.

4. What would you do differently for your next opinion/ argumentative writing assignment?

Provide Rubric before assigning the writing

2014-2015
Course Evaluation 2013-2014

Grade Level 11

5 = Always 4 = Usually 3 = Sometimes 2 = Rarely 1 = Never x = Don't know
5 = Excellent 4 = Good 3 = Average 2 = Poor 1 = Unsatisfactory x = Don't know

Class	spanish	Meditation	Meditation	PE
Teacher				
Were the requirements clearly explained (papers, projects, exams)?	5	5	5	5
Did assignments help you learn?	5	5	5	5
Was the material intellectually challenging?	5	5	5	5
Overall, this course was:	5	5	5	5
Was the teacher well prepared and organized?	5	5	5	5
Did the teacher effectively convey the subject matter?	5	5	5	5
Did the teacher encourage student participation?	5	5	5	5
Was the teacher responsive to student needs?	5	5	5	5
Did the teacher start and end the class on time?	5	5	5	5
Did the teacher explain the material clearly?	5	5	5	5
Did the teacher seem to like teaching?	5	5	5	5
Did the teacher show respect towards her students?	5	5	5	5
Did the teacher create a comfortable atmosphere?	5	5	5	5
Did the teacher give me a feedback on how I'm doing in the class, either written or face-to-face?	5	5	5	5
Overall, this teacher was:	5	5	5	5
What did you learn from the course that will stay with you?	⊕	⊕	⊕	/
What did you like best about this course?	⊕	I like all the teachers. Honestly.		
What suggestions do you have about this course?	/	/	/	

5 = Always 4 = Usually 3 = Sometimes 2 = Rarely 1 = Never x = Don't know
 5 = Excellent 4 = Good 3 = Average 2 = Poor 1 = Unsatisfactory x = Don't know

Class	AP Physics 1	English 3	AP US History	Buddhism
Teacher				
Were the requirements clearly explained (papers, projects, exams)?	5	5	5	5
Did assignments help you learn?	5	5	5	5
Was the material intellectually challenging?	5	4	5	5
Overall, this course was:	5	5	5	5
Was the teacher well prepared and organized?	5	5	5	5
Did the teacher effectively convey the subject matter?	5	5	5	4
Did the teacher encourage student participation?	5	5	5	5
Was the teacher responsive to student needs?	5	5	5	5
Did the teacher start and end the class on time?	5	5	5	5
Did the teacher explain the material clearly?	5	5	5	5
Did the teacher seem to like teaching?	5	5	5	5
Did the teacher show respect towards her students?	5	5	5	5
Did the teacher create a comfortable atmosphere?	5	5	5	5
Did the teacher give me a feedback on how I'm doing in the class, either written or face-to-face?	5	5	5	5
Overall, this teacher was:	5	5	5	5
What did you learn from the course that will stay with you?	I just like this subject	I like how we did different type of writing	5	5
What did you like best about this course?	5 I like	5 all the	5 teachers.	5
What suggestions do you have about this course?	5	Honestly.		

2014-2015
Course Evaluation 2013-2014

Grade Level 12

5 = Always 4 = Usually 3 = Sometimes 2 = Rarely 1 = Never x = Don't know
5 = Excellent 4 = Good 3 = Average 2 = Poor 1 = Unsatisfactory x = Don't know

Class	English	Calculus BC	Government	
Teacher				
Were the requirements clearly explained (papers, projects, exams)?	5	5	4	
Did assignments help you learn?	4	5	4	
Was the material intellectually challenging?	4	4	4	
Overall, this course was:	5	5	4	
Was the teacher well prepared and organized?	5	5	4	
Did the teacher effectively convey the subject matter?	5	5	4	
Did the teacher encourage student participation?	3	4	4	
Was the teacher responsive to student needs?	4	4	4	
Did the teacher start and end the class on time?	5	3	3	
Did the teacher explain the material clearly?	5	5	4	
Did the teacher seem to like teaching?	5	5	4	
Did the teacher show respect towards her students?	5	5	4	
Did the teacher create a comfortable atmosphere?	4	4	4	
Did the teacher give me a feedback on how I'm doing in the class, either written or face-to-face?	2	4	4	
Overall, this teacher was:	4	5	4	
What did you learn from the course that will stay with you?	Immigration	Calculating of course	politics like gov	
What did you like best about this course?	movies Bernard's say	Integration	Don't like	
What suggestions do you have about this course?	More movies	More magic		

5 = Always

4 = Usually

3 = Sometimes

2 = Rarely

1 = Never

x = Don't know

5 = Excellent

4 = Good

3 = Average

2 = Poor

1 = Unsatisfactory

x = Don't know

Class	Economics	Physics		
Teacher				
Were the requirements clearly explained (papers, projects, exams)?	3	5		
Did assignments help you learn?	3	3		
Was the material intellectually challenging?	3	5		
Overall, this course was:	3	4		
Was the teacher well prepared and organized?	2	4		
Did the teacher effectively convey the subject matter?	2	3		
Did the teacher encourage student participation?	4	5		
Was the teacher responsive to student needs?	4	4		
Did the teacher start and end the class on time?	4	4		
Did the teacher explain the material clearly?	3	3		
Did the teacher seem to like teaching?	3	3		
Did the teacher show respect towards her students?	4	4		
Did the teacher create a comfortable atmosphere?	4	4		
Did the teacher give me a feedback on how I'm doing in the class, either written or face-to-face?	3	5		
Overall, this teacher was:	3	4		
What did you learn from the course that will stay with you?	Economics Elastic Demand	physics formulas		
What did you like best about this course?	relaxation	application of physics		
What suggestions do you have about this course?	Take notes	slow down		

