Developing Virtue Secondary School Self-Study 2019

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Western Association of Schools and Colleges
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Table of Contents

List of Tables ..... **v**

List of Figures ..... **v**

Preface ..... **vi**

Chapter I: Student and School Community Profile **1**

General Background and History 1
Ukiah – Local Community 1
Accreditation History 1
Mission Statement 2
Expected Schoolwide Learning Results 2
School Program Data 2
Academic and Co-Curricular Activities 2
Academic Competitions. 3
Co-Curricular. 3
Leadership/Student Government. 4
Clubs and Activities. 4
Online Instruction. 5
Demographic Data 5
School Enrollment. 5
Ethnic Groups. 6
English Language Learners (ELL) 6
Attendance. 6
Safety, Cleanliness, and Facilities 7
Staff 7
Teacher and Staff Professional Development 8
School Financial Report 8
Expenditures/Enrollment/Cost Per Student. 9
Analysis of Expenditures. 10
Types of Student Services Funded. 10
Parent Teacher Organization 10
Student Performance Data 11
PSAT/NMSQT 11
SAT Scores. 14
Advanced Placement (AP). 15
Post-Enrollment Data. 17
Matriculation Data (Last 3 Years). 17
Alumni Accomplishments. 17
Perception Data (SCCP) 18
Schoolwide Learner Outcomes 24
Summary/Conclusion 24

Chapter II: Progress Report **25**

A. Significant Developments 25
Curriculum. 25

Facilities. 25
Teacher Accomplishments. 26
Alumni Homecoming 26
Summary. 26
B. Critical Areas for Follow-Up 27
Teacher Evaluation. 27
Common Core Standards Curricula. 28
Summary. 29
C. Ongoing Follow-Up Progress Report 30
A1. Implement Schoolwide Action Plan for Effective School Development. 30
A2. Continued to Maintain and Increase Volunteers to Enhance Stable Faculty. 31
A3. Improved Science Laboratory and Library Research Resources. 31
A4. Improve Systems for Communications with All Stakeholder Groups. 32
A5. Establish Volunteer Substitute Teacher List. 32
Goal Formation Process/ Impact on Student Learning/ Targets Met/ Weaknesses. 32
B1. Plan Curriculum for Students' Academic and Character Development. 33
B2. Provide Teacher Professional Development and Instructional Assistance. 34
B3. Increase Assessment of Teacher and Staff Professional Development. 34
Goal Formation Process/ Impact on Student Learning/ Targets Met/ Weaknesses. 35
C1. Improve Student Services and Activities to Support Student Learning. 35
C2. Increase Student Involvement in Community Services, Cultural Awareness, and Real-world Applications. 36
Goal Formation Process/ Impact on Student Learning/ Targets Met/ Weaknesses. 36
D1. Create Unified Development Plan for School's Goal and Growth. 37
Goal Formation Process/ Impact on Student Learning/Targets Met/ Weaknesses. 38

Chapter III: Student/Community Profile—Overall Summary from Analysis of Profile and Progress Data 39
Critical Learner Needs 39
Critical Learner Questions 39

Chapter IV: Self-Study Findings 40
Category A: Organization for Student Learning 40
A1. School Purpose Criterion. 40
A2. Governance Criterion. 43
A3. School Leadership Criterion. 46
A4. Staff Criterion. 47
A5. School Environment Criterion. 50
A6. Reporting Student Progress Criterion. 52
A7. School Improvement Process Criterion. 54
Summary/ Areas of Strength and Areas of Growth. 55
Category B: Curriculum, Instruction, and Assessment 56
B1. What Students Learn Criterion. 56
B2. How Students Learn. 64
B3. How Assessment Is Used. 70
Summary/ Areas of Strength and Areas of Growth. 72
Category C: Support for Student Personal and Academic Growth 75

C1. Student Connectedness Criterion. 75
C2. Parent/Community Involvement Criterion. 79
Summary/ Areas of Strength and Areas of Growth. 80
Category D: Resource Management and Development 81
D1. Resources Criterion. 81
D2. Resource Planning Criterion. 83
Summary/ Areas of Strength and Areas of Growth. 84

Chapter V: Schoolwide Action Plan 85
Goal #1: Recruit, mentor, train, and assess volunteer and salaried teacher/staff. 85
Goal #2: Provide and assess effectiveness of PD. 88
Goal #3: All stakeholders of the school will continue to plan, support, and develop school curriculum and student services in alignment with school mission and schoolwide learner results (ESLRs). 91
Goal #4: The school will promote school improvement by enhancing organization of student learning. 94
Goal #5: Develop a more comprehensive character education curriculum and assessment based on the Eight Core Virtues. 96

Appendix A: School Review Process (Ongoing) 100
Introduction 100
Organization and Responsibilities 100
Schedule 101
Product Formats 101

List of Tables

Table 1. School Enrollment 5

Table 2. Ethnic Groups 6

Table 3. Average Daily Attendance by Grade Level (Percentage) 6

Table 4. Teachers' Credentials Statistics 8

Table 5. Expenditures/Enrollment/Cost Per Student 9

Table 6 Analysis of Expenditures 10

Table 7. IGDVS 11th Grade PSAT Score Results 12

Table 8. IGDVS 11th Grade PSAT Score Results ELL and NoELL, Girls and Boys 13

Table 9. Average SAT Scores of Graduating Class 14

Table 10. Average Scores for the New SAT 15

List of Figures

Figure 1. Percent of Total AP Students with Scores of 3+ 16

Figure 2. Perception of Student Respect 19

Figure 3. Perception of Student Friendship and Belonging 20

Figure 4. Perception of Students Shaping Their Environment 21

Figure 5. Perception of Support and Care By and For Faculty and Staff 22

Figure 6. Perception of Support and Care By and For Parents 23

Preface

The organization for WASC activities consists of the Leadership Team, Focus Groups, and Home Groups. The Leadership Team coordinates the process and provides resources where needed. The Focus Group collects, collates, and analyzes data. The Home Groups review and synthesize data.

Memberships in these groups are:

Leadership Team
Jin Jr Shi, EdD (Co-Principal/WASC Coordinator)
Douglas Powers (Co-Principal)
Heng Shun Shi (Core Teacher & Co-Chair Focus Group A)
Mr. Juan Gracia (Co-Chair Focus Group A)
Heng Yuan Shi (Co-WASC Coordinator)
Jin Xiang Shi (Core Teacher & Co-Chair Focus Group C)
Leonie Tan (Counselor & Chair Focus Group D)
Justin Hu (Teacher-Alumni & Co-Chair Focus Group C)

Focus Group A
Heng Shun Shi
Juan Gracia
Dr. Cheng Guan Koay
Dr. Victoria Patterson
Angela Justice
Amanda Shieh

Support Staff Group: Office/ Records
Leonie Tan (Human Resources Personnel)
William Koo
Yock Ling Tay
Jenny Chang-Chien
Tien Pham
Cri Utpala Nataindra

Focus Group B
Dr. Victoria Patterson (Humanities Chair)
Dr. Min Zhang (Science Chair)
Vivian Power/Heng Fu Shi (Foreign Languages Chairs)
Juan Gracia (Mathematics Chair)
Jin Xiang Shi (Physical Education Chair)
Teachers

Focus Group C
Justin Hu
Jin Xiang Shi
Randall Peterson
Yini Wang
Eric Schuman
Dr. Steve Setera

Focus Group D
Leonie Tan
Mark Levin
Wei Xue
Heng Yuan Shi
Dr. Jose Vega
Dr. Min Zhang
Dr. Shu Chu Chang

Home Groups

Student Services Support
Donna Farmer (School Nurse)
Dr. Steve Setera (Safety)
Candie Dickinson (Career & Wellness)
Heng Shun Shi (College Counseling)
John Pegan (Career & College Counseling)
Leonie Tan (College Counseling)
Jin Kai Shi (Wellness)
Allison Soong (Wellness)
Bobby Antalek, Jr. (Wellness)
Lupita Vives Lopez (Wellness)
Yini Wang (Tutoring)
Dr. Cheng Guan Koay (Tutoring)

Parent/Community Group
PTO
DRPx
Parents
Heng Dzu Shi (Dorm Supervisor)
Nakula Hertz (Dorm Supervisor)

Student Group
Associated Student Body/ Associated Student Council (ASB/ASC)

Chris Ruan (President)
Cindy Han (Vice President)
Emily Van (Co-Secretary)
Brisa Yepez (Co-Secretary)
Alice Aw (Treasurer)
Sophie Xue (11th Grade Class Representative)
Sola Long (10th Grade Class Representative)
Thuy Nguyen (9th Grade Class Representative)
Amy Liu (Junior High Class Representative)
Jane Zhang (Junior High Class Representative)
Reina Pitman (Junior High Class Representative)

Chee Hee Seng (President)
Bohan Zhu (Vice President)
Nuoyan Wang (Secretary)
Marvin Wang (Treasurer)
Gwynn Lim (12th Grade Class Representative)
Marco He (11th Grade Class Representative)
William Wang (10th Grade Class Representative)
Alston Liu (9th Grade Class Representative)
Andrew Yan (Junior High Class Representative)

DRBA Board of Education Group
Jin Fan Shi
Heng Liang Shi
Heng Yin Shi
Jin Yan Shi
Douglas Powers
Dr. Martin Verhoeven
Dr. Snjezana Akpinar
Dr. John Vu
Terri Nicholson (Advisory)
Jin Rou Shi (Advisory)

WASC Self-Study Timeline

Spring 2018	WASC Year-End Review: Focus on Action Plan
	Support Staff Group and School Leadership began collating Chapter One Data.
	School Leadership and Focus Group B Chair began collection and review of Chapter Two School Action Plan Progress Data.
August 2018	School Stakeholders (Teachers, Parents, Students, and Community Members) reviewed and discussed Chapter One and Chapter Two Draft Report. The group also deliberated the critical learner needs.
	Teachers by departments worked on Chapter Four: Curriculum, Instruction, and Assessment.
September 2018	School Stakeholders (Teachers, Parents, Students, and Community Members) reviewed and discussed Chapter Three: Critical Learner Needs and Chapter Four (B) on Curriculum, Instruction, and Assessment.
October 2018	Teachers, Staff, and Parents worked on a Chapter Four (A, C, & D): Organization for Student Learning, Student Support and Personal Development, and Resource Management and Development.
December 2018	School Stakeholders (Teachers, Parents, Students, and Community Members) reviewed and discussed: Chapter Three: Critical Learner Needs, Chapter Four (A, B, C, & D), and Chapter Five: Schoolwide Action Plan.
January 2019	Board of Education Members and School Leadership reviewed and adopted Self-Study 2019 for WASC Submission. Two Weeks of Stakeholders Final Review and Feedback ending February 4, 2019.
February 2019	Self-Study 2019 Submitted to WASC and Visiting Committee Members.

Chapter I: Student and School Community Profile

General Background and History

Ukiah – Local Community.

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, 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. According to the U.S. Census Bureau, the estimated 2018 population of Ukiah is 16,036.

The Ukiah Chamber of Commerce describes Ukiah: "The Ukiah valley, located in the heart of Mendocino County, is surrounded by mountains and redwood trees that provide year-round beauty for all to enjoy. We are an agricultural area with grape vineyards, pear orchards, family-owned ranches and small farms that provide produce to wine and retail interests as well as to our own Farmer's Market." Besides the focus on agriculture, the Ukiah community is supported by many local small-businesses, two accredited colleges, Adventist Health Ukiah Valley Hospital, and non-profit organizations, many of which have close connections with Developing Virtue Secondary School.

City of Ten Thousand Buddhas – The Campus.

Situated on the grounds of the City of Ten Thousand Buddhas (CTTB), a large Buddhist training monastery and international community (over 400 acres in size) in the rural outskirts of Ukiah, the Developing Virtue Secondary School (DVSS) educates boys and girls separately, creating an environment conducive to academic and personal growth. The school is housed in several two-story buildings on campus.

Each division has its own library and computer lab, and shares a science lab and a visual and performing arts complex that includes 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 (aka Confucius) Lecture Hall.

The campus also houses a monastery, a convent, the Dharma Realm Buddhist University (WASC accredited in 2018), a university library, a vegetarian restaurant, an organic farm, a senior center, a bookstore, and residences for families and boarding students. With landscaping 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 and farmland, the clean air and landscape of Mendocino County provides an ideal environment for fellowship and study.

Accreditation History

Developing Virtue Secondary School applied for accreditation and became a candidate for accreditation in 2004. Following the completion of a Self-Study in the spring of 2007, the school was accredited for a six-year term in 2007 and 2013.

Mission Statement

Our Buddhist schools, in partnership with parents, work 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 will contribute to making their community and the world a better place.

Expected Schoolwide Learning Results.

Graduates of Developing Virtue Secondary School:

1. Manifest the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility.
    a. Cherish life in all its forms, are responsible stewards of the environment and exercise frugality.
    b. Are confident, well-rounded persons who interact harmoniously with others and take responsibility for their own actions.
    c. Have 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. Have gained a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings.
    a. Have an appreciation and understanding of the fundamental teachings in Buddhist philosophy and ethics that inspire them to follow a life of integrity in accordance with their own philosophical or religious beliefs.
3. Have explored and developed their individual academic potential and talents in the humanities, sciences or arts.
    a. Have developed an enthusiasm for the pursuit of knowledge.
    b. Are prepared for success in college.
    c. Have the ability to think critically and analytically.
    d. Have developed their individual creative potential in thinking, expression and problem solving.
4. Express a multinational, global awareness and understanding; and show an appreciation and respect for a variety of cultures and religions.

School Program Data

School Profile

Academic and Co-Curricular Activities.

Students at Developing Virtue Secondary School enroll in an average of six academic courses (English, math, history, science, foreign language, Buddhist studies/world religions, and fine arts) per semester and participate in an average of four co-curricular activities. Some students, who are taking several AP or Honors courses in their senior year, will have five academic courses. In addition to the academic classes, they have a period of Meditation and a period of Physical Education. The school provides one hour of after-school tutoring daily organized by a tutoring coordinator and run by both students (peer tutors) and teachers. Tutoring may also happen during other hours of the day as needed by teachers and peer tutors alike.

Academic Competitions.

DVSS students compete in various competitions yearly: Poetry Out Loud, Scholastics Arts and Writing, Northern Association Chinese Competition, Model United Nations, Mock Trial, American Mathematics Competition, Mendocino County Science Fair, and others.

The Mock Trial team competes at the county level. High school students participate yearly in the Mendocino County Poetry Out Loud, a collaborative effort of the National Endowment for the Arts, the California Arts Council, and the California Poets in the Schools. Poetry Out Loud encourages high school students to memorize and perform poems, helping them to master public speaking skills, build self-confidence, and learn about their literary heritage. In the past years, DVSS students have won the competition at the county level and move on to the state competition later. The 2017 and 2018 Mendocino County winner and representative to the state finals: Denise Cao, Class of 2018.

Students may compete in the Scholastic Art & Writing competition independently or as part of their curriculum and extracurricular clubs and activities. In 2018, Maggie He (Class of 2018) was recognized as one of the national silver award winners in the poetry category for her winning poem titled: "10 Things I Know to Be True"

In the area of mathematics and science, DVSS students have also been recognized:
2015 Mendocino County Science Fair.
Leanna Duong (Class of 2017) - "Potato Powered LED" (Silver)

Chia-Yun (Klare) Hu and Guan Xiao (Grace) Yang (Class of 2016) - "Would Sound Waves Promote the Freezing of Water?" (Silver)

Peizhu Qian (Class of 2016) - "Angle Analysis of Multiple-line Intersections" (Gold)

2016 Mendocino County Science Fair:
Peizhu Qian and Leanna Duong - "Analysis of the Impacts of Cultural Changes through Interpretation of Hofstede's cultural Dimension Theory" (Gold)

2018 Mendocino County Science Fair:
Audrey Chan and Haiqi (Sola) Long (Class of 2021) -- "Eco-friendly Calligraphy" (Gold)

Co-Curricular.

Physical Activities: Presidential physical fitness challenge, weight training, track & field, volleyball, yoga, badminton, table tennis, soccer, and fitness dances. Intramural Competitions: basketball, soccer, volleyball, track & field and modified football.

Boys Division.
Basketball
(City of Ukiah Youth Basketball League) - 2016 semi-final; 2017 Champions and 2018 semi-final.

Soccer
(Ukiah Valley Youth Soccer League) 2016 and 2018.

Chinese
(Association of Northern California Chinese Schools in Bay Area) -
2015, 2016, 2017, 2018 Champions

Girls Division
Basketball (City of Ukiah League)
Track & Field (North Coast)

Visual and Performing Arts.

Arts classes are offered for both divisions. Students engage in a range of arts available on- and off-campus. Students' work is routinely displayed at the school and in a yearly art show. As part of the Theater Art classes, students prepare and perform a play during the school session. The Chinese Orchestra and Western String Ensemble (2018) perform for two major events on campus: Honoring Elders Day and Cherishing Youth Day, as well as to the Ukiah community in Churches, Senior Homes, and Adventist Health Ukiah Valley Hospital.

Boys Division.

Lion and Dragon Dances, Drumming, Chinese Orchestra.

2016: 12th Genting World Lion Dance Competition, Developing Virtue Dragon and Lion Dance Club was placed 23rd among 38 teams overall, with a score of 7.98 (Video)

2018: 13th Genting World Lion Dance Competition, placed 24th among 35 teams overall and crowned the Western Region Lion King Champion. (Rank #1 amongst six Western region teams with the total score of 8.41 points.)

Girls Division.

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). Guan Yin Dance 2018 (Video)

Leadership/Student Government.

Both divisions have an Associated Student Council, also called Associated Student Body, in which the president, vice president, treasurer, secretary, and class representatives are elected by the students in May every year. The student council meets weekly. During these meetings any student can bring up any matter that is of concern to them. This structure gives students an opportunity to express their needs and wishes and to allow them to take more responsibility for the school. There is also a weekly school meeting, attended by the principal, core teachers, and students.

Clubs and Activities.

DVSS students have organized various clubs throughout the years. New clubs may be formed yearly based on students' interests.

The Community Service Club has been involved in serving the homeless, helping the Mendocino Fire victims, and visiting convalescent homes. For the past three years, each grade level has planned an annual class trip that is educational and usually nature-oriented. Weekend trips have included camping, hiking, ropes course, and visiting museums. Another active club has been Children of the World whose main focus is fundraising for the education of girls in Uganda and other nonprofit organizations internationally. The yearbook club documents the yearly memories of the students. There are also tea club and meditation club that promote focus and tranquility amidst the busy student schedules.

As a small private school, DVSS students have many clubs and activities from which to choose and many in which be involved. The above are just captions of what the students experience outside the classroom. Also worth mentioning are retreats, events, and workshops hosted by the City of Ten Thousand Buddhas and Dharma Realm Buddhist University (such as the ones by Guqin master Dr. Wong and Buddhist economist Dr. Clair Brown), which are open to the public and participated by DVSS students. In fact, students are always learning to balance between academics and extracurricular activities, as good focus in both areas, although intricately connected, is essential in growing up to become a whole child.

Online Instruction.

Currently, the school does not offer any form of online instruction. Students have the option to take more advanced classes at Mendocino College. Typical classes taken are Calculus 3, Differential Equations, Linear Algebra or Chemistry 250. Some students also take courses from Brigham Young University Independent Study High School; National University Virtual High School; and Stanford University, John Hopkins, and Harvard University Extension and Gifted Programs.

Demographic Data

School Enrollment.

The next table shows school enrollment for the past three school years categorized by grade and by division (boys and girls). It is important to note that in the boys division, for the past three years, students accepted as English Language Learners (ELL) in the elementary were already mainstreamed by the time they entered 9th grade.

Table 1

School Enrollment

School Year	Boys Division						Girls Division						School Total
	9th	10th	11th	12th	Total	ELL	9th	10th	11th	12th	Total	ELL	
2015-2016	6	13	7	7	33	0	8	17	10	11	46	6	79
2016-2017	14	5	12	7	38	0	15	7	14	10	46	4	84
2017-2018	7	12	5	12	36	0	10	12	5	14	41	3	77
2018-2019	11	8	10	5	34	0	13	9	9	6	37	3	71

Ethnic Groups.

Following is a table showing the breakdown of the school population by ethnic groups. Asian population has traditionally been the group with the highest representation.