DEVELOPING VIRTUE HIGH SCHOOL

Classroom Visit and Post-observation Reflection

For: Heng Tsung

Evaluator: Janet Chaniot

It was a pleasure to visit the Algebra I class taught by Heng Tsung in November, 2014. He completed the "Pre-observation Conference" form, detailing the specific lesson to be taught (Chapter 5: Graphs and Functions) and math standards to be addressed. The students were to "construct viable arguments to support their own reasoning and to critique the reasoning of others."

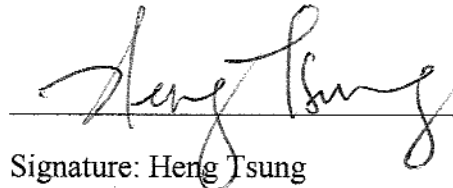
The students for this period, and regularly, work in small groups to complete assignments. I was only able to observe one period of the two-period class, but I was able to watch as the groups presented their work. The visual displays had been posted, and it is a good activity to have had older students look over the work and post questions that the creators of the display then answered. During the class period, the project was presented and the other students took notes and also were able to ask questions. This interactive learning is interesting and, hopefully, leads to good retention of the lesson. Heng Tsung also has an "Exit Slip" for students to fill out to help him prepare future lessons and meet students' individual needs.

Most notable during the class period was the variety of teaching methods employed by Heng Tsung: lecturing, questioning, using media, taking the "gallery walk to help students remember, and mildly scolding and reminding students to be prepared for class and finish assignments. It appeared that a few students need extra help, and some of the older students might be willing to act as "math coaches."

All in all, Heng Tsung appears to be an excellent teacher, and grades 7-9 students are fortunate to be able to advance their math skills in his class.



Signature: Janet Chaniot



Signature: Heng Tsung

Pre-observation Conference

Class information

Subject Algebra 1 Grade 7th-9th
 Class day/time Fri. 9:45-10:30 Room # _____ # of students 7

Lesson to be observed

Topic [Introduction to Function] Chapter 5: Graphs & Functions
 Date of observation 11/7/14
 Standard/s addressed MP2, MP3, MP4 & MP5

How writing will be incorporated in lesson: Communicative Reasoning (MP3)

Students construct viable arguments to support their own reasoning and to critique the reasoning of others.

★ Journal Writing - Coming Soon.

Is there anything you want the observer to focus on in particular?

What should I be looking for?

Is there anything you want me to know before I come in to your class?

Please fill out a blank seating chart so that I know the names of the students in the class being observed.

Heng Tsung,

Please fill
this out and
return to me,

Ms Chanot

Post-observation Lesson Plan reflection

Self-evaluation is a very important part of every lesson. It requires you to think back on the lesson and consider the answers to general questions like these:

1. How do you think this lesson went?
2. What went like you expected it to go? What were the surprises?
3. What did you think went especially well?
4. Were there any "trouble spots"?
5. How will you determine if your students "got it"?
6. How do you determine if students are learning?
7. If you were to do this lesson again with the same students, would you do anything differently?
8. What will you do next? What are your next steps with...?
9. What did you learn from this experience that will help you in the future?

Use the space below to write a short reflection about the lesson, using the prompts above to help guide your thinking. We will use your reflections and these prompts in our post-observation conference.

- (1) This lesson went OK.
- (2)
- (3) Introducing the "BIG IDEAS" of each unit to the students.
- (4) YES, projector malfunction in between class.
- (5) After a chapter/unit, each student will be ask to fill up the EXIT SLIP. [See enclosed blank]. I will then follow up with the entire class. [Sharing]
- (6) Follow up with a "Summative Assessment"
- (7) YES
- (8) Group presentation and follow up with a "GALLERY WALK" method
- (9) Need a better projector.....

Pre-observation Conference

Class information

Subject AP Physics B Grade 12
 Class day/time 12:50 - 1:35 pm Room # Physics Lab # of students 4 Girls

Lesson to be observed

Topic Center of Mass, Torque & Review on Momentum (if time)
 Date of observation Nov. 1, 2013

Standard/s addressed AP physics - Torque and Rotational Statics, Equilibrium.

Students should be able to analyze problems in statics, so they can apply these conditions in analyzing the equilibrium of a rigid object under the combined influence of a number of coplanar forces applied at different locations. Students use white board and their lab notebook to write out solutions to a complex demo problem.

How writing will be incorporated in lesson:

Is there anything you want the observer to focus on in particular?

Student engagement and understanding
 Experimental experience is a focus in teaching.

What should I be looking for?

See each student is fully engaged and checking their own understanding.

} Three kinds of experiments
 observe
 Test
 Apply

Is there anything you want me to know before I come in to your class?

- Students may come late.

Please fill out a blank seating chart so that I know the names of the students in the class being observed.

Kukée


NOV. 1, 2013

Post-observation Lesson Plan reflection

Self-evaluation is a very important part of every lesson. It requires you to think back on the lesson and consider the answers to general questions like these:

1. How do you think this lesson went?
2. What went like you expected it to go? What were the surprises?
3. What did you think went especially well?
4. Were there any "trouble spots"?
5. How will you determine if your students "got it"?
6. How do you determine if students are learning?
7. If you were to do this lesson again with the same students, would you do anything differently?
8. What will you do next? What are your next steps with...?
9. What did you learn from this experience that will help you in the future?

Use the space below to write a short reflection about the lesson, using the prompts above to help guide your thinking. We will use your reflections and these prompts in our post-observation conference.

- I think I've accomplished mostly what I intended to do, that is for the class to learn about the application of torque. Two of the students came later than the other two, which was quiet unusual. However, we ^{then} had a ~~bit~~ more time dwelling on the definition of center of mass. So I didn't think we had wasted any time there.
- I wish I had time for them to finish the application problem. Perhaps that was an over-planning item. On the other hand, they had all the elements clear for solving the application prob. Next time, I'll check the solution of this problem.
- I'll give them another situation to make sure they have learned how to apply torque concept. It will be ^{a situation} having a person walk on the ladder (previous problem) and students need to find where the person can stand so the ladder doesn't fall.  And we'll simulate the prob. w/ ruler and small weights — LAB

Curriculum Vitae

Contact

Julia Mark

PO Box 1517

Mendocino, California 95460

Juliamark108@yahoo.com

Education

Private theater institutes in Washington D.C. 1975-1979:

Washington Theater School, Arena Stage, Folger Shakespeare Theater

U.C. Berkeley's International and Area Studies Summer Institute 1998

SALT training (Secondary area language tools) 1999

CETA teacher training (California Educators in Theater Arts) 2001

TAH (Teaching American History) 3 year program 2006-2009

Thinking Maps professional development 2011

ERWC (Expository Reading and Writing Curriculum) 2013

Bridge to the Common Core 2013- 2014

GASP (Get Arts in the Schools Program) 2014

Experience

1995-2005 volunteer drama teacher at DVBS, Ukiah Players, and Willits Shakespeare group

Junior High core teacher DVGS 1995- present

Drama teacher 4th-6th grade IGGS 2005-present

High school Performing Arts instructor 9th grade DVGS 2012-present

K-1 Drama teacher IGGS 2015

Yoga instructor at Yoga Connection Ukiah 2014-present

Yoga teacher high school DVGS 2014

JANET LORRAINE CHANIOT
9430 WEST ROAD
POTTER VALLEY, CA 95469
(707) 972-6722 kiks@pacific.net

OBJECTIVE: Part-Time Teacher

BACKGROUND

- *Elected member and President of California Community College Trustees' Board
- *Mendocino-Lake Community College District Board of Trustees member
- *Co-administrator of the private Potter Valley Community High School
- *Part-time instructor at Mendocino College
- *Editor/publisher of student and community publications
- *Chairperson of English Department at Colegio Roosevelt, Lima, Peru
- *Curriculum designer, speaker, and writer in Potter Valley's campaign to regain a public K-12 school district
- *Coordinator of Model United Nations at Potter Valley High and Developing Virtue H.S.
- *Organizer of Potter Valley Town Meetings
- *Director of school and community theater
- *Published writer on education for global awareness
- *Presenter of writing, literature, and teacher exchange workshops at local, state, national, and international conferences
- *Chair of Standing Committee on International Concerns of the National Council - of Teachers of English
- *Winner of Professional Excellence Award - Mendocino College '
- *Participant - World Council for Curriculum and Instruction Triennial Conference Amritsar, India Dec. 29, 1995-Jan. 4, 1996

EDUCATION

- M.A. (1989, Curriculum and Instruction/Organization and Leadership) University of San Francisco, San Francisco
- M.A. (1965, English Literature) University of California, Berkeley
- B.A. (1961, English major/history-psychology minors) University of Michigan, Ann Arbor)

CREDENTIALS

Standard Secondary (Life), Community College (English-Life), Administration (Provisional)

EXPERIENCE

- 2003-2006, 2012-present: Part-time Teacher, Developing Virtue High School (English, AP U.S. History)
- 1999-2002: Director and Mediator, Mendocino Dispute Resolution Services
- 1979-1997: Teacher and substitute Administrator, Potter Valley High School, Potter Valley, CA 95469 (English, social science, media, publications, drama)
- 1980-2002: instructor, Mendocino-Lake Community College District (Business Communications, English 200, English 50, Writing for the Media, Writing Lab)
- 1975-78: teacher, Colegio F.D. Roosevelt-American School (English Department Chairperson, English 7-12, Advanced Placement, Electives, publications, drama)
- 1971-75: teacher/co-administrator, Potter Valley Community High School (counselor, English, social sciences, Spanish, drama publications, music)

REFERENCES: available on request

Resume

Terri Nicholson
707 462 1045
P. O. Box 577, Talmage, CA 95481-0577

EDUCATION

1. *California Reading Certificate*, Sonoma State University, 2000.
2. *Cross Cultural Language Acquisition and Development (CLAD) Credential*, Dominican College 1998.
3. *California Multiple Subject Teaching Credential*, Dominican College, 1990.
4. *Masters in Buddhist Education*, Dharma Realm Buddhist University 1984.
5. *A.B. Religious Studies*, (Minor: Chinese), University of California, Santa Barbara 1975.