Table 2

Ethnic Groups

School Year	Boys Division					Girls Division				
	Cauca-sian	Asian	Native American	His-panic	Other	Cauca-sian	Asian	Native American	His-panic	Other
2015-2016	1	28	1	0	3	1	43	0	2	0
2016-2017	2	30	1	0	5	2	43	0	1	0
2017-2018	2	28	0	0	6	1	39	0	1	0
2018-2019	4	27	0	1	6	0	36	0	2	0

English Language Learners (ELL).

The school accepts young English Language Learners in Instilling Goodness Elementary School and provides them with ESL support, with the goal that these students will be fully integrated or mainstreamed with the rest of the students when they begin 9th grade. At this time, the school has not reached that point, as there are usually 2-3 students every year who still need ESL support during 9th grade.

In the section of Student Performance Data, PSAT results are disaggregated to differentiate between ELL and non-ELL. The results for ELL students are slightly lower in the English section, as would be expected, but still well above the national average.

Attendance.

Table 3

Average Daily Attendance by Grade Level (Percentage)

School Year	Boys Division				Girls Division			
	9th	10th	11th	12th	9th	10th	11th	12th
2015-2016	98%	97%	98%	95%	99%	98%	99%	99%
2016-2017	98%	97%	97%	94%	84%	98%	97%	96%
2017-2018	96%	97%	99%	94%	96%	96%	92%	89%

The school had excellent track record in attendance in both divisions. Attendance remains stable and excellent, maintaining 90+ percentages for the past years, except for a few. Due to small class size, attendance of one student may affect the monthly aggregation of daily attendance of students.

Safety, Cleanliness, and Facilities

As part of the City of Ten Thousand Buddhas, the school is supported by the "Buildings and Grounds" maintenance staff on campus for any repairs in the school facilities.

One important aspect emphasized at the school is community service. The school reaches out to Mendocino County and beyond, offering assistance in many ways. Students, teachers, staff, parents, and administrators take ownership of cleanliness in school. It is for this reason that the students have a weekly session for school and community cleanup, which further fosters responsibility, community, and unnoticed citizenship.

The school works closely with the Ukiah District Fire Department and invites the Fire Chief to regularly inspect the buildings and give fire safety demonstrations. Fire drills are held every semester; California Shakeout Day is conducted yearly as part of the earthquake prevention effort. Teachers attend CPR/First Aid training every other year.

The school campus has an active safety, security, and emergency-preparedness team that works closely with Ukiah public service officials on a regular basis.

Staff

Our staff is a group of dedicated volunteers and paid teachers from Mendocino County, CA, and other states; many have international backgrounds and manifold professional and teaching expertise. The volunteers also include resident monastics who teach meditation, ethics and religion, and Chinese classes. In addition, the school also has lay volunteers who come to the City of Ten Thousand Buddhas to immerse themselves in Buddhist study and practice. They have a calling to contribute toward education as a teacher, assistant, or auxiliary staff.

Following is a table showing the highest degrees of DVSS teachers for the past three academic years. Both the percentage of teachers with advanced degrees and credential have increased. There is an effort to recruit qualified teachers by degrees or credentials, but it is not the single denominator. In fact, a candidate who embraces the school's philosophy as well as the disposition to work with youth is also of equal importance. In the recent year, the school has recruited teaching faculty from Mendocino College who have years of experience teaching in the subject matter. The three recently recruited teachers also have high school and/or college teaching credentials.

Table 4

Teachers' Credentials Statistics

	2016-2017	2017-2018	2018-2019
BS/BA	15	14	11
MS/MA	12	12	15
PhD	8	7	9
Credential	4	4	7
Advanced Degrees	54%	58%	73%

Teacher and Staff Professional Development

The school holds periodic in-service days that are used as part for professional development. There are three in-service days before school starts and about once a month throughout the school year. Many teachers also attend professional development workshops outside the school through Office of Education of Mendocino, Sonoma, and Sacramento as well as Private School Professional Development Consortium. DVSS teachers have attended workshops related to the new math and English Common Core State Standards (CCSS), Chinese language, career development, and counseling; Physics conferences; and AP College Board workshops.

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 DVSS. DRBA provides all of the facilities that the school uses. 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. Cost per student is calculated by dividing total expenditures with K–12 student numbers. The expenditures cover payroll and payroll taxes, workers' 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.

Student enrolment has remained stable in the last three years. Yet, total expenditure and total cost per student have risen moderately to meet the needs and improve student learning and services over time. The school has been able to cover its operating costs through careful expenditure and support from donors as well as parent organization.

Expenditures/Enrollment/Cost Per Student.

Table 5

Expenditures/Enrollment/Cost Per Student

	2014-2015	2015-2016	2016-2017	2017-2018
Total Expenditures	$685,381	$704,605	$748,049	$777,291
DVS Enrollment	83	91	84	78
Total K–12 Enrollment	188	203	205	204
Expenditure Per Student	$3,646	$3,471	$3,650	$3,811
Annual Tuition	$3,780	$3,850	$3,850	$3,870

From the analysis, the school has been relatively stable in all expenditure categories. For a 4-year picture, the percent of annual tuition that goes to scholarships for those having financial need has been remarkably stable. The school offers about 25% for financial aid to students. Looking at the tuition scholarships offered every year compared to the annual tuition, it is found that during these years the school has actually granted scholarships to 15% - 22% of students.

Analysis of Expenditures.

Table 6

Analysis of Expenditures

	2014-2015	2015-2016	2016-2017	2017-2018
Total Expenditures	$685,381	$704,605	$748,049	$777,291
DVS Enrollment	83	91	84	78
Total K–12 Enrollment	189	203	205	204
Expenditure Per Student	$3,646	$3,471	$3,650	$3,811
Faculty and Academics Per Student	$2,741	$2,629	$2,593	$2,822
Expenditure minus Faculty and Academic Affairs Per Student	$1,142	$842	$1,056	$989
Annual Tuition	$3,780	$3,850	$3,850	$3,870
Scholarship Tuition Per Student	$802	$566	$575	$672
Scholarship Tuition %	22%	15%	15%	17%

Types of Student Services Funded.

The school offers the following student services:
Daily hot vegetarian lunch, issuance of student visas for international students, health clinic, referrals for health and psychological counseling, career and college counseling, personal counseling, academic tutoring, transportation for school activities, and transportation for boarding students who attend classes at Mendocino College or take SAT/ACT/AP tests.

Parent Teacher Organization

The Instilling Goodness Developing Virtue School's Parent Teacher Organization (PTO) has regular 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.

Parents attend PTO meetings; drive students to athletic games and on field trips; help with school facility maintenance, cleaning, and renovation on monthly work days; organize teacher appreciation activities and fundraisers; and in general, support the school in all activities.

Student Performance Data

Since the State of California has adopted the Mathematics and English Common Core Standards, the school has adopted those standards and has continued to offer professional development opportunities for the teaching faculty to gain proficiency with the curriculum.

The school understands that SAT, PSAT and Advanced Placement examinations provide only a partial measure of the academic performance of the student body. There are also ESLR portfolio analysis, College Board grade-level benchmarks, and teacher surveys that provide more comprehensive coverage of student achievement.

All DVSS students take the PSAT in their junior year and nearly all of the seniors have taken the SAT at least once by the time they graduate. Most of the students have also taken several AP tests by the time they graduate. All the 10th grade students also take the regular PSAT. And all 8th and 9th grade students take the newly established PSAT 8/9 test. All PSAT tests are administered in October of each year.

PSAT/NMSQT.

In terms of preparation, students take the PSAT/NMSQT in their freshmen, sophomore and junior years, so that they are familiar with the testing format. Freshmen actually take the new PSAT 8/9 test. Starting in 2015, the College Board changed the format of the PSAT test as a way to prepare students for the new SAT test. The PSAT has proven over the years to be a very good predictor of how students will fare on the SAT test.

The school does not require every student to take the SAT since it is optional for students attending community college and some four-year colleges. Although the school does not require all seniors to take this test, nearly 100% do end up taking it.

The table below shows how the students have performed with the new test format. The table pertains only to 11th grade students. In 2017, the school had a small 11th grade class with only 9 students; as a result, a few weak test results cause the average result in the table to be a little bit lower than in other years. In general DVSS students excel in mathematics, but are a bit weaker in English language skills. Nevertheless, for the past three years the percentiles for every grade are over the 75-percentile value in both Math and English.

PSAT % = the percentile rank of the students of the same grade and year. For example, 89 percentile means those students scored equal or higher than 89% of all the 11th grade students who took the test in the United States.

Table 7

IGDVS 11th Grade PSAT Score Results

Year	PSAT (1520 max)	EBRW (760 max)	MATH (760 max)	PSAT %	EBRW%	MATH%
2015	1219	578	641	89	79	91
2016	1260	612	648	91	87	91
2017	1178	574	603	79	76	79
2018	1298	624	674	91	87	91

In the next table, the previous data is categorized by gender and by English Language Learner group. A student is considered an ELL if his/her first language was not English regardless of nationality. The results are as expected: ELL students fall a bit behind in the English part of the test but are on par when it comes to mathematics. This is not a surprise since most of the ELL students come from countries with very strong math programs. For example, in the year 2015, the ELL students (boys and girls combined) are in the 72nd percentiles (they performed better than or equal to 72% of the students nationwide) while the non-ELL students are in the 89th percentile. For mathematics, there is no significant difference. This happens again in 2016 (82% versus 91%) and 2017 (75% versus 79%).

Table 8

IGDVS 11th Grade PSAT Score Results ELL and NoELL, Girls and Boys

Year		PSAT	EBRW	MATH	PSAT%	EBRW%	MATH%
2015	Girls-ELL (7)	1219	567	651	88	74	91
	Girls-noELL (3)	1300	623	677	96	90	96
	Girls-Total	1243	584	659	90	79	92
	Boys-ELL (3)	1117	517	600	82	67	90
	Boys-noELL (5)	1234	604	630	91	88	88
	Boys-Total	1190	571	619	88	80	89
	ELL-Everyone	**1188**	**552**	**636**	**86**	**72**	**90**
	noELL-Everyone	**1259**	**611**	**648**	**93**	**89**	**91**
2016	Girls-ELL (5)	1140	556	584	84	77	85
	Girls-noELL (9)	1276	646	630	93	94	90
	Girls-Total	1227	614	614	90	88	88
	Boys-ELL (6)	1297	603	693	94	85	96
	Boys-noELL (6)	1300	618	682	92	86	95
	Boys-Total	1298	611	688	93	86	96
	ELL-Everyone	**1225**	**582**	**644**	**89**	**82**	**91**
	noELL-Everyone	**1285**	**635**	**651**	**93**	**91**	**92**
2017	Girls-ELL (2)	1090	545	545	64	61	68
	Girls-noELL (2)	1085	550	535	69	71	65
	Girls-Total	1088	548	540	66	66	66
	Boys-ELL (4)	1230	583	648	88	82	87
	Boys-noELL (1)	1330	650	680	97	96	97
	Boys-Total	1250	596	654	90	85	89
	ELL-Everyone	**1183**	**570**	**613**	**80**	**75**	**80**
	noELL-Everyone	**1167**	**583**	**583**	**78**	**79**	**75**

SAT Scores.

The following tables represent the average SAT score of the graduating class for the past five years. The students, on average, have SAT scores that are between 200 and 300 points above the national average.

Table 9

Average SAT Scores of Graduating Class

Graduating Class		Verbal	Math	Writing	Total Avg. SAT
2013-2014	Boys	573	633	565	1767
	Girls	568	593	563	1723
	Total	571	597	562	1735
	Nation Avg.				1497
2014-2015	Boys	665	765	643	1997
	Girls	509	537	507	1601
	Total	587	651	575	1786
	Nation Avg.				1490
2015-2016	Boys	611	710	637	1659
	Girls	531	595	549	1675
	Total	562	639	583	1785
	Nation Avg.	494	508	482	1484

The school year 2016-2017 was the first year using the new SAT test format. The verbal and writing sections were combined into a new section called Evidence-Based Reading and Writing (EBRW). The old SAT test had a maximum score of 2400, while the new one has a maximum score of 1600.

Table 10

Average Scores for the New SAT

Graduating Class		EBRW	Math	Total Avg. SAT
2016-2017	Boys	446	457	1299
	Girls	610	680	1290
	Total	542	588	1294
	Nation Avg.	533	527	1060
2017-2018	Boys	646	703	1348
	Girls	662	675	1337
	Total	654	688	1342
	Nation Avg.	530	520	1050

Advanced Placement (AP).

Advanced Placement examinations measure a student's mastery of specific course contents. The College Board states, "*Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.*

The graph below shows five years of data at the school, state and global levels. It illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher.

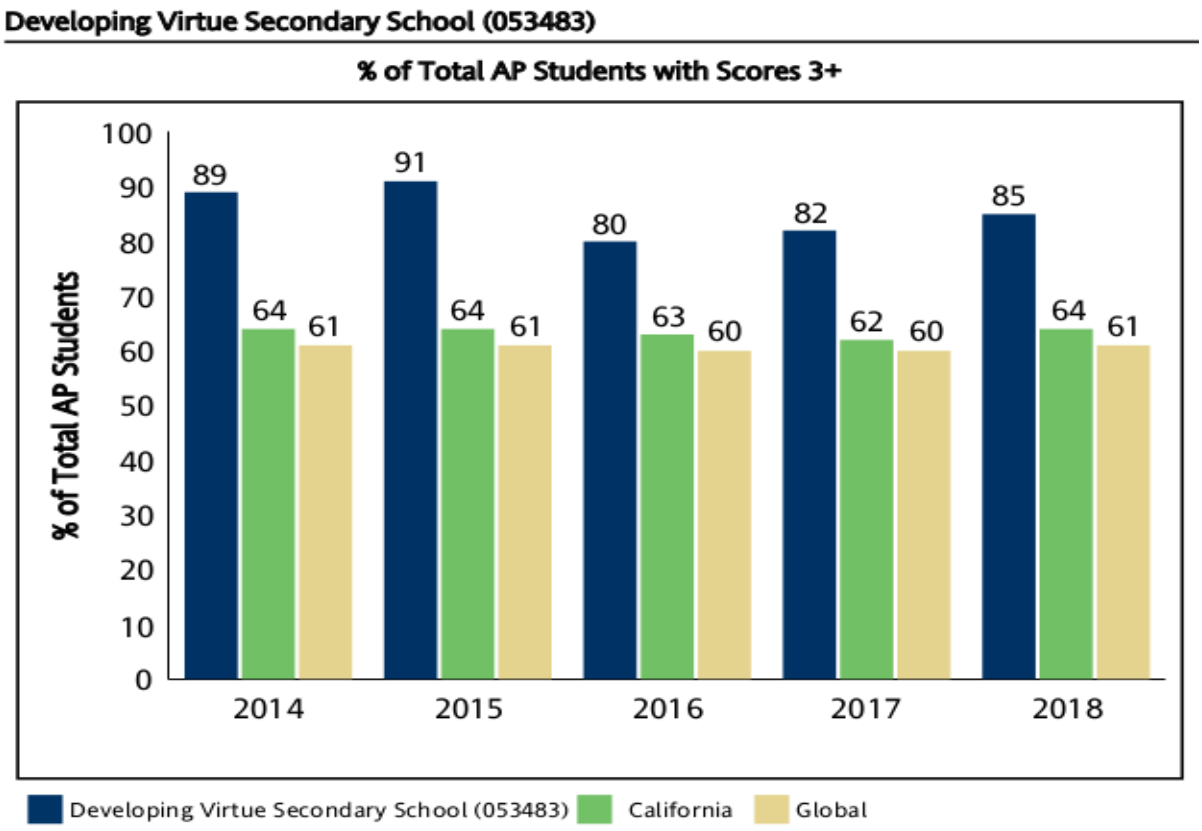


Figure 1. Percent of Total AP Students with Scores of 3+.

The following table provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher.

	2014	2015	2016	2017	2018
Developing Virtue Secondary School (053483)					
Total AP Students	55	57	65	50	53
Number of Exams	120	120	128	107	97
AP Students with Scores 3+	49	52	52	41	45
% of Total AP Students with Scores 3+	89,1	91,2	80,0	82,0	84,9
California					
Total AP Students	354.227	372.502	396.254	416.758	421.851
Number of Exams	668.479	707.509	749.392	791.238	796.100
AP Students with Scores 3+	227.801	237.063	247.846	259.641	268.112
% of Total AP Students with Scores 3+	64,3	63,6	62,5	62,3	63,6
Global					
Total AP Students	2.352.026	2.497.164	2.625.319	2.762.293	2.813.460
Number of Exams	4.199.454	4.516.044	4.741.566	5.006.273	5.100.240
AP Students with Scores 3+	1.442.136	1.515.264	1.583.115	1.666.078	1.725.471
% of Total AP Students with Scores 3+	61,3	60,7	60,3	60,3	61,3

Throughout the past five years, the percentage of DVSS students getting a 3 or above in one of the tests has been fairly consistent, always between 80 and 90%, compared to 60% nationwide and global schools.

It is important to note that the school has an open-door policy regarding AP subjects. Anyone fulfilling the prerequisites is welcome to take the class. In fact, by the time they graduate 90+ % of the students have taken at least one AP test.

Post-Enrollment Data.

For over the past ten years all of the DVSS graduates have been accepted into colleges and universities. The school has an alumni body deeply connected to the school. Every year, alumni return to volunteer their time in the school summer camp, which is held on campus and is organized primarily by graduates and current students. Alumni help in the dorm; some of them take a year off and come to volunteer as teachers. The school website and online surveys used to communicate with stakeholders have been developed by an alumnus. In addition, DVSS alumni organize periodic gatherings to stay in touch and support each other. The last alumni's gathering was in July 2018 in Crater Lake.

Matriculation Data (Last 3 Years).

2018 Graduates. Oregon State, University of Utah, Xiamen University (China), University of Nottingham, Taylor University, Mendocino College, UCLA, UC Irvine, Colgate University, Princeton University, Simmons University, Vanderbilt University, Wellesley College, Pennsylvania State University, Illinois Wesleyan University, and UC Davis.

2017 Graduates. UC Berkeley, UCLA, University of Nottingham, City College of San Francisco, Mendocino College, Seton Hall, Tufts University, and Tsinghua University (China).

2016 Graduates. Illinois Wesleyan, Cal-Poly San Luis Obispo, Harvard Univ., St. Louis Univ., Asia Pacific Univ. of Technology and Innovation (Malaysia), Monash University (Malaysia), University of British Columbia (Canada), University of Illinois, California Northstate University, and Simmons.

Alumni Accomplishments.

Random Sampling:

Maggie He (Class of 2018): "Feeling the stress of student life? Self-guided meditation may be the answer"

As a freshman, her article was published in the Number 1 ranking student newspaper at the University of Edinburgh.

Karmen Yap (Class of 2017): First Generation Attending College - ABCNews

Pam Qian (Class of 2016): Qian Wins International Technology Competition

Perception Data (SCCP)

The school uses the School as Caring Community Profile (SCCP) assessment created by The Center for the 4th and 5th Rs (Respect and Responsibility), located in SUNY Cortland's School of Education. Founded in 1994 by education professor and psychologist Dr. Thomas Lickona, its mission is to promote the development of performance character and moral character—excellence and ethics—in schools, families, and communities. It has trained more than 25,000 educators and parents from 40 states and 26 countries.

The SCCP survey measures, in several broad categories, the perceptions of the students about the school. The survey consists of 42 questions, with 25 items related to perceptions of students, and 17 items for perceptions of adults. It uses five-point Likert-type scale responses (Almost Never to Almost Always).

The charts in the following pages summarize the data from the SCCP surveys that are conducted yearly. The charts compare DVSS to a set of schools used by the creators of the SCCP assessment. Since they involve a small number of schools committed to Character Education, it is expected that their values are in the high range. For these charts, the answers to the questions are given a number value as follows:

1- Never
2- Sometimes
3- As often as not
4- Frequently
5- Almost Always

Note that some questions might be “reversed”, meaning that the 5 points are give to “Never,” 4 points to “Sometimes,” and so on.

In general, there was a descending trend during the years 2016 and 2017 that was reversed during the 2018 year. In 2018-2019, as part of this Self-Study, the school proposed the score of 3.5 as the benchmark to gauge school climate for future analysis. The school will also be sourcing and developing other forms of school climate and character development programs.