TEACHING EXPERIENCE

- | | |
|---------------|---|
| 2012 -present | <i>Title One Teacher</i> , River Oak Charter School |
| 2010 –present | <i>Curriculum development, reading assessment</i> , Instilling Goodness Elementary School. |
| 1998- 2010 | <i>Reading Specialist and Resource Teacher</i> , Oak Manor School. |
| 1997- 99 | <i>Student Teaching Supervisor</i> , Dominican College Teaching Credential Program. |
| 2013 –present | <i>Process Observer</i> , North Coast Beginning Teacher Project |
| 1997-98 | <i>Instructor</i> , Dharma Realm Buddhist University (Classroom Management, Educational Ethics, Beginning Chinese.) |
| 1994-99 | |
| 1982-1997 | <i>Co-Principal/Teacher</i> , Instilling Goodness and Developing Virtue Schools. |

1976-1981 *Principal/Head Teacher, Instilling Goodness Elementary School.*

OTHER WORKSHOPS AND TRAINING

English Language Learners “Focused Approach” Training

National Writing Project Summer Intensive

Vocabulary Development For English Language Learners

College Prep Math

Conflict Resolution For the Whole School Community

SIGNIFICANT PROJECTS AND ACTIVITIES

2007– 2010 Writing Cadre, Ukiah Unified School District.

2004- present Teacher Facilitator, Redwood Writing Project.

2003-2009 CELDT Testing Coordinator, Oak Manor School.

2006 Presenter, Ukiah Unified Inservice Training.

1995-present Board of Directors, Dharma Realm Buddhist University

1994- 2005 Board of Directors, Dharma Realm Buddhist Assoc.

Report on Teacher Evaluation for DVS 2014-15

Terri Nicholson, Julia Marks, and Janet Chaniot conducted teacher Evaluations at DVBS and DVGS. We will continue with more teachers during the 2015-16 school year. A total of thirteen teachers were observed. As previously agreed to, the process was as follows.

1. Pre-observation form. We asked teachers who were going to be observed to fill out the pre-conference information and return it by email prior to the classroom observation. The teachers were also asked to fill out a seating chart for the observer to have when she observed the class.
2. Lesson observation. The observer sat at the back of the classroom and observed and took notes on the lesson.
3. Post-observation conference. The teacher and the observer met for a conversation about the observed lesson. Usually this was followed by an email from the observer restating the important points that had been discussed.
4. Lesson Reflection Form. The teachers were asked to complete the lesson-reflection form and return it to the observer.

In general, we found teachers to be very receptive and positive about the experience of being observed and the opportunity to discuss their teaching with the observer. They were less enthusiastic about the paperwork and sometimes did not complete it. We still felt that the process was a beneficial one.

When the observers met to discuss their conclusions from this year of observations, the following points were made:

1. We would like to see more emphasis on group work. Many of the classes we observed were taught in lecture format. Small group activities allow for much more student participation and when students participate actively in the learning process they absorb the content more easily. "Think - Pair- Share" and "Discovery learning" are two examples of this.
2. Teachers need acknowledgement of the enormous amount of effort, time, and heart that go into their teaching. This was true even for those who had been teaching for a long time. Many times they felt lack of appreciation from the administration for the work they do. Some reflected that most of the energy goes into helping those who are new to the faculty. All teachers need feedback and encouragement.
3. We'd like to see the schools become proactive in building community. Teaching in secondary school can be a very isolating experience and it is important to take steps to help teachers feel that they are part of a community that supports and includes them. This is especially true with part time teachers who may come and go without interacting with any other faculty.
4. We also want to emphasize that the goal of the evaluation process is to encourage reflective teaching and the role of the observer is to facilitate rather than to judge.

Student Work Sample



Developing Virtue High School

Career Presentation

1. Name of Presenter (s) _____

Career Computer Engineer

What I learned about this Career:

- Hardware & software
- skills in math: algebra I, II, geometry, pre-cal and statistics, also include physics, fluent English.
- combine of electronic engineer & computer science

software: programming

hardware: to test the things that have been programmed.

2. Name of Presenter (s) _____

Career Business

What I learned about this Career:

- Make money.
- Meet different people
- IT IS EVERYWHERE
- COMMUNICATION SKILLS

→ creative

→ flexible

→

3. Name of Presenter (s) _____

Career Physician Assistant

What I learned about this Career:

- provide healthcare services typically performed by a physician, under the supervision of a physician.
- conduct complete physicals, provide treatment, and counsel patients.

4. Name of Presenter (s) _____

Career Anesthesiologist Assistant

What I learned about this Career:

- surgery.
- assist the surgeon.

5. Name of Presenter (s) _____

Career Pediatricians

What I learned about this Career:

- Examine children regularly to assess their growth
- give them treatment if there is a need
-

6. Name of Presenter (s) _____

Career Psychiatrist

What I learned about this Career:

- different psychiatrist
- treat or prevent disorder of the mind.
- different from psychologist.
-

7. Name of Presenter (s) _____

Career Business Intelligence Analysts

What I learned about this Career:

- Technologies → not as tedious as office job.
- Marketing → analyzing skills.

8. Name of Presenter (s) _____

Career Director

What I learned about this Career: Different kinds of director

- interprets scripts
- stage managements
- coordinate anything that relates to public entertainment.
- salary depends on what you major in.