The first chart represents Perception of Student Respect. This chart was obtained by combining the answers to the following questions:

1. Students treat classmates with respect.
4. Students respect the personal property of others.
7. Students show respect for school property.
10. Students behave respectfully toward all school staff.
13. Students are disrespectful toward their teachers. (Reverse)
16. Students pick on other students. (Reverse)
18. Students show poor sportsmanship. (Reverse)
21. Students are disrespectful toward their schoolmates. (Reverse)
24. Students refrain from put-downs.

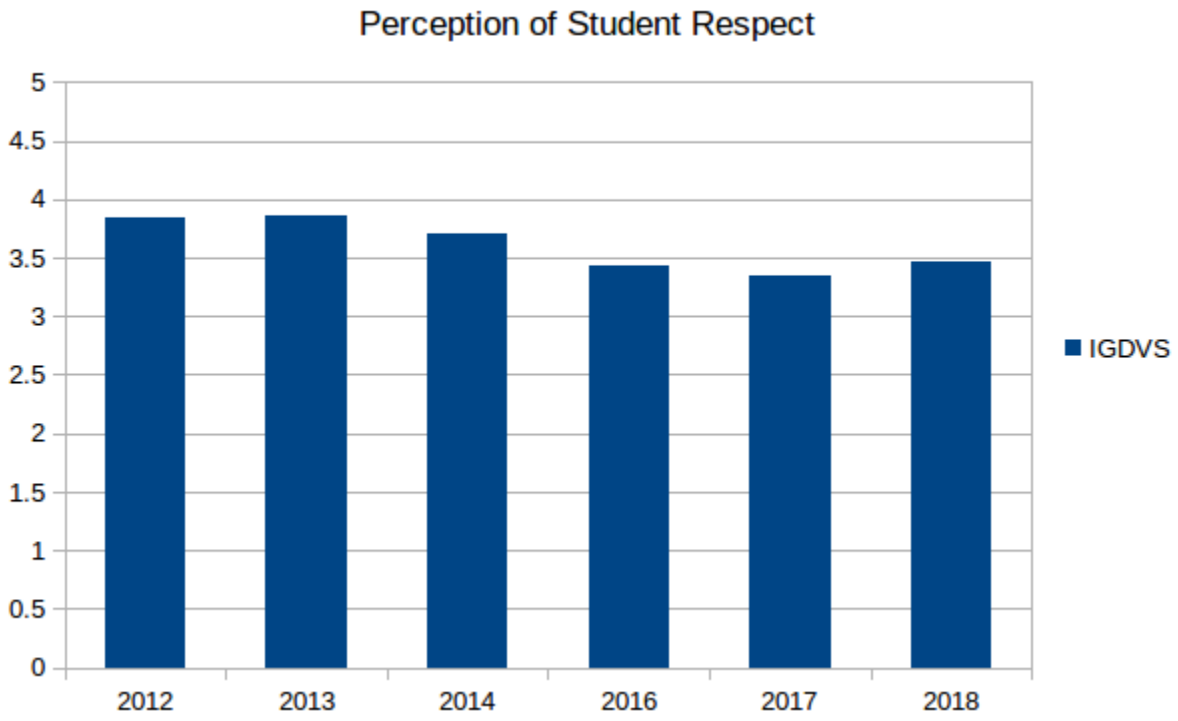


Figure 2. Perception of Student Respect.

The next chart represents Perception of Student Friendship and Belonging. It was obtained by combining the answers to the following questions:

2. Students exclude others because they are different. (Reverse)
3. Students try to comfort peers who have experienced sadness.
5. Students help each other, even if they are not friends.
11. Students work well together.
14. Students help new students feel accepted.
17. Students are willing to forgive each other.
19. Students are patient with each other.
22. Students listen to each other in class discussions.
25. Students share what they have with others.

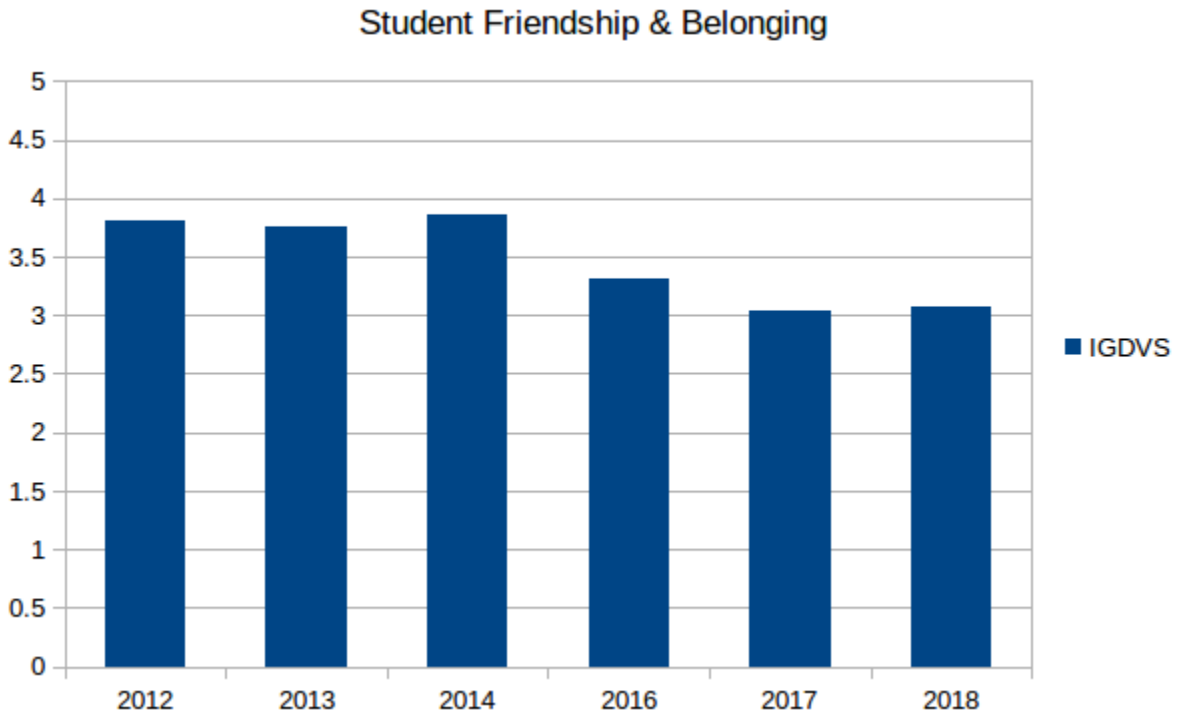


Figure 3. Perception of Student Friendship and Belonging.

The next chart represents Perception of Students Shaping Their Environment. It was obtained by combining the answers to the following questions:

6. When students do something hurtful, they try to make up for it.
9. Students try to get other students to follow school rules.
12. Students help to improve the school.
15. Students try to have a positive influence on the behavior of other students.
20. Students resolve conflicts without fighting, insults, or threats.
23. When students see another student being picked on, they try to stop it.
26. Students are involved in helping to solve school problems.

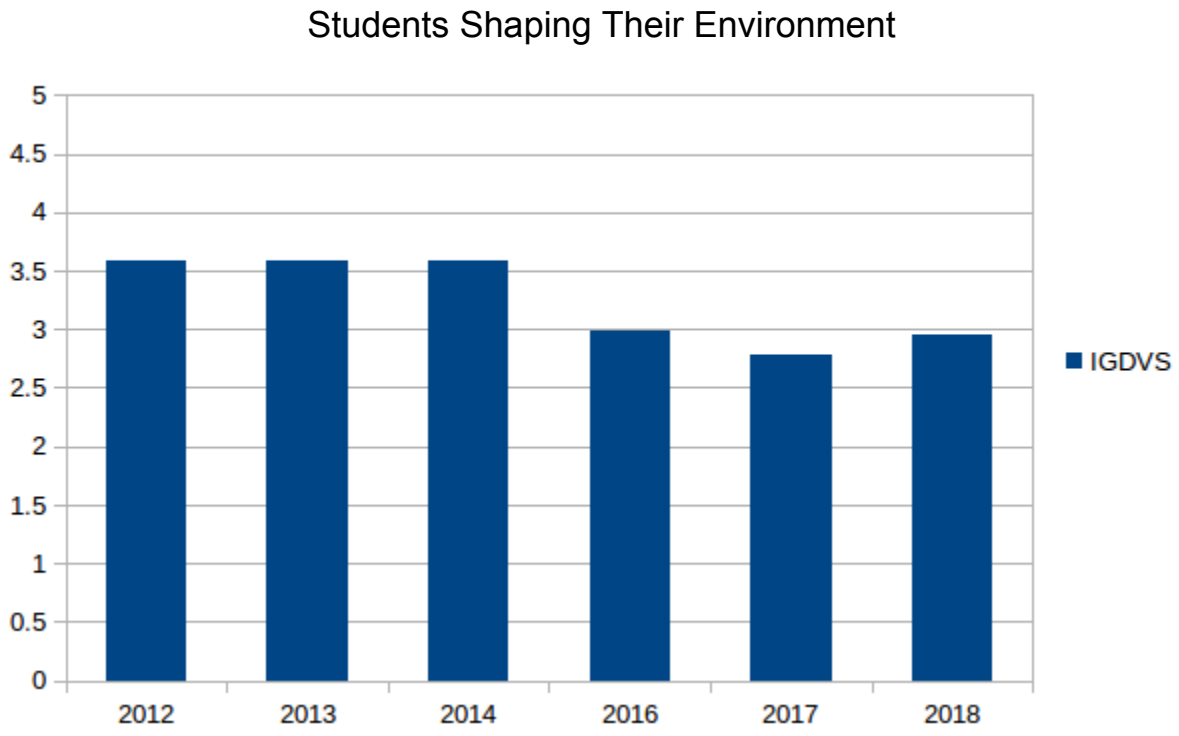


Figure 4. Perception of Students Shaping Their Environment.

The next chart represents Perception of Support and Care By and For Faculty/Staff. It was obtained by combining the answers to the following questions:

27. Students can talk to their teachers about problems that are bothering them.
31. Teachers go out of their way to help students who need extra help.
33. You can count on adults to try to make sure that students are safe.
37. Teachers are unfair in their treatment of students. (Reverse)
41. Parents show respect for teachers.
36. Teachers act in ways that demonstrate the character qualities the school is teaching.
29. All school staff act in ways that demonstrate the character qualities the school is teaching.
35. Faculty and staff treat each other with respect.
39. Faculty and staff are involved in helping to make school decisions.
43. This school shows appreciation for the efforts of faculty and staff.

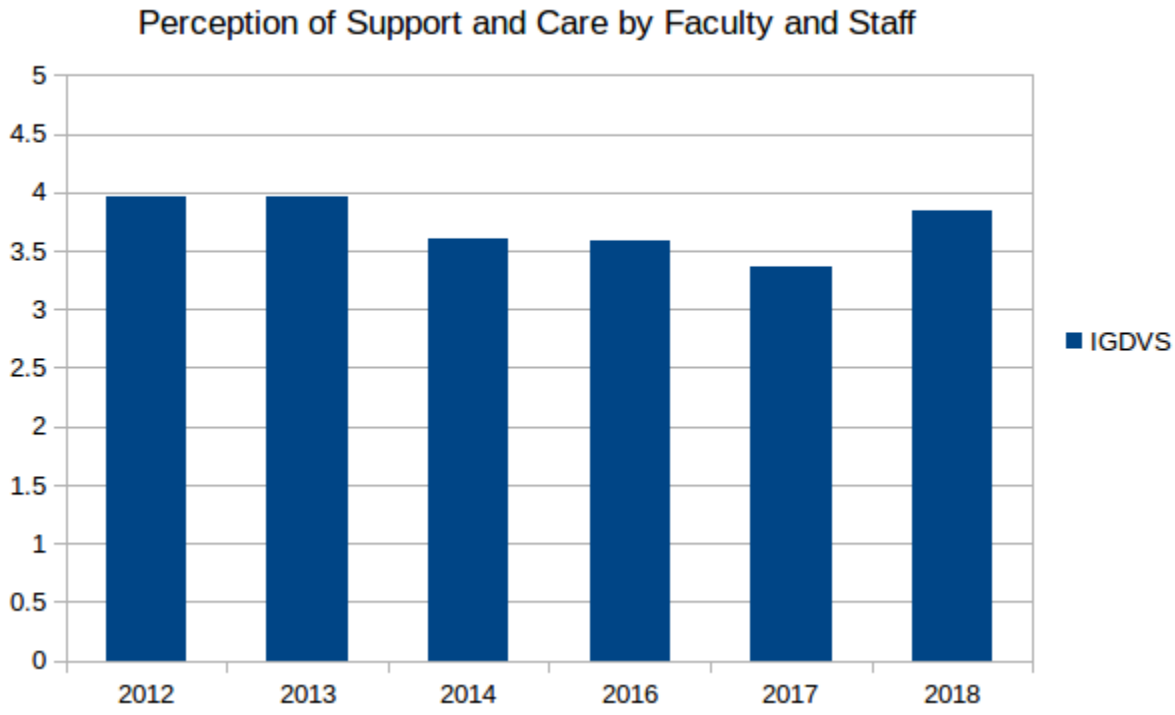


Figure 5. Perception of Support and Care By and For Faculty/Staff.

The next chart represents Perception of Support and Care By and For Parents. It was obtained by combining the answers to the following questions:

28. Parents show that they care about their child's education and school behavior.
30. Students are disrespectful toward their parents in the school environment. (Reverse)
32. Teachers treat parents with respect.
40. In this school, parents treat other parents with respect.
42. Parents display the character qualities the school is trying to teach.
34. This school treats parents in a way that makes them feel respected.
38. This school cares about the thoughts and feelings of parents.

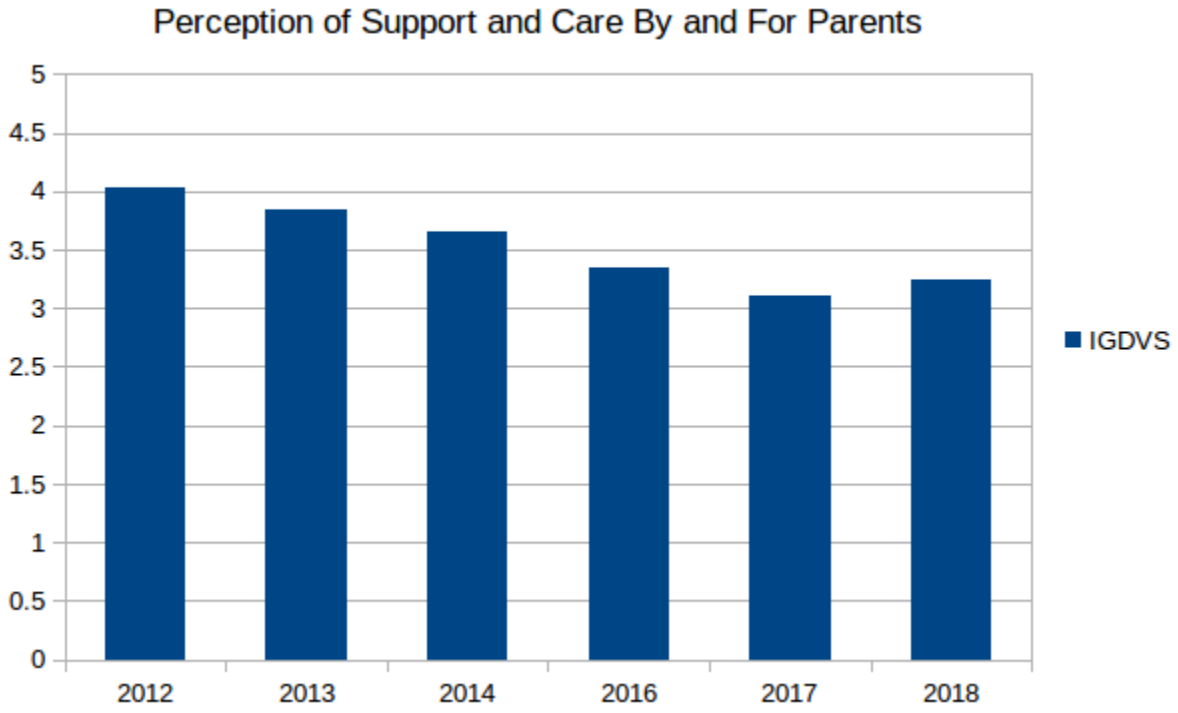


Figure 6. Perception of Support and Care By and For Parents.

Schoolwide Learner Outcomes

There is a general agreement among all the school stakeholders that from the school's Mission Statement and four schoolwide learner outcomes, the development of the Eight Core Virtues represents the foundation upon which the school wants to build to create not just academically strong students, but morally strong human beings.

The results from the SCCP profile in the previous section show that the DVSS needs to continue to improve in all aspects of Character Education that this particular tool measures. The goal for the coming years is for the school to find new ways to integrate the Core Virtues into the classroom and into the school life. The SCCP tool does not actually measure or evaluate the Eight Core Virtues of the school's Mission Statement. The school is in the process of developing new tools that will give a better assessment of the core virtues. Dr. Thomas Lickona, the person who has established the SCCP Profile as noted above, has provided the school with a new outline of a "Comprehensive Assessment Plan" that may be more tailored to DVSS's specific needs. The school's leadership is currently exploring how it might develop and implement such a plan in future years.

Summary/Conclusion

Developing Virtue Secondary School has been making steady improvement since the last two accreditation cycles and the present Self-Study. As a unique educational setting, the school has benefitted from the rigorous, organized WASC process. In this present Self-Study, DVSS reached another milestone. With the stability developed over a decade, this third cycle of accreditation work has invoked the need for deeper, continued reflection and deliberation of the school's mission and schoolwide learner outcomes.

In Chapter One, data revealed steady and incremental growth in academic achievement of the DVSS students. The school stakeholders, however, found the need for a stronger emphasis on the re-envisioning of spirituality, core virtues, and global awareness. As these topics have its timely and timeless significance for students to leading a meaningful and purposeful livelihood—more so in the current complex social, and geo-political, it is crucial that the school revitalize these areas as an integrated whole.

Chapter II: Progress Report

Developing Virtue Secondary School has made improvements in curriculum, facilities, educational resources, teacher professional development and support, student activities, and outreach events that impact student learning.

The school made significant developments in 2016-2019.

A. Significant Developments	Evidence
Curriculum. The school developed new courses: 1. AP Computer Science A 2. AP Computer Science Principles 3. Honors Discrete Mathematics & Applications in Medical Imaging 4. Honors Pre-Calculus 5. AP Biology 6. Chinese Orchestra II: Solo & Composition 7. Ethics in Religion & Philosophy (approved by the University of California (UC) - this was the only academic course that had not previously been approved by UC. **Facilities.** 1. School classrooms were added and upgraded with new flooring. 2. Streets surrounding the school, which are used for physical education, were repaved in the summer of 2017. 3. Basketball courts were repaved. 4. Landscaping was improved around the school buildings and the extended campus. 5. A labyrinth (completed summer of 2018) and parcourse is being built (began in Spring 2018). 6. The Boys Division gained two new classrooms in the former Library building (2018-19). 7. The Boys' community center was upgraded, and an outdoor pizza oven built by dorm students and staff (Spring 2018). 8. Girls' Division high school building was fully re-piped for drinking water and restroom was upgraded (Summer 2016) 9. Girls' Division dorm facilities were improved, with renovation of the community kitchen area, study hall, and commons area (new sofas and paintwork). (Summer 2016) 10. Three school vans were purchased making possible many local field trips and community service outings. (2016-18)	Syllabi Chinese Orchestra II AP Computer Science

Teacher Accomplishments. 1. One of the DVSS teachers was honored with National Board Certification and a teacher-administrator completed an EdD in Curriculum and Teaching from Teachers College Columbia University (May 2017). 2. Five out of six of the new teachers have either a master's or a doctoral degree, and significant experience in the area they teach. Two of them are credentialed teachers.	National Board Certificate Min Zhang Teacher Resumes Reed Smith Don Gaston
Alumni Homecoming. The school has begun to put more efforts in having alumni involved in school developments. A formal alumni survey is also being piloted. The school has received invaluable direct feedback from alumni.	Alumni Survey
Alumni have paid back by volunteering as teachers, teacher assistants, or staff during the school year and summer camp. One alumnus has been recruited to be staff on the school leadership team working on the upcoming WASC visit. Alumni have also served as advisors for various projects such as the science lab improvements as well as for the outreach team. More plans are on the way to offer mutual support back to the alumni in their post-secondary education and careers.	College & Career Seminars Flyer

Summary.