/ music
 / art
 \ movie.

Signed _____

Student Work Sample

Developing Virtue High School

Career Presentation

1. Name of Presenter (s) _____

Career Computer Engineer

What I learned about this Career:

- Hardware and software
- Need a lot of math and physics
- Hardware: testing
- Software: build

2. Name of Presenter (s) _____

Career Business: market manager

What I learned about this Career:

- improve communication skill and personality
- promote, find business partner, satisfy consumers
- formulate, direct and coordinate
- active listening, problem solving, critical thinking, persuasion
- Bachelor

3. Name of Presenter (s) _____

Career Physician Assistant

What I learned about this Career:

- Undergrad and two year program
- may be nurse first
- know how to solve problems, quick thinking
- dependable, work in teams
- Not on call & more flexible
- at least bachelor, master good too
- salary \$90,000 per year

4. Name of Presenter (s) _____

Career Anesthesiologist assistant

What I learned about this Career:

- listen without interrupting, problem solve
- assist surgeons & non-surgical procedures
- pay attention
- stress tolerance, dependability, attention to detail
- master degree or up
- average salary \$90,300

5. Name of Presenter (s) _____

Career Travel Photographer

What I learned about this Career:

- Solo Job: Just you and scenery
- Take pictures and sell them
- Wedding photographer, etc.
- see what others can't see
- finding beauty
- no degree, just need to know how to take pictures
- Salary \$0: no constant pay unless professional

6. Name of Presenter (s) _____

Career Psychiatrist

What I learned about this Career:

- different kinds but all prescribe medicine and diagnose
- Treat mental, emotional, or behavioral
- know medicine, theory, math, English, customer service
- not interrupting, communication, problem solving, attention, memory
- dependable, integrity
- Need at least 12 years
- salary \$173,330

7. Name of Presenter (s) _____

Career Business & Director

What I learned about this Career:

- Business, Intelligence, Analyst
- Analyze trends
- managing and other stuff
- sales and marketing
- Director:
 - stage, motion pictures, television, radio
 - conduct rehearsals, stage management
 - supervise camera, light, sound
 - communication, music, dance, computers

8. Name of Presenter (s) _____

Career _____

What I learned about this Career:

Signed _____

Student Work Sample

1) I ~~was~~ Learned the Best ever Method for studying. Cornell notes I plan on using this method and apply the 5 steps.

2) I saw plan on applying the technique about multiple choice questions. Using the check, plus, and minus sign.

3) I also plan on using Grace's method for studying for a test. I plan on studying for three hours and take regular breaks.

Student Work Sample

Ms - and you can be
doing a lot of exploring
and thinking about
your future
Now!

This class was interesting. it went by quicker than I thought. one reason might be that I didnt just learn about myself but I learned about my peers. Though not everything intrigued me as much as others I still thouroughly enjoyed this course Great - I did too!

I actually encountered some life lessons during this period of time. I used to think that I had such a long time before I became an adult but it is only getting closer and closer till I get into college. You can say that Im actually pretty lazy. I can barely make my bed and wash the dishes let alone study. sometimes I cant help but think that theres no hope for me. so I guess I learned ALOT this semester this class opened my eyes to life while worrying my butt to jelly, I enjoyed it.

There is no such thing as lazy... just ~~be~~ unmotivated! Decide on some goals and begin planning. Your education and future is up to you! Maybe we can talk in the fall - Ms. D

Student Work Sample



START CHECKLIST



1. Complete this Checklist.



2. Make appointment with campus counselor.



3. Meet with counselor and select courses.

I KNOW

my career direction.

I want to get the education and training to move forward in this career direction.

Director-stage-industry television
Which classes should I take?

- Multimedia
- English language
- music, dance
- visual arts, drama
- computer & electronics

I'M NOT SURE

about my career direction.

I am interested in several careers including:

*Directors stage, motion picture television
Business Intelligence
Analysts*

Which assessments will help me find my career direction?

Which classes should I take?

I HAVE NO IDEA

about my career direction.

I will continue to explore my options.

I will try some additional assessments...

Which classes should I take?

MY LONGTERM EDUCATIONAL GOAL IS TO:

- Complete a Certificate
- Complete an Apprenticeship Program
- Earn a 2-year Associate Degree
- Earn a 4-year Bachelor Degree
- I plan to continue in the CA Career Café and EXPLORE the Career Pathways.

QUESTIONS I WANT TO ASK A COUNSELOR:

Why do most people not have a job related to their major?

in college -

NEVER UNDERESTIMATE THE POWER YOU HAVE OVER YOUR OWN FATE.

Developing Virtue Boys and Girls High School

Career Exploration Program

Student Feedback

Directions: Circle the number that best describes how you would rate the importance of the following Career Exploration Components.

1. Attending the Career Exploration Workshops.

5	4	3	2	1
Very Important	Important	Okay	Somewhat Important	Not Important

2. Learning about my Values, interests, skills and personality and their importance in choosing a career or career pathway

5	4	3	2	1
Very Important	Important	Okay	Somewhat Important	Not important

3. Learning about careers that I am interested in exploring.

5	4	3	2	1
Very Important	Important	Okay	Somewhat Important	Not Important

4. Attending a counseling appointment to discuss my interests, skills, values, and personality along with careers that I have been exploring.