Training Model Citizens.

The priority of the school is to nurture students to have good characters, more developed spirituality, strong academics, and increased global understanding and perspectives. Overall school improvement is an ongoing process to create optimum learning and teaching environments for students and teachers.

Teaching Is a Sacred Calling.

As DVSS is a small private school, there are many opportunities to develop the school in multiple ways. However, the school's focus in the next accreditation cycle will be further development of empathetic kindness and compassion in DVSS administrators, staffs, and teachers. This is to strengthen their affirmation that work in education is more than a job, but more of a calling to benefit society. If it is successful, the school leadership envisions that the students will be truly inspired to lead meaningful, virtuous, and purposeful lives. Once they become established in virtues, the students will then see themselves as pioneers in making positive impacts in their communities, which is greatly affected by the chaotic world challenged by both natural and man-made disasters. The school's founder, Venerable Master Hsuan Hua, stated:

> "Sincerely devote yourself to educating the next generation. It's a sacred calling. If you can educate students so that they have developed moral characters and solid knowledge, they will become good citizens…. All of you teachers should teach the students as if they were your own children. Children are the resources of the nation, the foundation of the country."

In the last WASC mid-year review visit in April 2016, there were two critical areas that the visiting committee advised DVSS to follow up:

1) Continue to develop additional teacher evaluations to increase support for teacher improvements and; 2) Continue to implement California Common Core Standards and begin researching appropriate curricula to match the needs for the student population and school goals.

B. Critical Areas for Follow-Up	**Evidence**
Teacher Evaluation. The school through deliberation with the teaching faculty has established teacher evaluation to occur every two years. A teacher evaluation process has been implemented since 2013. It consists of pre-observation meeting, observation session, and post-observation debrief. Teacher shares a lesson plan and identifies the focus of the lesson. A two-year cycle schedule is set up for evaluation of a teacher. Evaluation is conducted by the principal with the support of experienced teacher-educators. 2016-2017: Jin Jr Shi and Vivian Power 2017-2018: Jin Jr Shi and Reed Smith 2018-2019: Jin Jr Shi, Min Zhang, Juan Gracia, Victoria Patterson, and Vivian Power Since the teacher evaluation process is still in its developmental stages, no particular trends were noted in the teacher evaluations that were completed. It is found that, teachers have a diverse range of strengths and weaknesses, ranging from classroom management, pacing and rigor, to supporting struggling learners, and differentiated instruction among others. Because teacher training has been focused on Common Core State Standards (CCSS) exploration and implementation in the recent three years, the CCSS are also emphasized in teacher evaluation among other topics. The training and implementation of CCSS ELA and Math have challenged teachers, but also offered new grounds for teacher and student explorations. It is noted that the school aspires to develop teacher evaluation that goes beyond conventional areas of emphasis, such as Marzano's four domains: "Classroom Strategies and Behaviors Domain; Preparing and Planning; Reflecting on Teaching; and Collegiality and Professionalism" (2017). Although these domains of best practices for teachers are essential, teacher improvement will include being exemplars of moral character in alignment with DVSS schoolwide learning outcomes. First discussion was held August, 2018. Further	Teacher Evaluation Folders Dan Barth Steve Setera Wei Xue Teacher Evaluator Resumes Min Zhang Vivian Power

deliberation on the spirit of teacher evaluation, its process, and outcomes is expected with DVSS teachers and all stakeholders from spring of 2019 onward.	
Common Core Standards Curricula. ***English Language Arts (ELA).*** An English Language Arts (ELA) Team was convened in August 2016. The team was formed as part of nurturing teacher leaders. Membership was by invitation by administrators and recommendations by teachers. The ELA Team met regularly throughout the academic year to plan for professional development sessions. The ELA Team then led six in-service sessions on CCSS Language Standards 1-6 from August 2016 through April 2017 for colleagues across grade levels and subject areas. The ELA Team met over five days to establish priorities for the English Language Arts section of the 2017-2019 School Action Plan in June 2017. The priorities were established based on WASC recommendations, analysis of student performance results on the PSATs, and analysis of student need based on teacher observations. The School Leadership Team and teachers approved the plan in August 2017. From August 2017 through May 2018, the ELA Team planned and led six professional development sessions based on the priorities articulated in the school plan: the Shifts in English Language Arts and the English Language Arts Habits of Mind. Instructional strategies to increase the use and comprehension of informational text and of text-based evidence in writing were topics of the in-services for colleagues across grade levels and subject areas. Strategies to develop corresponding Habits of Mind were presented and modeled. The ELA Team led teacher participation in the implementation of a plan to select grammar texts for piloting and adoption. A grammar text will provide the basis for the vertical alignment of English language standards expected to be taught and learned across the grades. Students' use of English language conventions in speaking and writing will thus be strengthened. In 2018-19, the Shifts in English Language Arts have been condensed from six to three. Of these three, two were the focus of professional development in 2017-18. Focus on all three shifts in ELA and on the English Language Arts Habits of Mind will continue. The selection of a grammar text for adoption and training for the	ELA 2-year Plan ELA Training PPT Aug 23 2017 Oct 30 2017 Pilot Schedule Pilot Timeline Textbook Review Pilot & Recommendation for Adoption

adopted instructional materials will take place in Fall 2018 and Spring 2019. In Fall 2019, collaboration will begin to vertically align grade level expectations based on the adopted grammar text and to plan for the implementation of schoolwide formative assessments in written English Language conventions the following school year. ***Common Core Mathematics.*** During the last three years the school has moved from evaluating and testing in the classroom the new CCSS math practices to fully adopting the new standards. After a year-long evaluation of different teaching materials, Eureka Math program was adopted. This program is widely regarded as one of the programs that more closely follows the math CCSS. The way in which Eureka Math has been adopted is as follows: All math teachers (K–12) use the corresponding math framework for their class as their main reference material. By using the framework issued by the State of California, teachers cover essential skills (in depth and breadth) for their course regardless of textbook and materials used. During math teacher meetings held during regular in-service days, the school's current focus is on providing teacher support. Teachers who regularly attend CCSS Math workshops in the Bay Area and beyond share novel teaching strategies and ideas in the adoption of CCSS Math Standards and Practices. In the process, teachers all share what worked and what did not work for them in the classroom. ***Next Generation Science Standards (NGSS).*** Many of the science teachers have attended NGSS training. The Science PLC team has begun exploring and implementing NGSS in their curriculum.	In-service Agenda Evidence NGSS PD Agenda 3.22.2018 NGSS PD Agenda 11.2.2018 Cert. of Attendance
Summary. The school has made improvements in the two critical areas identified by the WASC team in Spring 2016. Efforts are underway to develop a teacher evaluation process that is supported by widely-respected academic research, yet is relevant to the school's own ESLRs. The work on exploring and implementing the Common Core Standards will continue as DVSS teachers look into curricula materials for ELA, Social Studies, and Science.	

C. Ongoing Follow-Up Progress Report	Evidence
A1. Implement Schoolwide Action Plan for Effective School Development. The school made consistent progress on the schoolwide action plan for managing effective school development. ***Teacher Training.*** In-service training for teachers organized by the leadership team is conducted on a monthly basis. ***Being Data-driven.*** Student profile data are collected and analyzed through areas such as PSAT, SCCP, and AP scores yearly during in-service meetings. In 2017-2018, all stakeholders have participated in developing surveys for alumni and for parents and community members. The alumni survey was piloted in 2018-2019, pending a year later (in 2019-2020) will be the survey for parents and community members. The school has highlighted student survey data with stakeholders during end-of-semester WASC review. The school began to closely aggregate student survey data in 2017-2018 with the purpose of collecting longitudinal data for the next cycle of accreditation review. ***Recruiting New Talents.*** Ms. Leonie Tan, the school's human resources personnel, secretary, and college counselor joined the school leadership in 2016-present. Mr. Nakula Hertz, an alumni and a former member of the leadership team (2016-2018), has taken up the position of the Boy's Residential Hall Director, 2018-present. Ms. Lynn Zimmerman joined the school as advisor for the ELA implementation and teacher evaluation redesign. She is a teacher-educator, former principal, and curriculum director of Ukiah Unified School District. Justin Hu, an alumni, joined as WASC team member in 2018-present. Two Board of Education members joined in Fall 2018: Dr. John Vu and Jin Yan Shi.	Academic Calendar 2016-2017 2017-2018 2018-2019 Alumni Survey Student Survey 2017-2018 2016-2017 Resumes Leonie Tan Jin Yan Shi Lynn Zimmerman Justin Hu

A2. Continued to Maintain and Increase Volunteers to Enhance Stable Faculty. The school has continued to develop and implement recruiting, mentoring, supporting, and retaining volunteers to enhance a stable faculty. ***Orientation.*** An orientation guide for new faculty and staff was developed in 2015 and updated in the summer of 2018. ***Mentoring.*** Teacher mentoring for new teachers is ongoing. The Science PLC team also piloted a peer observation sequence in which it is an adapted Lesson Study Group. One of the emphases in the peer observation is in active learning. The science teachers drew resources from UC Berkeley's Transforming STEM Teaching Faculty Learning Program. Moving forward, this model will be further explored to foster collegiality in being reflective teacher practitioners for teachers of other subjects.	New-Teacher Orientation Guide Science PLC Summary
A3. Improved Science Laboratory and Library Research Resources. Further improvements were made to science laboratory and library research resources in order to align with the school's goals of improving students' knowledge and learning. ***Library.*** The library has been reorganized and has increased its book collection to include MENSA books and music CDs. Students have also obtained Mendocino College and San Francisco Public Library cards to expand their source of information access. The school's IT coordinator has refined educational website access while maintaining a filtered system. The librarians make additions to library collections yearly. ***Laboratory.*** There are new lab equipment and heating systems installed in the Science laboratories. Science teachers make additions to laboratory materials yearly. In the summer of 2018, storage cabinets and furnishings were added to create a better lab space for teachers and students. In Fall 2018, Flinn AP Environmental Science Kits were purchased to enhance the laboratory component of the course. ***Computers & Network.*** Computers and other devices have been added as needed to support	DVS Library Resources Library Acquisition Sample List 2016-2018 Lab Inventory for Science Resume Rui Liu

classroom instruction, library, and computer lab. They include computer upgrades, adding new printers, projectors, document readers. A new full-time volunteer, who is also a parent on campus, leads the school IT development. Six laptops (partial class set) were added to the science laboratory classrooms in Fall 2018. Network bandwidth for the school has been upgraded. Students have individual user accounts to save work, do centralized printing, and access their account from any computers on campus. Juniors and seniors have school emails hosted by Google Suite for education beginning Fall 2018. A few teachers also piloted Google Classroom for juniors and seniors.	Screenshot IGDVS Email users: For Teachers For Juniors
A4. Improve Systems for Communications with All Stakeholder Groups. ***Mid-Year & End-of-Year Reviews.*** Parents, staff, and stakeholders are invited to the school's mid-year and end-of-year reviews. ***New Mailing Lists.*** The school started creating Google Groups for parents, students, and teachers. ***New Website.*** The new school website was developed in February 2016 to make announcements of upcoming events/programs or news of student activities and accomplishments. ***Group.*** A self-organized parent-teacher-community member group named DRPx was formed in 2017-present. The group consists of successful professionals from the Buddhist community in Ukiah and Bay Area. The group's current goal is to outreach to alumni as a priority as part of the school improvement process.	teachers-all@igdvs.org dvgs-seniors@igdvs.org dvgs-juniors@igdvs.org www.igdvs.org Resume Dr. Kangyi Mao
A5. Establish Volunteer Substitute Teacher List. The school has a volunteer substitute teacher list for office staff at both divisions to improve effectiveness in the classroom.	Substitute Teacher List 2016-2019
Goal Formation Process/ Impact on Student Learning/ Targets Met/ Weaknesses. ***Work In Progress.*** The goal of developing formal procedures to address the school's action plan is an ongoing refinement process that is necessary for school improvement data tracking. In the course of the	

past two years, the school has increased consistency in data collection for short-term results and analysis, but will need to improve the system of aggregating longitudinal data as the school becomes a more data-driven organization for the purpose of improving student learning.

New Staff Members.

We have also increased professionals and resources, e.g. ELA and IT team leader, and science lab, IT, and library improvements. These experts and resources have enhanced the curriculum for students, improve efficiency, and increased professional development opportunities for teachers.

Outreach.

As part of "Organization for Student Learning" the school is expanding outreach to stakeholders by website, surveys, and small group meetings. In this way, the school has built a stronger community to have a greater impact on school development and student learning.

B1. Plan Curriculum for Students' Academic and Character Development.

The school plans, supports, develops, and aligns curriculum conducive to the students' academic and character development.

Common Core.

Since 2013, the school has implemented the Common Core Standards. The focus has been on implementing writing standards, covering argumentative, informative, and narrative writing genres. This was followed by exploration of the speaking, listening, and language standards.

ESLR Collection by Teachers.

Efforts to develop a schoolwide systematic assessment of ESLRs are underway. ESLR binders containing a range of student work are collected by the subject teachers. The process of ESLR collection that has been in effect for the last four years (2014-2018) and continuing in the current 2018-2019 school year is for the teacher of each course to show examples of lessons and assessments, along with several examples of student work, which address at least two of the four ESLRs each year. These are kept in a binder/folder by each teacher.

At the end of the 2014-2015, 2015-2016 (incorporated as part of WASC Mid-Term visit report), and 2016-2017 school years, all department chairs and administrative staff met to evaluate the student works that had been collected by all the teachers.

At the end of the 2015-2016 an ESLR Survey was also given to all the teachers in which they gave their own personal evaluation of the work they had done in addressing the ESLRs. This same ESLR survey was also given to the teachers for the 2017-2018 school year.

ELA Agenda
March 23 2018
September 27 2017
April 24 2017

Correspondence Implementing the New ESLR Collection Policy

Current ESLR Collection/Assessment Procedure (Aug. 2018)

ESLR Evaluation Summary Reports:
2014-2015
2016-2017

Results of ESLR Surveys:
2015-2016
2017-2018

Tutoring Services for All Students. Tutoring is hosted by teachers with the support of peer tutors. The collaborative organization of tutoring services has motivated students to participate in tutoring as tutees or tutors. Students have a safe environment to improve and enhance their learning. As a community of learning, tutors gather feedback from tutees in the form of a survey and ongoing communication. Tutoring feedback survey is refined overtime.	Tutoring Service Overview
B2. Provide Teacher Professional Development and Instructional Assistance. The school provides teacher professional development and ongoing instructional assistance needed in correlation to CCSS and ESLRs to ensure that teachers are making necessary changes to improve student learning. ***Training.*** Teachers attend training on- and off-campus, such as the ones in English and Math Common Core State Standards and Next Generation Science Standards. PLC sessions have developed teacher collaboration among the staff. Trainings were conducted in which teachers assess student works that align with the four schoolwide learning outcomes. The majority of the student work was found to be aligned with the academic outcome. More efforts to organize trainings dealing with the other three learning outcomes are expected. ***Standards.*** ELA Language materials were piloted in 2017-2018, but teachers did not find selections satisfactory. Another set of language materials is being tested in 2018-2019. With CCSS Math, the school has adopted and implemented Eureka Math materials.	Continuing Education 2015-2018
B3. Increase Assessment of Teacher and Staff Professional Development. Increase the assessment of teacher and staff professional development in order to provide intellectual, academic, and personal growth of teachers and staff. ***Teachers In-service.*** Review of teacher in-service agendas shows that in-service trainings were heavily weighted toward ESLR #3, academic achievement. The other ESLRs have been addressed in these in-service sessions, but the hope is to increase the attention to the other non-academic ESLRs. ESLR #2 (spiritual wisdom) in particular seems to need more attention in as part of the teachers' professional development.	Teacher In-Service Agendas Folder

Therefore, more professional development in all the non-academic ESLRs is expected in the future. ***Teachers In-service Feedback.*** An ongoing teacher professional development reflection template was introduced in 2015 and used to gauge effectiveness of in-house teacher professional development. In summer 2018, the school leadership began aggregating data from 2015-2018. Results show that teachers engage in questioning and reflection on the topic of training, relating that to their teaching practice and students. As the trainings have been predominantly on content and pedagogical topics, the responses correspond to primarily ESLR #3 (Academics). As trainings become more diversified and balanced, teachers will be engaged in reflection and questioning more on the themes of spirituality, core virtues, and global leadership.	Sample Teacher Professional Development Reflection Sheets Sample Aggregated Data Spreadsheet
Goal Formation Process/ Impact on Student Learning/ Targets Met/ Weaknesses. Teacher interactions and collaboration have helped to promote common goals and comradery. Through workshops and trainings, teachers have shared and enhanced their teaching techniques. This ensured students benefit from a focused and coordinated effort by teachers. Although the schools have trained teachers in all areas that promote the schoolwide learning outcomes, there still needs to be more focused effort in organizing opportunities in the areas of developing spiritual wisdom, core virtues, and global awareness. Moving forward, the goal is to have teachers guide students to learn the concepts and behaviors that align with all four ESLRs in all their classes.	
C1. Improve Student Services and Activities to Support Student Learning. The school has improved student services and activities that support student learning and achievement of ESLRs. ***Annual Student Survey.*** A student survey was developed in 2014 to gather feedback from students, and it is ongoing. Students have access to career guidance counselors, career talks, and field trips. They also keep a career exploration portfolio. ***Student Clubs & Activities.*** Students form clubs and organize activities through the student council (Associated Student Council - ASC) and support from principal, teachers, staff, parents, and community members One of the questions in the yearly student survey pertains to students' perception of the connection between clubs and activities with	Student Career Exploration Survey Samples Co-curricular Activities Student Survey: Aggregated Data 2017-

promoting the schoolwide-learner outcomes. The data from 2017-2018 shows that majority of the students perceived that there is excellent/average connections. Survey needs further refinement in terms of scales and consistent implementation is necessary to collect long-term data for evaluation.	2018 Hardcopies (3)
C2. Increase Student Involvement in Community Services, Cultural Awareness, and Real-world Applications. The school has increased 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. ***Cross-cultural Experiences.*** From Earth Day to the art of tea, from Hanukkah to international music festivals, DVSS students are taught to appreciate different cultures and religions from around the world not only in the classroom but through actual participation in real-world events.	ESLR 1 (Core Virtues): Joyously Giving: Growing Wholesome Roots ESLR 2 (Spiritual Wisdom): Hanukkah in Redwood Valley ESLR 3 (Academic): Free Clinic ESLR 4 (Global awareness): Boys School Russian River Cleanup Helping Valley Fires Survivors Participating in 2018 Parliament of World Religions
Goal Formation Process/ Impact on Student Learning/ Targets Met/ Weaknesses. Due to the efforts mentioned above, students have explored values outside of the classroom and see how everyday virtues are applied in the world. Students get to learn and have fun in activities and events through clubs and outings. The school has increased many on- and off-campus activities to promote the students' learning in all ESLRs. Through participating in community events, students appreciate different cultures as well as religions and spiritualities. With more awareness, students have learned to be mindful of the knowledge and tools they have gained in the classroom. To organize more roundtable debrief of the student experiences will be the next necessary step, fostering deeper appreciation, depth, and goal-setting for ongoing growth in the students.	