5	4	3	2	1
Very Important	Important	Okay	Somewhat Important	Not important

5. Comments?

I hope to gain a deeper understanding of my interests, which I have

Developing Virtue Boys and Girls High School Career Exploration Program Student Feedback

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Very Important	Important	Okay	Somewhat Important	Not important

4. Attending a counseling appointment to discuss my interests, skills, values, and personality along with careers that I have been exploring.

5	4	3	2	1
Very Important	Important	Okay	Somewhat Important	Not important

5. Comments?

I gained more knowledge on different careers and I had a great time exploring different options for my future careers.
I do wish there were some Art or Music workshops.

Developing Virtue Boys and Girls High School

Career Exploration Program

Student Feedback

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Very Important	Important	Okay	Somewhat Important	Not Important

4. Attending a counseling appointment to discuss my interests, skills, values, and personality along with careers that I have been exploring.

5	4	3	2	1
Very Important	Important	Okay	Somewhat Important	Not Important

5. Comments?

While I do think that attending a ~~counselor~~ counseling appt. is important, I don't feel that they've been helpful.

GRID ALTERNATIVES

Solar group and Developing Virtue Girls' Division High School volunteers installing solar systems
Community Service Sample 1



PHOTOS BY NATHAN DEHART-LUKIAH DAILY JOURNAL

Jin Jr Shi, Judy Zhu, Cheyenne PoorBear and June Tan install solar panels.

By Karen Rifkin
for Ukiah Daily Journal

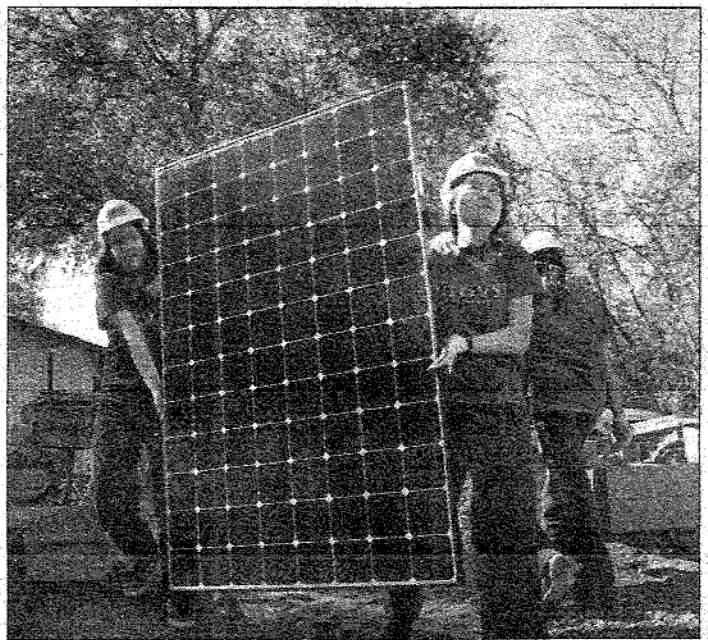
They're up on the house-top installing solar panels on a warm Friday afternoon, and Carla Gutierrez, a member of the Redwood Valley Band of Pomo Indians, is the grateful recipient of the work of GRID Alternatives, a non-profit solar organization headquartered in Oakland that installs solar PV systems for low-income families using a community volunteer "barn-raising" model.

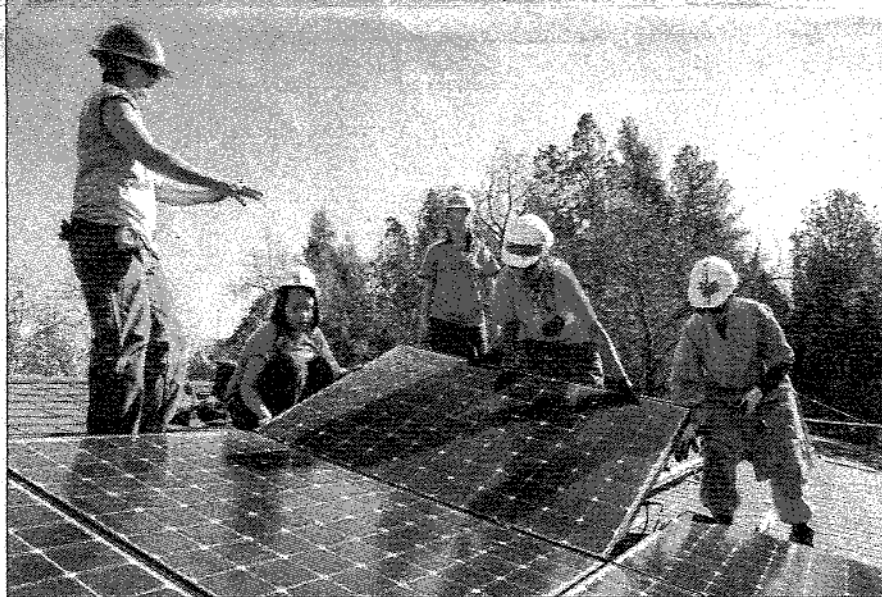
GRID has served 100 tribal families in the region since 2010, in partnership with 14 different tribes; in 2014, GRID launched a dedicated tribal program to provide solar power and solar job training in American Indian com-

third solar installation on the Rancheria and as funding permits, Redwood Valley hopes to install more solar for members.