D1. Create Unified Development Plan for School's Goal and Growth. Following the development plan that was written in 2015-2016, the school made progress: 1. School finances have been sustainable from tuition, combined with donations, careful expenditures, and support from Dharma Realm Buddhist Association, the parent organization. 2. Student tuition was unchanged for the last three years. 3. School growth and financial sustainability: A five-year projection of school growth and budget (2018-2023) was submitted to and approved by the Board of Education. This projection guides the school's development toward financial sustainability. In order to remain sustainable, the school has increases tuition for two years, then maintain a relatively fixed tuition once sustainable, to keep the school affordable for local families. The plan projects a modest amount of donations and scholarship sponsorships. In this regard, an Outreach Committee was formed that placed a "Giving" page on the school website. The Committee aims to raise scholarships for needy students and has been exploring the possibility of matching grants. The Committee consists of faculty, parents, and alumni, who are now professionals in various fields. Publicity materials developed include upgrade of website by alumni and students, and postcards designed by students. 4. The Leadership Team reports school facility needs to the Master Planning and Facilities Committee of the City of Ten Thousand Buddhas (MPFC CTTB). During this cycle, the school has done extensive research to explore different options to upgrade the science facilities in particular, to a cutting-edge next generation science laboratory, providing environment for development of students with potential as young scientists and technologists. Options range from purchasing three modular classrooms that would serve Biology, Chemistry, Environmental Science, Physics, and AP Science courses at several million dollars, to renovating a classroom in a current girls' division building to address immediate issue of current science classrooms being too small to accommodate the larger girls' division class sizes. 5. In November 2018 a School Facilities Subcommittee was appointed by the Board of Education, to address both immediate and long-term needs of the entire school campus. This committee will focus on upgrading facilities to meet new	Financial Summary Giving to IGDVS Science Lab Exploration Presentation

regulatory guidelines while also enhancing the study environment. A new full-size soccer field for the Boys' Division costing at least $60,000 is on the drawing board of CTTB Master Plan, the resources of which would come from Dharma Realm Buddhist Association and other sponsorship. 6. Creating a Ten Year Strategic Plan: The Board of Education appointed two new members, one of whom is an experienced strategic planner. Prof. John Vu has been tasked to help the Board of Education, working with school administrators, to create a Ten Year Strategic Plan that will address all of the above areas. Members of the Board of Education are currently working on refining an initial draft plan.	

Goal Formation Process/ Impact on Student Learning/Targets Met/ Weaknesses.
The school has a unique financial structure as a nonprofit organization and has been financially viable since its founding in 1976 from tuition fees, donations, and parent organization's support. The school has made steady improvements within the financial capacity over the past years. For example, the school has balanced its budget, capped tuition, established an Outreach Committee, made small percentages of increase in teacher salary (following COLA) and offered scholarships. The school would benefit from strategic planning for increased development activities in the next accreditation cycle.

Chapter III: Student/Community Profile—Overall Summary from Analysis of Profile and Progress Data

Developing Virtue Secondary School was founded in 1981 at the City of Ten Thousand Buddhas. Since its inception, the school has graduated over 200 students. In the spirit of ongoing improvement, the school has embarked in two full cycles, and is undergoing its third cycle of accreditation.

In the course of the past five years, data shows that the school has made steady improvements in the organization of student learning; curriculum, instruction, and assessment; support for student personal and academic growth; and resource management and development. Yet, the school is determined to continue its efforts to promote students' academic, social-emotional, and spiritual growth.

Evidence and deliberation brought the school stakeholders to a common understanding that the schoolwide learner outcomes are timely and timeless. Yet, the students need enhanced nurturing in application and integration of the multiple modalities of living and being.

Critical Learner Needs

From reviewing the profile and progress data, the school's leadership team has identified the following critical learner needs that require students to synthesize, to develop, and to apply skills associated with all the schoolwide learner outcomes:

A. Self improvement: students use critical reasoning, moral principles (core virtues), and their inherent spiritual wisdom to live in accord with their highest standards.
B. Good relationships with others: students have wholesome relationships with others based on the core virtues, as well as loving-kindness, compassion, empathetic joy, and equanimity.
C. Benefiting the local community and the world at large: prepare students to be exemplars of good character (based on the core virtues) that have a positive impact on the constantly changing, interconnected world, and to also lead a balanced and purposeful life.

Critical Learner Questions

1. How could teachers and the school enhance the curriculum, so that students become leaders of positive change in this chaotic world
2. What will students' accomplishments be in blending academics and virtue entail?
3. How does the school better implement and assess students' performance in character and spiritual growth?
4. How could teachers and the school make learning more meaningful and purposeful?
5. How do we guide students to care for themselves and others in a society that is focused on competition, materialism, and self-centeredness?
6. How can we help students to have a balanced school life?
7. Does character education require spiritual education?
8. Should character assessment be included in the academic course?
9. How do we engage students in respectful discussions of gender, race & ethnicity, media, and the environment?
10. In assessment, how do you assess embodiment of virtues rather than just doing virtue deeds?

Chapter IV: Self-Study Findings

Category A: Organization for Student Learning

A1. School Purpose Criterion.	Evidence
Beliefs and Philosophy. Developing Virtue Secondary School has a mission statement since 2003, and four ESLRs that have remained the same, with minor modifications, since the last WASC site visit in April, 2013. There have been ongoing discussions, interpreting, teaching, and implementing the ESLRs for optimum student achievement. The ESLR rubric was refined from deliberation among administrators, teachers, parents, students, and staff in Fall 2017. *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 will contribute to making their community and the world a better place. *Ideals.* Instilling Goodness Developing Virtue Schools are founded on the ideals set forth in the teachings of the Buddha as well as of other religious, spiritual, and philosophical perspectives, conducive to the development of a whole and moral individual. Accordingly, courses in Buddhist Studies, World Religions, and Ethics are requisite for all students. Students of all faiths are welcome. ***Purpose, Schoolwide Learner Outcomes, and Profile Data.*** *Global Awareness Deliberation & Application.* The school's vision, mission, and schoolwide learner outcomes are found to be comprehensive, inclusive, and profound. The school's stakeholders continue to envision and explicate the mission and schoolwide learner outcomes in considerations of the student/ community profile data. From this process, the stakeholders have identified future global competencies necessary for the growth of students, teachers, and all stakeholders of the school community.	Mission statement and ESLRs (Outcomes) are posted in the school and on the school website. In-Service Agenda ESLR Rubric (original version) ESLR Rubric (current, Aug. 2017)

Overall Goals Unchanged. The school sees its goals as timeless and probably more relevant today than ever with so many younger people in search of philosophy and moral standards that are appropriate for modern times. ***Involvement of All.*** *Continuous Discussions.* The schoolwide community communication on the mission and schoolwide learner outcomes has been ongoing, but focused discussion took place in Fall 2017 at in-service meetings. *Annual Review of ESLRs.* The school leadership team and department chairs have also met yearly to review ESLR portfolios that have identified strengths and weaknesses in students' ESLR achievement. A pilot survey of teachers' conception of ESLR coverage has provided data for the past two years as an attempt to triangulate data. Focused discussion is further anticipated on the mission and schoolwide learner outcomes as the school moves to address the identified critical learner needs in this Self-Study.	ESLR Google Survey
Consistency of Purpose, Schoolwide Learner Outcomes, and Program. *Curriculum Consistent with Vision & Learner Outcomes.* For over ten years, the school has had a requisite one-year World Religions course and a one-year Buddhist Studies course for 11th–12th grade students that emphasize both the core virtues of the school, as well as an appreciation for the religions and cultures of the world. The school had also implemented a 9th grade Ethics in Religions and Philosophy course about five years ago. Previously the Ethics course did not qualify for approval from the University of California (UC), because it was a 9th-grade-level course. Two years ago in 2016, UC changed its criteria for approval. The school then applied for and received approval for that course from UC. That means that the school now has three specific courses (Ethics, Buddhism, World Religions) that target two of the school's most important student outcomes (ESLRs)—ESLR #1 and #2. *Unique Environment.* The school, nestled in a monastery setting, contributes to promoting the purpose of the school to nurture students to be intellectual, moral, ethical, spiritual, and globally aware individuals.	UC Approved Course: Ethics in Religion and Philosophy

Focusing on the Outcomes of Core Virtues, Spirituality, and Global Awareness. The school continues to have sessions on how to teach and assess the core virtues, spirituality, and global awareness included during the monthly teacher in-service days. According to a recent alumni survey that was filled out mostly by students who had graduated within the last 18 years, the school is doing well in all areas, but still needs further improvement on addressing the core virtues and global awareness.	
Communication about Vision, Mission, and Schoolwide Learner Outcomes. *Effective Publicity.* This information is stated on the school website, within the school as discussions with students, and during teacher meetings. There are also outreach efforts, as the school sets up information booths at major events hosted by organizations in Ukiah and other areas. The school publishes periodically in the Ukiah Daily Journal, Ukiah Recreation Magazine, and Sonoma/Mendocino Family Magazine. An ESLR poster decorates the classrooms. An ESLR poster contest is scheduled in the spring of 2019, so the students will have an opportunity to challenge their artistic skills and to commemorate a successful WASC Self-Study.	VegFest SF 2016 VegFest Sonoma County 2016 Ad #2 (2017) Ad #3 (2018)
Substantial Local Outreach. The students host two major events on campus: At the Honoring Elders Day in the fall and Cherishing Youth Day in the spring, each of which welcomes about a thousand youths and elders on campus yearly. The students attend many Ukiah community events such as in the arts and service-oriented activities whereby students are natural, outstanding ambassadors for the school. It is common to hear praise of students' unique qualities.	Outreach activities: Honoring Elders Day Cherishing Youth Day KMEC Radio Station Outreach to Homeless
Regular Review/Revision. *Consistent Improvement.* Since the school first received candidacy for WASC accreditation in 2004, the school's mission statement and ESLRs have been amended. From deliberation, the original phrase "making their community" was changed to the phrase "become outstanding citizens who will contribute to making their community and the world a better place." That was done during the school's annual review in which all teachers were welcome to offer suggestions on the ESLRs and Mission Statement.	

Ongoing Review. Since then, the mission and ESLRs have remained as the school leadership continues to ponder, envision, and decode these profound statements that has and will continue to impact the stakeholders of the school community.	

A2. Governance Criterion.	**Evidence**
Clear Policies and Procedures. *Becoming a Member of the Board of Education.* Administrative staff or current members of the Board of Education (Ed Board) will nominate a person or persons who would be good candidates to be on the Board of Education. Once they themselves (the Ed Board) come to a consensus on a candidate, they will bring it up in one of the bi-monthly meetings of the Board of Directors of the parent organization (DRBA). If the candidate receives a majority vote of the DRBA Board of Directors, then he or she will join the Ed Board. Technically, the Ed Board can act without the approval of the administrative staff of the school, but they usually will get their approval as well. Retired principals become members of the Board of Education; Heng Yin Shi joined in 2013 and is currently the secretary of the Ed Board. In Fall 2018, two members joined the Ed Board: Dr. John Vu, a lifetime educator with a background in Computer Science and Artificial Intelligence as well as a member of the Buddhist organization; and Jin Yan Shi, a monastic and a DVSS teacher for the past twenty years with a background in Asian studies. ***Pre-training of Potential Board Members.*** *Extensive Experience.* Ed Board members have an extensive amount of experience with regard to both education and the DRBA community. They attend and present at conferences regularly for their professional work. Currently each of the members of the Ed Board has about 20 to 30 years experience working in educational institutions as teachers and/or administrators.	Resume Heng Yin Shi Resume Dr. John Vu

Relationship of Policies. *The Board of Education Works in Concert with the Parent Organization DRBA Board of Directors.* The Board of Education supports and accords with the Board Members policy of the parent organization. The roles and responsibilities of the Board of Education are delineated in the Faculty/Staff and Parent/Student Handbooks.	Faculty/Staff Handbook (K–12)
Frequent Meetings. The leadership team meets frequently and the Board of Education meets quarterly and as needed. The current members of the Board of Education selected by the DRBA Board are: Jin Fan Shi, Heng Liang Shi, Heng Yin Shi, Dr. Akpinar, Douglas Powers, Martin Verhoeven, Jin Jr Shi, and Juan Gracia; and new members Dr. John Vu and Jin Yan Shi.	
Involvement of Governing Authority.	Resume Jin Jr Shi
Strategic Sounding Board. The Board of Education, with members of the academia and professional world, is well versed with the state of education in California and the U.S. They are informed of the school's operation and development. They serve as a sounding board for refinement of the school's vision, mission, and schoolwide learner outcomes.	Faculty/Staff Handbook (pages 6-8)
The school's stakeholders conceive the vision, mission, and schoolwide learner outcomes as a source of inspiration for many years to come.	
School Community Understanding.	Faculty/Staff Handbook (p. 6)
Transparency with Community. The structure of governance is contained in the digital copy of Faculty/Staff Handbook. It is accessible on the school's website for administrators, teachers, parents, and staff.	DRPx Summary Meeting Notes
Community Involvement. In Fall 2018, DRPx is a community organization made up of professors and Silicon Valley professionals who have come together to help the school. They host dinners and discussion sessions, run leadership and professional workshops, sounding board for career and college advising, and one member is teaching a course.	

Relationship to Professional Staff. *Faculty/Staff Handbook.* The structure of governance is contained in the digital copy of Faculty/Staff Handbook. It is accessible on the school's website for administrators, teachers, parents, and staff.	Faculty/Staff Handbook (p. 6)
Board's Evaluation/Monitoring Procedures. *Regular Reviews.* An annual report is provided to the Board of Education. During regular meetings with the Board of Education, the school leadership presents information from the yearly WASC reviews.	Sample Board of Education Meeting Minutes 2.28.2018 11.28.2018
Complaint and Conflict Resolution Procedures. *Effective Complaint and Conflict Resolution Procedures.* The school's complaint and conflict resolution procedure is delineated in the Faculty/Staff Handbook and Parent/Student Handbook. The school is exploring restorative practices to enhance communication of the stakeholders of the school community.	Faculty/Staff Handbook (sec. 7.13) Parent/Student Handbook (Grades 9–12) (sec. 5.24) Proprietary Program (Boys)
Evaluation Procedures. *Midyear and Annual Reports.* There are mid- and annual-reports presented to the Board of Education. The Board provides ongoing feedback for ongoing improvement. Any major issues that arise are brought up and resolved by the Board of Education.	Faculty/Staff Handbook (sec. 3-4)
Evaluation of Governing Authority. *Board of Education Well-Governed.* There is a reporting structure from Board of Education to DRBA, which governs this international organization. There has never been an issue with representatives on the Board of Education and the parent nonprofit organization (DRBA).	Faculty/Staff Handbook (sec. 3-4)

A3. School Leadership Criterion.	**Evidence**
Clearly Defined Policies.	
Policies are defined in the Faculty/Staff Handbook. Meetings are held regularly to discuss students' performance, school planning, and general issues. On teacher in-service days, new teacher orientation and end-of-semester reviews are held.	Faculty/Staff Handbook (sections 5 and 7)
Existing Structures.	
Clear Channels For Communication. Process of internal communication, planning, resolving of differences are established in the Faculty/Staff Handbook.	Faculty/Staff Handbook (sec. 7.13)
Communication can always be enhanced, as the school community extends to The City of Ten Thousand Buddhas, Ukiah, and the wider Buddhist community associated with the Dharma Realm Buddhist Association. With such extensive network of relationships, it is an honor to hear the voice of each and every stakeholder for the benefit of enhancing the education of the students. The school organizes two WASC reviews yearly; meetings with Board of Education; and student council and schoolwide meetings weekly. Even ongoing conversations in the hallways and offices are part of the communication culture.	Sample Presentation Slides Mid-Year WASC Review Final WASC Yearly Review
Involvement of Staff.	
Teacher Evaluations. On a strategic level, the school has initiated its teacher evaluations program. There are teacher in-service workshops that allow for faculty collaboration. Professional learning communities for science, math, and humanities have also been formed as part of this effort.	
Response Teams. When specific student learning needs arise, a team of relevant staff is assembled to help the student. The school has formed a Wellness Team in late Fall 2018.	Resume Candie Dickinson
Tutoring. The school has an after-school tutoring for all students to excel in their classes as well as to prepare for SATs and other career, counseling, arts, and leadership programs. To facilitate academic	Tutoring Coordinators Yini Wang Dr. Cheng Guan Koay

support for the students, the school has designated two tutoring coordinators, both DVSS teachers. *Extracurricular Activities.* Students have access to many extracurricular activities that are aligned with the ESLRs. ***Evaluation of Existing Processes.*** *Engagement through the WASC Process.* These semesterly WASC reviews and self-study reports every three years are a great incentive for the school and school stakeholders to review student learning and well-being. The school leadership team meets regularly to discuss processes and key policies.	Sample School Yearbook Sample School Leadership WASC Meeting Notes Leadership Meeting Minutes

A4. Staff Criterion.	**Evidence**
Documented Employment Policies & Training. The Faculty/Staff Handbook that was revised in Spring 2017 delineates employment policies and practices. There is also a new-teacher orientation process and packet that was developed in Fall 2016 and revised in Fall 2018. ***Qualifications of Staff.*** *Experienced.* All staff members are usually individuals who have served in the school as teachers for a long period of time, ranging from 5 to 30 years. *Dedicated.* Since the last WASC Self-Study, the school has recruited more credential teachers. Furthermore, given that there is a spirit of volunteer teacher as promoted by the school founder, the school considers candidates who are highly dedicated to making their contribution meaningful and purposeful for students, for that is the own reward. *Diversity of Ideas.* Our teacher population consists of lay people and monastics of immense diversity in professional backgrounds, work experiences, areas of studies and expertise, local and international experiences, and cultural heterogeneity.	Faculty/Staff Handbook (sections 5 and 7) New-Teacher Orientation Guide Sample teacher resumes 2016-2018 Daisy Guo Heng Yuan Shi

Continuous Training. Teachers are also given training support through in-service days, peer counseling, teacher evaluation programs, and online workshops and webinars. Teachers also participate in teacher training at Mendocino County Office of Education (MCOE), Sonoma County of Office of Education (SCOE), and the greater Bay area teacher workshops, e.g. College Board workshops.	Myphuongdo (Heng Yuan Shi) BTSA Evidence Individual Learning Plan
Maximum Use of Staff Expertise.	Mentor Observe Evidence Evidence Lesson Plan
Overview. The new faculty orientation guide provides new teachers/staff with a complete overview of the monastery, school, its resources, and operating processes.	New-Teacher Orientation Guide
Mentorship. Senior faculty members mentor and support the new teachers through the mentorship program. Teacher workshops are held to supplement the orientation guide, which is reviewed and updated every year as needed.	
Teacher Evaluations. In 2018-2019, the teacher evaluation team, which initially comprised the principal and retired teacher-administrators, to include teacher leaders, with significant time in the classroom, who are also department chairs. With this revised configuration of expert individuals, this team is entering the classroom to support, evaluate, and mentor their colleagues in the subject-matter they teach.	Teacher Evaluation Team Sample Resumes Dr. Victoria Patterson Vivian Power
Supportive Evaluations. The school envisions a teacher evaluation process that is not punitive, but is supportive of the teachers as growing individuals in subject-matter content, pedagogy, and spirituality. Efforts to create a more robust and meaningful process of supporting teachers to be lifelong learners in all aspects are underway.	
Defining and Understanding Practices/Relationships.	
Well-documented Handbook. The Faculty/Staff Handbook contains important information for administrators, teachers, and staff. All stakeholders are welcome to review and offer feedback on the organizational process of the school.	Faculty/Staff Handbook

Staff Actions/Accountability to Support Learning.	
An Agile Team. Given that DVSS is a small school with limited resources, regular staff meetings include discussions on a variety of operational issues and long-term planning. In addition to the normal tasks as a staff member to improve student learning and services offered, the school community comes together as a team to support students learning and well-being—whether it be tutoring, driving to an event, helping to coach basketball, substituting for a class, or assisting in various other office and extracurricular duties.	Meeting Minutes Science Chinese Language Mathematics
Technology-competent. Staff members are encouraged to share best practices. An example here is the adoption of Google Classroom through training given during the teacher in-service day earlier this year. Most, if not all faculty, have their own laptops or iPads. Classrooms also have wireless connections and projectors to allow for technology-based learning. Teachers are also offered the school email hosted by Google in Fall 2018.	Google Email, Docs, and Cloud Google Classroom Screenshots Khan Academy Screenshot
Support of Professional Development.	
Consistent Development. Professional development is carried out through school-sponsored workshops, in-service day sessions, faculty mentorship, school outreach, SCOE, MCOE, and College Board training. Budget for professional development on average has been $15,000-$17,000. Teachers' requests for training have never been turned down.	Teacher Professional Development Financial Records Continuing Education
Supervision and Evaluation.	
Rolling Out Teacher Evaluations. The school is in the process revamping the current teacher evaluation process as it is still an area for improvement. Teachers and administrators have begun an exploration of three teacher evaluation models: Marzano, Danielson, and TNTP (The New Teacher Project) Core Teaching Rubric, as a stepping stone to developing a teacher evaluation unique to the school's mission and expected schoolwide learning results. The school believes that ESLRs are not limited to students, but also caring teachers as professionals at expanded level of consideration.	DVS Teacher Evaluation Exploration