This particular home's installation is being completed with the help of six young women from the Developing Virtue Girls' Division High School, the first all women's build for GRID's North Coast office. GRID is leading a National Women in Solar Initiative, in partnership with Sun-Edison, to bring more women into the solar industry and support them in their professional advancement.

Gutierrez, who is a disabled, income-qualified senior citizen, showed up for an informational program last August that tribal members were invited to attend. Of the eight





NATHAN DEHART-UKIAH DAILY JOURNAL

(Left) Cora Sexton, solar installation supervisor with GRID, directs the placement of a solar panel atop a home. (Left to right) June Tan, Judy Zhu, Cheyenne PoorBear and Jin Jr Shi.

Grid

FROM PAGE 1

"\$500 a month for my all-electric system, sometimes as much as \$900 a month."

After installation is complete, she will have a 5kW solar photovoltaic system that will work seamlessly with what's already there. "It is a grid tied system," explains Maggie Graham, North Coast outreach and volunteer coordinator.

"Her home is still connected to PG&E. She will produce her own electricity using the solar and will have PG&E as a back-up. It's designed to cover 70 percent of her usage from last year over an estimated lifetime of 30 years saving over \$40,000, bringing her bill down to about \$50 a month with a saving of over \$2,250 a year."

"Principal Jin Jr Shi of the Developing Virtue Girls' Division High School approached us," says Maggie Graham. "She found out about us online and brought her students to one of our two-hour orientations that teaches safety, the basics of solar and how it works and the installation process."

The installation began the previous day with protective boards placed temporarily at the edge of the roof. The morning's work

saw junior Mai Do, senior Michelle Lum, junior Kara Tan and junior Angela Wu learning to cut and splice four SnapNrack rails, each 13 feet 6 inches in length, to be placed on the roof to hold the solar panels in place.

Mai Do says she enjoys learning about the process of installation and learning from her supervisors; Michele Lum likes working with tools. "I don't get to do much of that; being able to come out here and volunteer has been really rewarding."

Kara Tan says, "Working with the supervisors helps me understand why they love their jobs so much," and Angela Woo likes the teamwork aspect of the build. "Every person's job is so important, and when we all work together, we can get it done," she says.

The rails were then hoisted onto the roof and secured by seniors June Tan and Judy Zhu with Jin Jr Shi, Cora Saxton solar installation supervisor and Cheyenne Poorbear, a native from the Lakota tribe, who is doing a year-long fellowship, on the job training with GRID.

Every few feet, in between each rail, is a 1x1 foot of metal flashing, secured under the shingles, that serves a dual purpose

of securing the unit to and allowing rain to move more easily off the roof.

June Tan says the work they are doing is good for the environment and that she loves helping others and Judy Zhu says, "Because our school is built on service to the community, it's a great opportunity for us and also fun to be in nature out here."

With six of the 18 panels in place, the afternoon's work is done, to be completed the following day. Tool buckets are hoisted by line back to the ground as the volunteers themselves descend a ladder.

"This is a wonderful opportunity for our girls. Part of the school's mission and student learning outcomes is to nurture environmental awareness in our students. Currently, education is a very technological and classroom-based experience. Students have very little hands-on learning.

"This experience has taken them away from the screen, and that's a blessing. It's very good to serve. Part of this experience is to serve and get to know the community.

"It nurtures another part of the brain often neglected, and it is physical; the work requires them to be meticulous and to develop values, responsibility and teamwork."

Walk to Feed the Hungry 2015

Student Reporter: Maggie He, Class of 2018



The cool breeze of October welcomed the start of autumn, and the opportunity for change. It was on October 19th, 2015 that the annual Walk to Feed the Hungry event occurred in the busy city of San Francisco. Hosted by the Buddhist Global Relief foundation (BGR), these walks are initiated to promote awareness for world hunger and to encourage people to become an integrated part of the helping community. Over the years, BGR has been able to lend helping hands to thousands of people in hunger, and this year was no different.

The walk started in Gold Mountain Monastery, the very first temple that Venerable Master Hsuan Hua established upon arriving in the United States, although it has relocated from its original location from 1970. Everyone gathered there as the leader of the walk, Ayya Santussika and the founder of the Buddhist Global Relief, Venerable Bhikkhu Bodhi, made their speeches. Filled with excitement, the walk commenced. The first stop was the Buddhist Church of San Francisco where we got to learn about the rich history of Japanese Buddhism and had a chance to pay respects to the Buddha's relics. From there, we continued to the Vietnamese Association of San Francisco where we had the opportunity to hear chanting from both branches of Buddhism.

After a tiring but fulfilling day, we ended the walk at the Mindfulness Care Center, where we were able to meditate and reflect on ourselves, the world, and how we want to leave our mark in it.

River Cleanup and Moon Festival 2015

September 26, 2015



The Senior High said on Saturday they had picked up a significantly larger amount of garbage from the riverbed than they had last year, setting a new standard for the years to come.

Although volunteers surpassed DVAC's expectations of five to ten willing helpers, some key members were unable to show up, citing moon cake production as the sole reason. This year we expected 150 guests and exceeded that amount said DVAC's Vice President Ryan Liu

"It was crazy man, you know what I'm saying? We had the river clean up in the morning and then set up for the Moon Festival later that afternoon," he said.

The group set out at around 8 in the morning and trekked through waist deep water to remove debris that might impede the river flow. "I'm glad I made it this year. And I'm glad we made it back in time for lunch," proclaimed Rong-Zhou Li, who failed to help out last year due to a scheduling error. "Doing work feels good, everyone should care more about the environment."

Promptly after lunch, the crew began setting for the annual Moon Festival. With the stage put together and lights ablaze, they were finally done, minutes before the guest showed. First-year Ryan Liang was impressed by his peers' ability to stir in a modern twist into an event with relatively humble beginnings from ancient China.

"I thought the Sophomores' play was amazing - it truly blends the Boys' School flavor with an age-old story," he said. The potluck dinner began at 7:30PM and was followed by a donut eating competition and musical chairs, concluding with the play.

"What about my face painting, man?" cried William Seng.

"Hands down can't top this play," said Tony Yap.

I guess we'll have to wait till next year to find out.

We are extremely grateful to all of those who came to support the school with food and with their presence.

IGDVS FIVE YEAR PROJECTION 2016-2021

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Yearly Tuition (in \$) (2% growth)	3,850	3,850	3,850	3,850	3,850	3,850
No. of Students	202	209	215	223	230	238
# Day Students (4% growth)	129	134	140	145	151	157
# Dorm students (2% growth)	73	74	76	77	79	81
Total Tuition Income	778	803	830	857	885	915
Total minus 15% F. Aid	622	643	664	686	708	732
Other Income						
Summer Camp (2% growth)	29	30	30	31	31	32
Dorm Supervision income	65	60	55	50	45	40
General donations (2% growth)	51	52	53	54	55	56
Student scholarships - # waived	8	11	13	15	18	21
Student scholarships – total	30	40	50	58	69	81
Total Income (in thousands)	805	835	865	893	927	962
EXPENSES						
5000 - Payroll						
General payroll (3% increase)	505,815	520,989	536,619	552,718	569,299	586,378
Dorm payroll	45,000	46,350	47,741	49,173	50,648	52,167
Total 5000 - Payroll	550,815	567,339	584,360	601,890	619,947	638,546
5020 - Payroll Taxes	45,000	46,350	47,741	49,173	50,648	52,167
5030 - Medical Expenses	5,000	5,150	5,305	5,464	5,628	5,796
5035 - Medical Insurance	20,000	20,600	21,218	21,855	22,510	23,185
5040 - Workers' Comp. Insurance	10,000	10,300	10,609	10,927	11,255	11,593
5045 - Liability Insurance	1,200	1,236	1,273	1,311	1,351	1,391
5050 - Continuing Education	6,000	6,180	6,365	6,556	6,753	6,956
5100 - Textbooks	12,000	12,360	12,731	13,113	13,506	13,911
5110 - Instruct. Material/Supplies	10,000	10,300	10,609	10,927	11,255	11,593
5115 - Art Supplies	2,000	2,060	2,122	2,185	2,251	2,319
5116 - Musical Instruments & Supplies	1,000	1,030	1,061	1,093	1,126	1,159
5120 - Library Supplies	3,000	3,090	3,183	3,278	3,377	3,478
5125 - Newspaper/Magazine	1,500	1,545	1,591	1,639	1,688	1,739
5130 - Sports & Other Activities	6,000	6,180	6,365	6,556	6,753	6,956
5135 - Playground-Boy	0	0	0	0	0	0
5150 - Office Supplies	5,000	5,150	5,305	5,464	5,628	5,796
5155 - Copier rental	6,500	6,695	6,896	7,103	7,316	7,535
5160 - Student Food Program Supplies	9,000	9,270	9,548	9,835	10,130	10,433
5165 - Other Supplies for Food Progra	3,000	3,090	3,183	3,278	3,377	3,478
5170 - Summer School Expenses	6,500	6,695	6,896	7,103	7,316	7,535
5200 - Advertisement	2,000	2,060	2,122	2,185	2,251	2,319

5201 - Publication	0	0	0	0	0	0
5210 - Due & Membership	2,000	2,060	2,122	2,185	2,251	2,319
5213 - Academic Affairs	1,000	1,030	1,061	1,093	1,126	1,159
5215 - Legal & Professional	1,000	1,030	1,061	1,093	1,126	1,159
5220 - Postage	1,000	1,030	1,061	1,093	1,126	1,159
5230 - Repairs & Cleaning	10,000	10,300	10,609	10,927	11,255	11,593
5235 - Garbage Disposal Fee	0	0	0	0	0	0
5240 - Taxes & Licenses	1,000	1,030	1,061	1,093	1,126	1,159
5245 - Technology Support	5,000	5,150	5,305	5,464	5,628	5,796
5246 - Science Lab	10,000	10,300	10,609	10,927	11,255	11,593
5250 - Telephone	5,000	5,150	5,305	5,464	5,628	5,796
5260 - Transportation	8,000	8,240	8,487	8,742	9,004	9,274
5269 - Year Books	3,500	3,605	3,713	3,825	3,939	4,057
5270 - Utilities	50,000	45,000	40,500	36,450	32,805	29,525
5300 - Accreditation	3,000	3,090	3,183	3,278	3,377	3,478
		0				
Total Expense (in thousands)	806	824	843	863	884	906
Net Income (in thousands)	(1)	11	22	31	43	56