Principled Approach to Technology. To reduce social media, gaming and technology addiction & overuse, the school has a conservative approach to using technology as the major mode of instruction and learning. With the school's unique philosophy of encapsulating in maximizing real-quality human interactions and connections, teachers and students access technology only as a tool. Research studies show that this mode of using technology in interacting with or teaching students scores lowest in terms of defining quality student-teacher interactions. A teacher may adopt technology as he/she discerns its clear educational benefits. ***Measurable Effect of Professional Development.*** *Professional Development Logs.* The teachers keep a teacher professional development reflection log. The school needs to find ways to systematically analyze and aggregate data from the PD reflection logs to be meaningful to drive professional development planning. More consistent effort in developing teachers as reflective and contemplative teacher practitioners is ideal. Besides regular formal meetings and in-service sessions, in the small school and supportive culture, ongoing conversations about instruction and students happen in the hallways and school offices. As such, the teachers' daily commitment to students' learning and well-being is difficult to be documented. The teachers' professional development and efforts are also seen in the AP, PSAT and SAT test results compared to national averages.	Parent/Student Handbook (Grades 9-12) (p. 15 and Appendix V, Student Internet Access Agreement) Faculty/Staff Handbook (Appendix I, Policy on the Use of Technology) Sample Teacher Professional Development Reflection Log Chapter 1 PSAT Scores_11th_3-2018 SAT Scores_10-2018

A5. School Environment Criterion.	**Evidence**
Caring, Concern, High Expectations. *Eight Core Virtues.* Our eight core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility are universal principles that are the same for all people regardless of their ethnicity, gender, or nationality. These eight core virtues are highlighted in the school's Mission Statement and in first ESLR. In	Student Outcomes

addition, the last of the four ESLRs states: "Express a multinational, global awareness and understanding; and show an appreciation and respect for a variety of cultures and religions." *Caring Community.* As a small school, its goal is to create a caring community. Historically in the last 15 years, the student population of the school has been predominantly Asian. To improve diversity of the student population, it necessitates the school to make efforts in local outreach. With a diverse culture, students can then learn to embrace differences. *Small Classes.* Small classrooms enable optimum teacher-student interactions and community building. ***Student Self-Esteem.*** *Recognizing Character.* The Jerry Huang award and Heng Jen Shi award recognize outstanding character. Students with outstanding academics and character are promoted as Honor Student for the year. Each year, teachers also nominate students to receive certificates of excellence which are given out at the awards ceremony for each of their classes. The 8th and 12th grade graduating classes are also considered for the Presidential Award. In Fall 2018, in conjunction with the 100th Anniversary of the school's founder, public speaking and poetry contest were organized. And students had opportunities to reveal their talents and to make presentation to a wider audience. As expected, those events helped develop students' confidence and self-esteem. Yearly events along this format that are also aligned with the ESLRs are being planned, e.g. debate and story-telling. ***Mutual Respect and Communication.*** *Survey & Regular Meetings.* The School as Caring Community Profile (SCCP) survey which measures perceptions of the students about the school and community, the monthly PTO meetings, regular school staff and leadership meetings, student council meetings, student meetings, email lists, and contact lists all work toward the goal of effective communication.	Parent/Student Handbook (Grades 9-12) (Honor Roll, sec. 4.3) 100th Anniversary Announcement 100th Anniversary Poetry Recitation Contest SCCP data School Contact List: teachers-all@igdvs.org dvgs-juniors@igdvs.org

Teacher Support and Encouragement. *Open to New Methods.* Teachers are always encouraged to try new methods of teaching. Through in-service training and mentoring, teachers are introduced to new content and pedagogy to enhance their teaching toolbox. The screen culture and shorter attention spans of this generation have made it paramount to find new ways to keep students engaged. These innovative approaches are normally presented and discussed during the school's monthly teacher in-service. ***Safe, Clean, and Orderly Environment.*** *Working Toward Safe & Secure Environment.* The campus has a safety and security team, a nurse, IT staff, and buildings & grounds department to promote a nurturing environment. Furthermore, students themselves clean the school through community service to build a sense of responsibility. There are policies that work toward that goal, such as the Personnel Policy section of the Faculty/Staff Handbook and Internet Access Agreement in the Parent/Student Handbook. The school and the monastic community also have a good relationship. Excellent professional relationship with the local police, CHP officers, and fire brigades. The school collaborates with the City of Ten Thousand Buddhas Emergency Team in planning for evacuation and lockdowns. The school also subscribes to an emergency notification system through Dharma Realm Buddhist Association since Spring 2019.	Teacher Professional Development Materials High School Architecture of NGSS Accelerating Literacy Science Language Faculty/Staff Handbook (Appendix I) Parent/Student Handbook (Grades 9-12) (p. 15 and Appendix V, Student Internet Access Agreement) Firefighters Speech Emergency Response Presentation

A6. Reporting Student Progress Criterion.	**Evidence**
Reporting Student Progress. *Report Cards.* There are two marking periods (midterm and end of semester) which produce report cards that are shared with the student and their parents. Beyond the report cards, teachers, students, and parents are also in communication regularly about student's progress individually.	Chapter One

Standardized Tests. The school organizes the PSAT 8/9 and 10/11 as well as AP tests yearly. Students also take SAT and SAT II tests. Schoolwide standardized results are reported and reviewed by stakeholders in the mid- and year-end- WASC reviews. *Character Education Assessment.* We are also currently discussing whether to add the so-called "other report card" to measure and assess good character. The 2007, 2010, 2013, and 2016 self-study reports are posted on the school website. ***Monitoring of Student Growth.*** *Data-driven Approach.* Alumni surveys, ESLR binders, report cards, SCCP data, PSAT, AP, and SAT scores are all used to measure progress. *Character Education Assessment.* One area needing focus is what would be called the "other report card" as mentioned above which allows for character education feedback and self-assessment. ***Modifications Based on Assessment Results.*** *Regular Reviews.* The mid- and year-end WASC reviews, which consists of test and survey data, has been a forum for the school's stakeholders to assess and identify areas of strength and improvements**.** *PSATs.* For example, PSAT results are analyzed yearly by teachers to inform content and pedagogy. For non-English and Math subjects, SAT 2 (SAT Subject Test) scores may be considered for assessing student performance. *Teacher & Alumni Survey.* Moreover, the alumni survey conducted in Fall 2018 is an evidence-based example reinforcing the need to focus on global awareness and the core virtues. Alumni and teachers all see the need to better prepare students to transition into the broader world. Note: 42% thought Global Awareness needed to be improved; it received the highest among the 4 ESLRs. 34% felt it was the Eight Core Virtues. These are double the amount of those who felt Academics needed the most improvement (18%) and Spirituality (6%).	DVS Accreditation Chapter One Sample Minutes Teacher In-service Agenda (Feb. 17, 2017) Alumni Survey Analysis Summary

The school could continue to refine the process and develop a more detailed systematic, data-driven approach. Surveys for parents and community members are in the process of development and will be piloted in Fall 2019.	

A7. School Improvement Process Criterion.	**Evidence**
Broad-based and Collaborative.	
Regular Communication. Leadership team meets regularly to assess and monitor progress of action plan. The student council regularly meets with the administrators. Teachers and school staff meet regularly. Enhanced communication and collaboration with parents and extended community will foster improved collaboration and commitment to the mission, vision, and expected schoolwide learning results.	Student Council Sample Minutes ASB Meeting_2.11.2017 ASB Meeting_9.11.2017
School Plan Correlated to Student Learning. The school has found that the school development has been consistent with school mission and schoolwide learner outcomes.	
Stakeholder Reviews. Stakeholders review data and report at teacher in-service and regular meetings in the school year.	Chapter One
Assessments Beyond GPA. The school has identified the need for a more robust assessment of character and global awareness of the students and teachers.	
Above Average Test Scores. The school standardized test scores have been consistently above state scores and national scores.	
Systems Alignment.	
Five-Year Plan. We have a schoolwide plan for ongoing school improvement. There is also a master plan for the broader monastery/campus, of which the school is a part. The school leadership, along with members of the Board of Education, is in the process of formulating the next 5-year development projection and plan.	Five-Year Development and Projection Plan

Teacher Evaluations. Teacher evaluation program is basic and pending robust and meaningful development in this next accreditation timeline. ***Correlation between All Resources, Schoolwide Learner Outcomes, and Plan.*** *Sustainable Budget.* The school has sustainable budget that comes from collection of students' tuition, fees, and donations, as well as dedicated/ongoing support from DRBA, the parent organization. It is continually balanced and optimally utilized. The school has a unique culture of giving and sharing. It remains cost-effective and self-sustaining. The school's last action plan has been successfully implemented.	

ACS WASC Category A: Organization for Student Learning

Summary/ Areas of Strength and Areas of Growth.

The organization of the school has been stable in the last five years. There is full effort for improvement of student learning. Yet, ongoing efforts to build community and collaboration ensure that students will have an optimum environment to learn and live as responsible individuals of this complex and challenging world.

Areas of Strength:

1) Dedicated, caring, and well-educated teachers, administrators, and staff.
2) Diversity of staff: Teachers with international experience
3) DRPx is a community organization made up of professors and Silicon Valley professionals who have come together to help the school.
4) Community involvement: Many monastics and lay volunteers help the school out of dedication to its mission.

Areas of Growth:

1) Continue to foster communication and collaboration with all stakeholders including the Board of Education, members of the parent organization, and the extended community, so that the students have a wider platform for exploration.
2) Continue to develop, and review systematic assessment of student learning that is both data and qualitatively driven.
3) Collaboratively formulate a teacher evaluation process that is of quality, meaningful, and purposeful.
4) Ongoing contemplation of school mission and expected schoolwide learning results, its depth and extensive scope, among all stakeholders.

Category B: Curriculum, Instruction, and Assessment

B1. What Students Learn Criterion.	Evidence
Current Educational Research and Thinking. Humanities English, Social Studies, Religion, and Arts teachers continually receive training on current standards and techniques at monthly teacher in-service and participate in work groups outside of the meetings. For example, an English Language Arts Team was formed in order to examine the Common Core Standards for Language Arts instruction and to develop a training package for teachers. Teachers also attended professional development workshops to familiarize themselves with current research, which was shared with the group. As a result of these meetings and discussions of learner needs, the school has adopted an English Grammar series, which has been piloted this year. In the visual and performing arts, teachers have professional work in their areas of expertise. Teachers have ongoing work with the local visual performing arts community whether contributing to an art exhibit or music festival. Moreover, the school's religion and ethics teachers are scholars and practitioners in the areas. Meditation classes complement academic studies by giving them contemplative space in their student life, while students are encouraged to improve their literacy competence through reading and writing assignments. Science & Mathematics All science teachers have been to NGSS and AP workshops to learn the most recent research findings on science teaching and learning. Meanwhile, science teachers in the high school have been learning "Active Learning Strategies" through their monthly PLC meetings. In preparation for the transition to the new science and curriculum materials, teachers have attended various NGSS and CCSS trainings in Mendocino, Sonoma and Bay Area. During in-service days, Teachers who attended workshops have had an opportunity to share what they learned with the rest of the science teachers. After a period of evaluation of different math materials, the school has tentatively adopted the Eureka Math curriculum schoolwide. NGSS curriculum and its implementation are expected the next six years.	ELA Action Plan Review & Survey Results Teacher Workshop Evidence Certificate #1 Certificate #2 Science PLC Meeting Minutes Dec 2018

Foreign Languages The school uses curriculum materials provided by the Chinese Association of Bay Area, USA: "Chinese Wonderland" and "Let's Go Chinese." Advanced classes such as Chinese 6 and 6H use Chinese Classical Materials. In Spanish, a college textbook is used. Teachers reference the CA World Language Content Standards and ACTFL Standards. As Chinese will be the next international lingua franca, and Spanish is growing in its practicability across the nation, students will be prepared for the 21st century. Physical Education Teachers have attended the SPARK PE workshops to learn about latest trends and strategies to enhance the PE curriculum. There is an emphasis in sportsmanship, team building, cooperation, and inclusivity.	https://sparkpe.org/
Academic Standards. Humanities All courses offered at the school are UC-approved and all AP courses are approved by the College Board. The implementation of the CCSS ELA and the use of Eureka Math CCSS-aligned materials give us the congruence among skills taught, standards and outcomes. Teachers keep up with current developments in both the AP programs and exams through participation on the College Board website which includes training modules as well as updated course requirements. Some teachers are taking online courses through the Harvard EDX or Coursera site that provides excellent course material. Mathematics & Science All math teachers from K–12 are following the corresponding math framework issued by CA department of education in their courses. The framework provides focus, coherence and rigor, the three major instructional shifts under the CA CCSS math. Science teachers are exploring the three-dimensional learning advocated by NGSS, namely scientific practice, cross-cutting concepts, and disciplinary core ideas. Foreign Languages Teachers attend professional development organized by the Association of Northern California Chinese Schools. In the recent years, as members of American Council on the Teaching of Foreign Languages (ACTFL) and The Chinese Language Teachers Association (CLTA), teachers also attend online training and conferences.	UC-approved courses, Approved AP courses Teacher Online Professional Development #1 Teacher Online Professional Development #2 NGSS Lesson Plan Sample https://www.actfl.org/ http://clta-us.org/

Physical Education (P.E.) The school's physical education courses are UC approved and follows the CA Standards. Teachers may also reference the SPARK PE National Standards. All coursework at the school is aligned with the school's mission and schoolwide learner outcomes.	
Engagement in Learning. Humanities The ESLR folders demonstrate the implementation of standards-based curriculum as illustrated by student work. The extension of this concept can be viewed in videos and photographs of student projects both within and without the classroom. For example, in conjunction with a semester focused on ecological readings (with an emphasis on non-fiction as recommended by the Common Core), students went on nature hikes, completed a project on labeling a variety of on-campus trees, planted a milkweed garden to attract Monarch butterflies and attended lectures in town on environmental issues. In another class, students wrote and illustrated children's books on local plants and animals and presented them at the local library. For a class focused on novels involving family relationships, the students developed their own dramatic scripts extending a character or incident from a novel as well as adapting a novel to graphics. Students participate in many class activities as well as reading the text. Some are involved in Mock Trial and Berkeley Model United Nations (BMUN) clubs and competitions that allow them to utilize classroom knowledge in real-life settings and solve real problems. Others compete in the Scholastic Writing and Arts Competition. There are field trips to religious settings and attendance to plays, museums, and musicals in Ukiah. Mathematics Teachers use the math class to address some of the non-academic related ESLRs, for example, the core virtues of kindness, respect, citizenship, and others. Teachers also introduce math projects that address global awareness and appreciation for different cultures. For example, students have been assigned projects where they had to research mathematicians across different continents and periods of time who contributed to a given theorem. In another project, students studied the recurrence of a mathematical sequence in nature. Students are often asked to write reflections on what they learned and how it applies to their lives.	ESLR Binder Samples English English Essay Purple World Children's Book World Religion/Buddhism Student Presentation Learning Sanskrit Ethics Mock Election World History Cultural Journey

Science Science teachers use a variety of strategies to engage students in learning. All science teachers try to have frequent experimentation to let students investigate scientific phenomena. AP Physics classes use advanced instrumentation to collect and analyze data. Other science classes are also equipped with appropriate laboratory materials to aid student learning. Teachers also use active learning in their lectures. For example, biology students learned about the human body systems by each student teaching one system using both PowerPoint presentation and poster presentation. In AP Environmental Science, students frequently act as teachers to share the learning. Science teachers frequently use current social issues to prompt discussions and writings. Foreign Languages The four skills of reading, writing, listening, and speaking are covered in language classes. In the lower language levels, speaking and listening are priority. Curriculum materials cover real-life materials. It is a challenge to develop materials suitable for students at their medium- to advance-level courses. Curriculum also places an emphasis in life skills, multi-cultural components, and values-building. Physical Education Students work out physical exercises along with learning rules, terms, and techniques. A typical PE class begins with stretching and warm-up—running a lap and aerobic exercise. This is followed by either team sports or developing fitness. On a rainy day, it could be a combination of indoor games; health videos; state, national, or international sports videos. For those who are on the basketball team, coaches have team members model themselves after their favorite player in the NBA, or any other form of competitive organization regarding said sport. Regardless of whether a student is on a sports team or not, teachers emphasize the impact warm-ups and stretching have on students' lives—to not get injured, as well as to build a rhythm for the individual gradually before undergoing any major physically-toiling activity or exercise.	Biology Field Trip
Accessibility. Humanities Classes have in-class and after-school tutoring options. The classes are small enough that teachers can address individual student needs.	Sample Tutoring Schedule Sample School Records

Students who need extra challenges take courses online and at Mendocino College. Mathematics Our math sequence is appropriate for most students; however, there are always a few students who struggle in math or some students that need more challenging courses. For struggling students, they do not need to take calculus. Instead, after Algebra 2 or Pre-Calculus, they can go to Mendocino Community College or use Brigham Young University to take easier courses such as statistics. For students who need more challenging courses, they can also take online classes or go to Mendocino College to take more advanced courses such as Calculus III, Differential Equations, or Linear Algebra. For students who have completed Calculus BC, they have an option to take Discrete Mathematics, an advanced course that was recently offered. Science Our science sequence provides students with choices. All students are required to take biology and chemistry in the first two years (sometimes biology in 8th grade and chemistry in 9th). For the third science class, students may either choose AP Environmental Science or AP Physics, which does require fluency in math. AP courses are open to all. The school offers two or three AP Physics classes (AP Physics 1, AP C Mechanics and AP C Electricity and Magnetism); each is a year-long class. Students may choose to take one of these classes. Those students who would like to challenge themselves more can take AP Computer Science A (Boys Division) or AP Computer Science Principles (Girls Division). Students also take college chemistry, physics, and biology at Mendocino College or through online courses at such universities as Harvard and Stanford. Foreign Languages The sequence of Chinese courses offered each year enables students of any grade level to be placed in the appropriate class. The achievement of non-native speakers of Chinese remains to be further explored and developed. There are three Spanish courses that are equivalent to four years of Spanish Language. Physical Education Students who need additional assistance to learn material taught during class or practice can be mentored either with a more skilled classmate or may request help from the coach/PE teacher after school,	with Mendocino College Courses Sample Transcript #1 Sample Transcript #2 Harvard Extension Computer Science Course The Hour of Code

or over the weekend, upon request. Teacher demonstrates or asks for student volunteer(s) to demonstrate. Students also assist each other.	
Student Achievement. Humanities, Science, & Mathematics Data from SAT, ACT and AP exams demonstrate that students are usually above average in their scores. Students' artworks were selected in the local art galleries. Students worked together on a mural for the school in 2018. A senior student was one of the silver winners for the National Scholastic Art & Writing competition in 2018 with the winning poem titled "10 Things I Know to Be True." She was one of 90 winners in her grade who were awarded silver in the poetry category (one of 8 silver winners from California). Taiji quan students performed Taiji Fan on Honoring Elders Day and at a local event. Mathematics students have taken American Mathematics Competitions (AMC), receiving average scores. Students have also participated and represented the county for National Science Fair. Physical Education Recreational Youth Basketball league, which won 1st place in 2016-17, is significant to the school spirit. The students were able to perform the sport or activity per the skills/strategies taught.	Test Scores 2017 Annual Honoring Elders Day
Integration Among Disciplines. Humanities Teachers of both history and English are able to integrate the two easily. For example, in AP U.S. History, in a study of the early American colonies, the teacher was able to add "The Scarlet Letter" and plays about the Salem witch trials. Teachers also coordinate with other teachers to add literature from their classes relevant to history. Teachers are extending this through the development of a Humanities Team, which will enable more such collaborations across more disciplines. There is also a focus on literacy in visual arts. In Buddhism, students learn to translate texts into Chinese/English, and study fundamentals of Sanskrit and Pali. Mathematics & Science Students are proactively asked to write about math, to support ELA standards. In science, students are asked to read for understanding and provide evidence.	Student Work: Student translations of poems by the Ven. Master Hua, the founder of the school – Spanish Translation Sanskrit in Buddhism Essay on Buddhism and Math Essay on Math and Spiritual Wisdom

Physical Education In basketball class, teachers integrate principles of physics to the mechanics in the form when shooting a basketball. It is similar to a catapult's mechanics where there is a fulcrum, which represents a basketball shooter's shooting forms elbow keeping a 90-degree angle when bringing up the ball from the core/stomach. Ethics also plays a major correlation to basketball character, sportsmanship, teamwork, fairness in sharing the ball, trust, and integrity. There was also a project with Virtue Studies students in the design and construction of a labyrinth.	
Curricular Review, Revision and Evaluation. Humanities We continually monitor UC requirements, state laws and other compliance measures. Teachers and administration periodically review grading policies (65% to pass), homework policies (30–45 minutes a day) and other factors such as attendance, class participation, character, assignments, project, tests and quizzes as elements of evaluation. AP teachers attend and update their curriculum in accordance with the AP review and revision cycle. For regular social studies courses such as World Geography and U.S. History, the school commonly uses materials from Teacher's Curriculum Institute (TCI), Social Studies Alive. Mathematics & Science The adoption of Eureka Math has been shown to provide challenging, coherent and relevant curriculum for students. Science teachers were sent to take NGSS workshops and other professional developments to improve student learning. Math and Science teachers are also encouraged to use questions from SAT subject tests and AP exams to check their students' learning and to guide their teaching. A review of the weaknesses of the Eureka Math adoption surfaced end of Fall 2018 and more discussion as well as pilot work ensues in Spring 2019. Foreign Languages Teachers have ongoing discussion about curriculum materials and student populations. In the past three years, the school has explored various curriculum materials. At this point none are found to be exemplary; as teachers usually pick a core text, but also combine different materials for optimum outcomes. The school's AP Chinese scores are stellar. More emphasis on assessing students' learning, especially non-native speakers, is expected.	Parent/Student Handbook (Grades 9-12) (sec. 4.1) Math Meeting Minutes/ Textbook Review Sample Placement Tests Science PLC Meeting Minutes 2015-2016: Analysis on New SAT/PSAT

Follow-up Studies. We already have a schoolwide survey and need to develop a more-focused alumni survey that details success in specific majors or career choices. Despite being a small school with a limited number of course offerings. Students attend colleges and work in diverse areas covering the humanities, STEM, and social sciences.	Alumni Survey Summary of Alumni Survey
Collaboration. <u>Humanities</u> This is still an area of challenge. Due to the nature of some part-time teaching staff, it is difficult to find collaboration time. Teacher meetings have provided time for collaboration, but there is not adequate follow-up. There have been department meetings, peer support duos, and other strategies, but they have not been particularly successful. More new ideas need to be explored and more collaboration needs to happen beyond the monthly meetings. <u>Mathematics & Science</u> During math department meetings, teachers across divisions meet and share best practices including the eight math practices, and any new teaching methodologies learned at workshops. Attendance of all math faculty members is still an issue that needs to be addressed. For the last two years, during monthly science department meetings, teachers across divisions have met and shared best practices in active learning using information from UC Berkeley's Faculty Learning Program. Science teachers also visited each other's classroom and gave feedback. In a few occasions, science teachers even took their own students to watch the presentations given by another science class. Such collaborations have been very constructive and teachers found them enjoyable. The Science Department chair visited each science class and provided constructive feedback to teachers. <u>Foreign Languages</u> Teachers have ongoing conversations about the curriculum and students. More formal collaboration in 2018-2019 made headway in the form of peer observation mentored by the principal who is multilingual. Teachers also meet as a team three to four times a school year to attend webinar training to ACFTL and the yearly conference.	ELA Team Science PLC Peer Observation

Policies—Rigorous, Relevant, Coherent Curriculum. There is ongoing review of rigor, relevance, and coherence in all subject areas. Suggestions have been made to extend the assessment of the curriculum to alumni, community members, and parents to gain a larger perspective than that of only faculty and students. Also, more collaboration with the private schools and Ukiah Unified School District would streamline the process that optimizes student learning.	

The school curriculum would benefit from collaboration between the teachers of Humanities courses and those of other subject matters. The upcoming implementation, assessment, and review of the curriculum will be in alignment with the Common Core Standards. This will enhance the current curriculum in a way that will also meet identified critical learner needs and the 21st century interdisciplinary themes: Global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.

The school provides a rigorous math and science programs that cover many of the students' needs. The school is working toward having a better integration of English and Language Arts component in all subjects, incorporating more writing into each course. Incorporating the Core Virtues (one of the ESLRs) into the curriculum has been a challenge.

DVSS students are able to finish three years of science courses, either approved by UC system or by the College Board. Students who want to do more science have ample choices, either with more AP courses in Physics and Computer Science, college courses at the local community college, or online courses. Science teachers are working on providing them authentic and challenging learning environment by using various active learning strategies.

B2. How Students Learn.	**Evidence**
Research-based knowledge. <u>Humanities</u> Teachers use a variety of approaches to encourage active learning which research shows to be the most effective strategy for learning and teaching. Some of the strategies used: i. Group work using a menu of cooperative learning strategies such as "Think, Pair, Share", gallery walks, task specific groups and others. ii. Project-based learning including posters, plays, and community-involvement projects (tree-labeling, milkweed garden, off campus presentations). iii. Interdisciplinary activities using art, math, science, and music. iv. Internet research	Teacher Lesson Plan Samples: AP Computer Science Chinese 6H Yoga

Mathematics & Science Teachers are focused on using active learning techniques by providing authentic learning environments with each student's prior knowledge in mind. Some of the active learning practices include academic conversation, project-based learning, group problem solving, and inquiry-based experimentation. Foreign Languages Teachers use various foreign language and second-language strategies in the classroom to foster speaking and listening skills, e.g. dialogue skits, presentations, and plays. As a logographic language, students practice writing with pencil and also have Chinese calligraphy classes.	
Planning Processes. Humanities Formative assessments include verbal summarizing at the end of each class, weekly quizzes, exit cards, and written homework which all give teachers information as to how each student has understood the content. Summative assessment is checking for wider conceptual understanding. For example, in AP U.S. History (APUSH), the teacher utilizes AP Practice exams to check, not only for content, but also for historical thinking skills as required by the AP curriculum. Mathematics & Science Teachers use formative assessments, including verbal summarizing, journal writing, free writes, weekly quizzes, inquiry based-lab, and written homework which all give information as to how each student understands the content. Summative assessments are used to check for wider conceptual understanding. For example, using SAT and AP Practice exams. Foreign Languages Teachers assess students by quizzes, tests, and writings. There is ongoing observation of speech and listening skills. Physical Education There is a resource of materials including several binders of plyometric exercises as well as videos found online. A midterm and final PE assessment per semester with 5 categories of exercises: one-mile run, pull-ups, V-Sit, curl-ups and shuttle-run. Students also participate in a Physical Fitness Test.	Syllabi Binder (Exhibit Room)

Professional Collaboration. For information on professional development collaboration, teachers at these meetings use and model a variety of collaborative strategies to impart information. There is also an active ELA PLC team that has been collaborating to bring best practices to the faculty in the school's ELA implementation. During math and science department meetings, teachers meet and share examples and problems as they have used in the classroom. More importantly, science teachers go to each other's classroom to observe lessons and provide feedback as part of PLC Science.	ELA PLC Summary of Evidence Science PLC Minutes Focus on Active Learning
Professional Development. Monthly Teacher meetings provide onsite professional development. Visiting lecturers and teachers provide specialized professional development. Funding for teachers to attend professional development seminars and workshops are available yearly. During math and science meetings, teachers share what they have learned through online resources or on participation of professional development workshops. In science PLC meetings, active learning is the focus of discussion. <u>Foreign Languages</u> Teachers attend trainings offered by The Association of Chinese Schools, ACTFL, and CLTA.	ELA Presentation Slides October 30, 2017 August 23, 2017 ACTFL Webinar
Varied Instructional Strategies. <u>Humanities</u> A wide variety of instructional strategies include reading, writing, document-based questions, continuity over time and compare-and-contrast essays, graphic novels, video making by students, play and poetry writing, hands-on projects, reflection essays and presentations, reading aloud, and use of internet interactive maps. In history classes, these are all included to ensure that the essential historical thinking skills of analyzing evidence, historical interpretation, synthesis, causation, periodization and argumentation are covered. <u>Mathematics & Science</u> In math and science, teachers use a wide variety of instructional strategies including writing, discovery-based questions, math-related projects, think-pair-share, inquiry-based labs, reflection essays and presentations.	ESLR Binders World Religion Students Presentation Confucianism & Taoism Biology Biology Lesson Plan Chinese Language Video #1 Video #2

Foreign Languages There is emphasis in dialogue, singing, and presentations. Students write and read as a class and independently. In addition, there is real-life practice of the language on campus when students communicate with Chinese-speaking members of the extended Buddhist community, or mock practices at the restaurant located on campus.	
Technological Integration. The school does not place a great emphasis on technology, but adequate resources are available to help students develop fundamental skills of research and production, i.e. computer use, word processing, online Google documents, and internet research. Some teachers are experimenting with Google Classroom in giving out assignments and assessments. Document readers and projectors are used to enhance the classroom presentation of lessons. For Mathematics, students are encouraged to use online resources such as Khan Academy or other resources that teachers recommended. Teachers also utilize software program such as mathematica for visualization of functions and three-dimensional objects in advanced math courses. There is minimal access of technology for younger students to foster their mental abilities with regards to math. Graphing calculators are normally introduced at the pre-calculus level and extensively used in the calculus class. In AP Physics classes, both Mechanics and EM, use extensive Vernier Instrumentation, which involves the use of laptop computers and state-of-art sensors and software for data collection in their inquiry-based labs. Besides providing physical equipment or instrumentation for students to investigate and learn, science teachers also use virtual simulations occasionally to supplement student learning. Foreign Languages Students have access to online resources in- and out-the-classroom to enhance their learning. There is a wealth of language DVDs, CDs, and online learning resources readily available that teachers incorporate into lessons. Physical Education Students watch team sports and learn Taiji movements from online videos. Teacher also shows movie/ documentary about sportsmanship.	Library Quest Samples Mathematics Online Khan Academy Screenshot AP Physics Syllabi: AP Physics C Mech AP Physics C EM

Evidence of Results. PSAT, SAT, AP scores, examples of student work in the ESLR folders, and student performances in events demonstrate critical and creative thinking, problem-solving, knowledge attainment and application skills. In science, students participate in the Mendocino County Science Fair. Almost every year, there are a few students taking part in the United States National Physics Olympiad competitions (USAPhO). In the beginning of 2017, the school had one boy student entering the second round of USAPhO. In recent years, a few alumnae chose college majors in physics and engineering. They were also recognized with scholarships, research scholarships, and awards in their early years of college.	www.igdvs.org Science Fair Alumni Scholarship Alumni Dean's List Sample Bill Murphy Research Fellowship Scholarship (Illinois Wesleyan University)
Student Understanding of Expectations, Perceptions, and Needs. <u>Humanities, Science, and Mathematics</u> Students have syllabi for classes, which describe expectations. Teachers have ongoing informal communication with students on a case-to-case basis to check-in and adapt expectations, understand perceptions, and needs of students. More formal class survey administered by the teacher would be beneficial. Students can also communicate with either their core teachers or school administration for any concerns. Students are asked to evaluate their own performances by creating their own scoring guides or rubrics. Teachers have ongoing informal communication with students on a case-to-case basis to check-in and adapt expectations, understand perceptions, and needs of students. Some teachers give students hands-on projects. The students that are more inclined toward arts and literature have the opportunity to work on essays or creative posters. In collaboration, students can learn from their peers, which can be effective and enjoyable. The school has recently given alumni surveys among other things that provide us feedbacks on how well they were prepared for college. <u>Foreign Languages</u> There is a lively and readily-available environment for practicing Mandarin-Chinese on the school campus. Yet, more attention could	Sample Syllabi Meditation AP Computer Science Biology Ethics Geometry

be given to facilitate the confidence and comfort of non-native to practice the language. Physical Education Rubric for student assessment is placed on the bulletin board in the school hallway and rules to certain Intramural sports and others.	
Student Use of Resources. As described previously, students use a wide variety of resources beyond the textbook including community resources of DRBU, local libraries, Mendocino College, media, collaboration with each other and outside teachers, community organizations and technology. Also, the school's extended campus has a wealth of real-life learning experiences. In Mathematics and Science, teachers provide advanced level problems and materials from different sources to students who need more challenging materials. Some teachers also use other online resources such as Khan Academy or other online resources to support student learning. AP classes generally use released AP exams for advanced practice. Regular science classes often use SAT Subjects Tests to challenge students. School library has many prep books for both AP and SATs. Science teachers have used campus resources such as the organic garden, the fish pond, or the recycle center to aid students learning. Our school has helped students to obtain access to library system in both local and larger SF area. School also organized large-scale projects like environmental cleanup and Earth Day. Foreign Languages There is a Chinese language library and a Chinese-speaking environment for language learners. The school computers also have access to foreign language materials. Physical Education The school has basketball court and volleyball court, a mini-soccer field, weightlifting room, and a parcourse.	Sample Library Cards Library Application Form
As presented, the teachers express quite a diversity of pedagogical methods. As the Humanities team continues to cohere their efforts, more conversations as an integrated team will enhance the pedagogical landscape as the students learn important skills across subject matters. Teachers use different pedagogical methods and many of them use project-based learning to improve class participation and individual effort. Math and science applications and their	

relevance to global infrastructures and development could be emphasized in alignment with identified critical learner needs.

The school has a campus environment conducive for learning such foreign-languages as Chinese and Spanish. More efforts to promote learning of foreign languages on campus could be further fostered.

B3. How Assessment Is Used.	**Evidence**
Appropriate Assessment Strategies. Humanities Teachers use a variety of assessment strategies to measure student progress. Some of these include observation, end of class short quizzes, quick class surveys, vocabulary cards, journals, thinking maps, storyboards, class presentations and museum walks. Proctors, who are not content teachers of the subjects being tested, are used for all standardized tests and exams and all tests and exams are kept in secure locations prior to administration. Writing remains a major assessment component in all courses, following the writing process trajectory. Mathematics & Science We provide the students with internal and external evaluations. Internally, teachers create formative and summative assessments; some do it weekly, others at the end of each section. Externally, students go to different schools to take SAT math level 2 subject tests. Every May, the school offers AP calculus AB and BC tests. For the AP tests, the school follows the College Board testing policies and security guidelines. Foreign Languages Students receive excellent AP scores. The Chinese teachers will explore using SAT Chinese as a benchmark to examine the effectiveness of learning for non-native speakers.	Sample Student work with teachers comments/names omitted Algebra I AP Environmental Science World History AP World History Course Evaluations Samples
Basis for Determination of Performance Levels. Humanities PSAT and SAT scores are used as benchmarks for instructional effectiveness. ESLR Binders demonstrate student work and performance levels for each grade and course.	

Mathematics & Science There is a schoolwide grading system. However, every teacher examines the progress of students' learning, how to determine the level of proficiency and mastery of the subject, and corresponding grade. To insure that students are doing their own work, teachers combine strategies such as group work and individual work to compare the results. Some teachers take into account the non-academic qualities such as effort and character of their students into their final grading. Foreign Languages The school has a grading system. Foreign language teachers make adjustments to grading for the purpose of motivating and gauging learning.	
Demonstration of Student Achievement. A range of examples of student work is available for examination in the collection of ESLR Binders. The fact that DVSS students' PSAT and SAT math scores, and SAT math level 2 and science subject tests are well above national average indicate that the school is meeting its academic standards.	PSAT, SAT and SAT (Chapter 1)
Correlation. All courses are approved by the UC and all AP courses are approved by the College Board. The ESLR Binders demonstrate how students are achieving academic standards. Using different assessment tools, the school has found that students perform above average on all school learner outcomes as well as on standardized tests like PSAT, SAT and AP exams. These findings are reflective of the rigor of the adopted curriculum. The school has plans to develop a measurement tool within the next six years to assess development in Spirituality and Character Education across the grades.	CEEB 053483
Modifications Based on Assessment Data. The school has a rubric to evaluate the ESLR Binders. Humanities Teachers examine PSAT and SAT data to analyze problems and work on course modifications. Based on an analysis of language conventions scores on these tests, a decision was made to formally study English grammar and an articulated K–12 curriculum was	

piloted, selected and implemented. This process will extend to other courses in the near future. PSAT questions on the topics of math, science, and history, are also brought to the subject-matter teachers as an effort to build literacy across the areas and foster integrated planning and learning. Every year, the school leadership analyzes PSAT math results to identify areas of weakness and presents the findings during teacher in-service workshop. The corresponding teacher takes the ownership of the issue to address it in the rest of the school year.	ELA PSAT Analysis 2016 PSAT Fall 2017 PSAT Reading Fall 2017 PSAT Writing
Student Feedback. There are student and alumni surveys as well as teacher /student conversations to adjust the monitoring of students' progress. The school is developing other surveys to garner student feedback regarding the curricular. It remains a sensitive topic and challenging to reach a mean.	
Teacher Monitoring. Teachers use self-reflection, class tests and quizzes and student reflections to determine whether standards have been met. Once a semester, the school plans to have teachers review student progress by using a new student questionnaire to analyze student feedback and make adjustments. Teachers are also evaluated once every two years. There is also informal peer observations and communication to offer ongoing support. Teachers collect the feedback from students in terms of conversation or reflective essays to adjust the depth and pace of their instructions.	Students Journal Samples: Student Sample Work/Teacher Feedback

ACS WASC Category B: Curriculum, Instruction, and Assessment

Summary/ Areas of Strength and Areas of Growth.

Teachers use a variety of formative and summative assessments. Teachers gather ongoing feedback on student performance. Student achievement at the school level is classified into four areas: intellectual, character, spiritual, and global awareness. For the next six-year cycle of WASC, the humanities team will look into developing benchmarks assessing these areas of achievement.

All of the DVSS students take part in one form or another of external assessments. Of those assessments, the most interesting to the faculty is the PSAT, which covers student understanding of the foundational blocks of high school mathematics and other subject-matter literacy, e.g.

science. While these test results can be used for assessing students, there is always room for improvement to modify instructions.

Humanities

Humanities department is strong, but the important next step is reviewing and procuring up to date curriculum materials. Ongoing efforts to promote collaboration between the Humanities courses will continue.

Areas of Strength:

1. Humanities teacher have excellent training in their field.
2. There is the flexibility to modify curriculum with yearly school themes and students' interest.
3. The ability to connect with the larger community on issues to enhance the curriculum.

Areas of Growth:

1. In alignment with CCSS and AP courses, school needs to setup textbook review schedule.
2. Increase formal collaborative meetings as a collaborative Humanities team to share and develop curricular and pedagogical units.
3. Continue to enhance curriculum that addresses global and ethical issues.
4. The focus on further development of spirituality in the Humanities curriculum is expected.

Mathematics

During the past years, the school has used a proactive approach in the adoption of the Math CCSS. As expected, some teachers have embraced the new standards more enthusiastically than others but overall, the transition process has not hit any major roadblock. Overall, the DVSS student population is strong in math when compared to the rest of the U.S. population. None of the alumni interviewed in the recent alumni survey indicated mathematics as an area of weakness in their high school education.

Areas of Strength:

1. The Mathematics department has a diverse pool of math teachers: some trained in the US, some trained abroad. This diversity of views enriches the discussions in the math department meetings: teachers are eager to explore new ways of teaching, new curriculums. All the teachers are eager to give their best and help their students in any way they can.

Areas of Growth:

1. Identify ways to meet more often within the math department. All the teachers agree on the importance of sharing ideas, teaching methodologies, projects, and others. Teachers can provide a direct impact on the teaching quality and student learning. Teachers struggle to find collective time for consistent collaboration. Much is accomplished in the math department and more consistent documentation is expected.

Science

During the past years, the school has used a proactive approach in the adoption of the science CCSS and NGSS. Also, science PLC has been advocating active learning strategies for the last couple years. Through collaboration and peer observation, science teachers are trying more ways to have their students learn actively through more inquiry-based or phenomenon-based

teaching. Overall, the current science faculty is strong, and the student population is strong in science when compared to the average of the U.S. population. Some of the AP science classes may be too rigorous and can cause stress in students. Students are encouraged to work together and to seek teacher's help as soon as possible. Teachers are always there to help. At all times, the school tries to place a student's well-being above his or her academic achievement.

Areas of Strength:
Most of the DVSS science teachers have advanced degrees and some were also educated abroad. This professionalism and diversity of backgrounds benefit the students greatly. The teachers take pride in their work and are eager to explore new ways of teaching and using new materials or technology.

Areas of Growth:
Teachers need to find ways to meet more often within the science department. All the teachers agree on the importance of sharing ideas, using technology and doing observations. Teachers can provide a direct impact on the teaching quality and student learning. Teachers have been doing peer-observation during the last two years. There are plans to continue this culture of sharing similar to lesson study teams in schools.

Foreign Languages
Foreign language learning at the school is functional, but improvements to make learning more accessible to non-native speakers will enhance the learning for all students.

Areas of Strengths:
1. Sequenced curriculum materials.
2. Enhanced language learning environment as school is situated in Chinese community.

Areas of Growth:
1. Explore SAT Chinese as another benchmark for student achievement
2. Outreach to community for fostering learning especially for non-native speakers.

Physical Education
During the past years, the school had sufficient help with volunteers to help assist in the Intramural events. Even though the courts and fields are not the largest and cannot accommodate all the students, the teachers generally divide the students into a rotation of several sports/activities, i.e. Soccer/Basketball/Volleyball/*Modified Football.
*Note: Modified football is basically a non-contact form of football played on the basketball court as the school does not promote aggression and physically harming another student.

Areas of Strength:
The school has an adequate physical education program that enables students to work out during the school day. Volunteers for intramurals and physical education are helpful to the school.

Areas of Growth:
The school needs to continue to communicate with the planning committee of the CTTB for opportunities to allocate more space for team and individual sports.

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion.	Evidence
Adequate Personalized Support. *Health.* We have a full time nurse practitioner named Donna Farmer who works on the campus and is available on call 24/7. All the students are required to have insurance, so local medical services are always available. Students are provided a nutritious vegetarian meal planned and cooked by monastery staff daily. Besides the regular physical education courses including yoga and taiji quan, students engage in team sports such as drumming, Basketball, Volleyball, Lion, Dragon, and Chinese Dance. These activities foster discipline and healthy body and mind. *Mental Wellness.* Mental health is promoted through ethics, virtue studies, Buddhism, World Religions, and meditation classes. Beyond this, the core values of the school, which include the Six Principles and Eight Core Virtues, lay a strong foundation of spiritual well-being. In addition, the school has started to explore Restorative Practices to strengthen its teachings of values and how the values can be manifested or expressed mutually between students and teachers. A wellness team was formed in late Fall 2018, and forums and activities for stakeholders are in the planning. The goals of the team are aligned with the school mission and common wellness dimensions such as physical, emotional, intellectual, social, spiritual, environmental, and occupational, physical, emotional, and intellectual wellness. This will enable more systematic planning and assessment for the well being of the school stakeholders. *College, Career, & Personal Counseling.* Our counselors include Heng Shun Shi, Leonie Tan, John Pegan, Steve Setera, and Candie Dickinson. They have extensive experience in this field. Students are also referred to professionals in Ukiah as needed. *Academic Assistance.* There are tutoring services in an array of subject areas. School offers tutoring, but students could also work with hired tutors. For example, Dan Hibshman, a retired teacher who has taught English at Mendocino College for over 15 years, before teaching English DVSS	School Nurse Resume Donna Farmer Meaning of 8 Core Virtues and Inherent Spiritual Wisdom Resumes John Pegan Heng Shun Shi DVBS College & Career Presentation Tutor Resumes Dan Hibshman Lani Kask

for another 20 years, serves as one of the tutors in the school. Given the school's mission and culture, it is also common for students to also tutor each other or form study groups. There is a tutoring coordinator who arranges students to serve as peer tutors in all subjects.	
School Support Systems. *Proactive planning.* Systems of coordination and strategic planning occur as needed for different services. For example the school staff, parents, and volunteers work together on college fairs, alumni events, PTO events, orientation, safety plans, and other learning enrichments. *Responsiveness.* Given that DVSS is a small school, the school staff and support services communicate frequently via a matrixed organization whereby each individual is empowered to contact the appropriate person for a given issue that arises. Team meetings are often called for substantive issues. The school also has access to professionals in Ukiah as the need arises.	College Exploration Windsor and Palo Alto College Fair Alumni College & Career days Safety & Security Coordinator Steve Setera
Strategies Used for Student Growth/Development. As a small, private school with limited resources, the school gives its best effort to provide individual attention to students who might require an alternative learning strategy. There have been several students that have been given personalized learning plans either to allow them to slow down (go to an easier class) or speed up (e.g., skip a grade or take an additional class). Decisions like these are carefully considered and monitored. Regular teacher meetings held to discuss students' academic and character development enable the school to support and mediate the students' learning experiences and performances. Struggling students are offered tutoring and support; other students are challenged and offered opportunities to participate in competitions or take college classes to explore their interests and beyond. As the school believes in the development of the whole child, students are also encouraged to explore areas not necessarily pertaining to academics such as sports, theatre arts, dance, and musical performances. The students are actively involved in the website contents update of school events and activities, learning about publicity, public relations, and journalism skills.	Inherent Wisdom Public Speaking Student Editorial

In terms of spirituality and development of inherent wisdom as well as increasing cultural awareness, students participate in monthly retreat with the extended City of Ten Thousand Buddhas community as well as service projects on- and off-campus.	World Religion Exploration
Support Services and Learning. The school administrators, teachers, and staff frequently interact with students, giving them a close connection with students. When teachers meet regularly, they can bring up students who need additional help. As needed, a school counselor is then brought in to assess the situation, providing additional recommendations. Subject teacher can also bring up a student's academic and behavioral issues to the student's core teacher. Many support services available at the school take advantage of the internet including college and career exploration and counseling. More online resources can be identified in the area of physical and mental health. For example, there is a substantial need to educate for and curb technology, gaming, and social media addiction.	Tutoring Services Career Exploration Overview Portfolio Introduction for Students Career Exploration Sample Binders
Co-Curricular Activities. *Outcomes, Academics, & Activities.* Curricular and co-curricular activities are linked to academic standards and schoolwide learner outcomes. For example: For the outcome of "manifest the core virtues" the school has Honoring Elders Day, Cherishing Youth Day, Teacher's Day, Community Service events, and holiday events. For the "inherent spiritual wisdom" outcome, the school has meditation class four days a week. The school also has a meditation club and periodic, extended practice retreats and sessions. For the "developed their individual academic potential" outcome, the school has poetry and public speaking competitions. For the "global awareness" outcome, the school incorporates field trips, online media into this curriculum. Model UN and Mock Trial have also been successful programs. In order to develop healthy habits and livelihood, using social media only as a tool, the school intends to organize more outdoor field and	www.igdvs.org

nature-related trips to nurture in the students' the importance of a balanced and meaningful lifestyle.	
Strong Student Body & Clubs. The school has a very strong club culture and Associated Student Council culture where students are usually leading or are part of multiple clubs that meet after school. The school has an Associated Student Council that plan student activities, communicate with administration to solve student issues, and raise school spirit. Clubs can be introduced for approval by administrative staff at anytime during the school year. Associated Student Council elections happen at the end of the school year in June. Students (Grades 7–12) meet once a week at school meeting to share school reports or experiences.	www.igdvs.org School Yearbook
Student Involvement in Curricular/Co-Curricular Activities. *Local & Internationally Recognized Achievements.* In summer of 2018, the school won the Western Region Lion Dance competition in Malaysia. The school's soccer team is one of the top teams in the local city league. *Strong Student Engagement.* Students generally join two-three clubs and participate in multiple service activities on- and off-campus. Students themselves document their activities online on the school website. *Annual Survey.* The school administrators and staff evaluate the effectiveness of the level of student involvement in curricular/co-curricular activities and student use of support services. The yearly student survey provides feedback on club and activity participation. A more systematic, coordinated, and inventory of student needs could be done.	Students Survey Snapshot on Activities Questions
Student Perceptions. *Annual Survey.* Students are surveyed every year about their perceptions of school teachers and staff. The results have been generally good each year. Due to the dated version and unavailability of a revised SCCP benchmark, the school, as a collaborative community, has begun setting an internal benchmark this year to analyze the SCCP data. The school has drafted surveys for parent and community members that will be piloted in Fall 2019.	SCCP survey (On-campus link)

C2. Parent/Community Involvement Criterion.	Evidence
Strong Community. The school is located within a tight-knit community of parents and volunteers that are active in supporting school activities whether it be driving, cooking, and planning. The school has an active Parent-Teacher Organization that meets regularly to engage parents, support student clubs, activities, and field trips, and contribute monetarily to the school. Parents are required to volunteer twenty-five hours yearly. In Fall 2018, DRPx is a community organization made up of professors and Silicon Valley professionals who have come together to help the school. They host dinners and discussion sessions, run leadership and professional workshops, and act as sounding board for career and college advising. (DRPx stands for Dharma Realm Practitioners, Protectors, Parents, Professionals)	PTO trip: Alliance Redwood Conservation Chinese New Year Celebration in Ukiah Earth Day International Peace Day
Use of Community Resources. *Community Volunteers.* Community members regularly volunteer their time to help the school. For example, DRPx is a group of parents with ties to the technology industry that hosts a series of dinners and trips to Silicon Valley. *Local Connections.* The school is also involved with the local 4H Club, Highway Patrol education, and connects with inspirational ServiceSpace, a volunteer-based organization based in the Silicon Valley and consisting of international professionals who advocate and practice kindness as a livelihood. The students also participate in local events and activities in Ukiah hosted by for-profit and nonprofit organizations.	ServiceSpace Social Entrepreneurship CHP Karma Kitchen Adventist Health Honoring Elders Day
Parent/Community and Student Achievement. *Communications.* Parents and teachers communicate regularly via email, phone or messaging apps. Mid-term and semester academic reports are provided to parents.	Sample Student Grade Report #1 Sample Student Grade Report #2

Need For Character Education Assessment. There is a plan to provide better progress reporting around each student's character education. *Graduates.* News of graduating students' college admission and matriculation as well as achievement of students is publicized on the school website.	Graduates Speech

ACS WASC Category C: Support for Student Personal and Academic Growth

Summary/ Areas of Strength and Areas of Growth.

Overall the school is satisfied with its system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes. There is room for more concerted effort and systematic organization and assessment of support services as per the founding of a Wellness Team.

An advantage of this small school is the ease for staff and students to connect quickly and address matters that arise. Although the school may not have many resources, the community of dedicated teachers and volunteers here has been quite resourceful and sufficient.

To address the critical learner needs in Chapter three, the school is currently exploring a system for strong feedback and progress measurement in the development of the eight core virtues.

Areas of Strength:
The school strives to achieve its mission and outcomes as a small school with many volunteer teachers and staff who see education as a sacred calling. Students appreciate the safe and wholesome community where they feel they are genuinely cared for and protected—a place where everyone knows each other by name and tries to help each other. It is truly rare to find an environment like this.

Areas of Growth:
Opportunities include:

- Global awareness. Recently an alumni survey was conducted. One of the key points from the data compiled was the alumni's request for the school to focus more on global awareness, in the sense of how to transition from a more protective school environment to the "outside world" while maintaining one's ethical standard.
- Diversity. Given the mostly Asian makeup of the school, diversity will help students improve their multinational global awareness.
- Wellness. Implementation of additional resources to enhance student wellness in terms of the "seven roots of well-being"—intellectual, emotional, physical, environmental, social, financial, and spiritual—is expected as the school prepares students for the complex world beyond high school.

Category D: Resource Management and Development

D1. Resources Criterion.	**Evidence**
Allocation Decisions. *Responsible Budget.* The school has maintained a cost-effective operational cost yearly that promotes the school's vision, mission, and students' achievements. Expenditure per-student has increased incrementally as needed. *Annual Budgeting.* As a small private school, resources allocation is stipulated and spent as per yearly budget planning. With the assigned budget yearly, the school is able to procure adequate personnel and material resources to enhance the students' learning environment inside- and outside-the classroom, and teachers' professional development opportunities.	
Practices. *Budget Monitoring.* The school administrators, entrusted by the Board of Education and Dharma Realm Buddhist Association Board, monitor the annual budget. The school financial office provides quarterly profit-and-loss information to the principal. During mid-year review, the school stakeholders discuss the expenditure against budget for the year. *Rigorous System for Fund Approval.* Dharma Realm Buddhist Association and its affiliations such as Developing Virtue School, as nonprofits, have a rigorous finance process consisting of multiple check signers and check approvers, which maintains a check-and-balance structure that limits any mishandling of funds.	Budget annually approved
Facilities. *Building Safety.* The school buildings are fire and earthquake safe. There are recent upgrades of classroom flooring and an increase in classrooms. The student population the school serves has remained stable for the last five years such that it did not require any significant building increase.	Physical Space

Although the school has operated in simple and modest school facilities, this is an area of continuous improvement and growth. The Board of Education formed a task committee to plan and overlook school facilities maintenance and development.	Board of Education Meeting Minutes 11-28-2018
Instructional Materials and Equipment. *Continual Investments.* The school budget allocates resources for procurement of library, science, and technological equipment. Yearly, new equipment and materials are added to the library, arts, and science laboratory inventory, enhancing the students' learning experiences and exploration. *Steady Internet & IT Support.* The school takes pride in its conservative perspective of technology in the classroom, but provides adequate educational experience for the students to be successful in college and beyond. The school has significantly improved in internet stability and speed over the past five years. There is a stable team of IT experts that serves the students, teachers, and the wider Buddhist community on campus.	School Expenditure/ Budget Resume Rui Liu
Qualified & Caring Staff. *Caring Teachers.* The school has a team of professional and caring teachers who exert their efforts in- and outside-the classroom. There is regular professional development for teachers and staff. The school has a teacher evaluation, support, and mentoring program. *Teacher Evaluations.* A conversation on increasing the rigor and meaningfulness of the teacher evaluation has been identified as part of this self-study. The school attracts self-selective volunteers and hired-teachers that share the vision and mission of the school.	2017-2019 Teacher Resumes Melissa Timmen Dr. Jose Vega

D2. Resource Planning Criterion.	**Evidence**
Long-Range Resource Plan. *Five-Year Development Plan.* There is ongoing review of resources planning. As part of the self-study, the school is reviewing its Five-year Development Plan. The school could benefit from more outreach to better establish an endowment fund that enables more creative and innovative development of the school in an effort to continue finding new ways to enhance students' learning experiences.	IGDVS Five-Year Plan 2018_Financial
Use of Research and Information. *Strong Commitment.* The Board of Education as a subset of the DRBA Board of Directors offers its undivided financial and fiscal support for the school's development. The Board of Education consists of professionals from the community. There is an effort to increase and diversify the membership of the Board of Education, so as to bring new ideas and life to the school development. In Fall 2018, experienced members were added to the Board of Education.	
Involvement of Stakeholders. *Planning.* The Board of Education and DRBA Board of Directors, teachers, parents, staff, alumni, students, and community members are involved at different stages of future planning. *Stakeholder Engagement.* The school has taken steps to better engage the stakeholders. A alumni survey has been piloted, and draft surveys for community members and parents have been developed.	Mid-year and Year-End Reviews (Evidences above)
Informing. *Local Outreach & Communication.* The school has increased its outreach efforts in Ukiah, but its focus has been on connecting with the community on humane, holistic, and spiritual levels than about finances. The school account is audited yearly as an affiliation of DRBA. The school continues to find ways to inform the public and government on the operations of the school.	Outreach events on school website

Marketing Strategies. *Well-Documented.* Although marketing is not the focus of the school, the school values partnership and collaboration to enhance the students' whole-program experience.	www.igdvs.org School Brochure DVS Postcard #1 DVS Postcard #2

ACS WASC Category D: Resource Management and Development

Summary/ Areas of Strength and Areas of Growth.

The school has been financially sustainable with the support of the parent organization (DRBA), tuition and fees, and donations, which are in alignment with the school's mission and founding principles. Ongoing review of resource management and development is anticipated. Outreach efforts are adequate, but can be improved in the local Ukiah community and globally. Although facilities and staff are optimally maintained yearly, improvements are continually made for enhancing student learning.

Areas of Strength:

1. Economical and sustainable budget and effective operational expenditure yearly.
2. Steady increase in personnel, physical, and materials resources.

Areas of Growth:

1. Continue to increase local and global outreach: public relations and recruitment of students and teachers.
2. Ongoing improvement in facilities to enhance the curriculum and student needs.

Chapter V: Schoolwide Action Plan

The following action plan represents an integrated plan for school development and improvement in student learning with an emphasis on the identified critical learner outcomes. 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 goals that follow the WASC Critical Learner Needs. These respond directly to the growth areas of the Self-Study.

Goal #1: Recruit, mentor, train, and assess volunteer and salaried teacher/staff.

Descriptions: Recruit, mentor, training, and assess volunteer and salaried teacher/staff by developing a more comprehensive system that is aligned with the school mission and ESLRs.
ESLRs addressed: All
Critical Learner Needs:
Develop the knowledge, skills, and experience for:

i. Self-improvement: Students use critical reasoning, moral principles (core virtues), and their inherent spiritual wisdom to live according their highest ideals.
ii. Good relationships with others: Students have wholesome relationships with others based on the core virtues, as well as loving-kindness, compassion, sympathetic joy, and equanimity.
iii. Benefiting the local community and the world at large: Prepare students to be exemplars of good character (based on the core virtues) that have a positive impact on the constantly changing, interconnected world, and to also lead a balanced and purposeful life.

Statement of Action: To develop a comprehensive plan for teacher evaluation and enhance Volunteer Teacher Program.
Rationale: The school, with its unique setting and mission, welcomes volunteer teachers and staff who appreciate the ability to combine work and a spiritual life. The stability and quality of education at DVSS depends on the professional training and well-being of the school's volunteers and salaried staff, who work together to provide a comprehensive program to nurture students to achieve in the schoolwide learning outcomes.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
I. Collaboratively develop a comprehensive plan for teacher evaluation that engages the	Ed Board Leadership	Teacher mentors	Spring 2019 (step 1)	Teacher Meeting Minutes	Annual report

whole teacher. 1. Teachers learn and review conventional models of teacher evaluation. 2. Teachers deliberate on school mission, core virtues, and spirituality to expand on teacher evaluation models. 3. Teachers proposed DVS teacher evaluation model to Board of Education. 4. Ed Board reviews proposal for teacher evaluation and suggest revisions. 5. Leadership Team, based on these guidelines and with input from teachers, drafts a plan for teacher evaluation that involves teacher self-reflection, student feedback, and observation by teacher mentors. 6. Once plan is approved by Board of Education, Leadership Team implements the plan, and reports results annually to the Ed Board. 7. Repeat #2-6 cycle periodically.	Team All faculty	Course evaluation Teacher reflections	Fall 2019 (step 2) Spring 2020 (steps 3, 4, 5, & 6) Fall 2020 (Pilot 1) Spring 2021 (Revision & Pilot 2) Fall 2021 (Full implementation)	Teacher Evaluation Plan	
II. Improve Volunteer Teacher Program. 1. Develop volunteer teacher recruitment plan. a. Determine target population. b. Create and distribute advertisements.	Leadership Team Department Chair	Publicity Coordinator Ed Board Members	Spring 2018 Review yearly	Volunteer teacher survey Volunteer teacher training, mentoring, and support	Volunteer teacher recruitment materials. School website

c. Organize campus visits and interview during the school year. 2. Review volunteer teacher training, mentoring, and support. a. Establish team to plan volunteer teacher training, mentoring, and support. i. Review best practices. ii. Create plan in alignment with school mission and ESLRs. iii. Present plan to school stakeholders for feedback. iv. Revise plan. b. Implement and assess volunteer teacher training, mentoring, and support. i. Organize quarterly volunteer teacher mentor and support team meetings. ii. Survey volunteer teachers for feedback. 3. Improve training, mentoring, and support from feedback acquired.		Teachers		materials.	

Goal #2: Provide and assess effectiveness of PD.

Descriptions: a) Teachers will receive professional development and on-going instructional assistance. b) The school will assess effectiveness of teacher and staff professional development, and to develop a more comprehensive system of teacher evaluation
ESLRs addressed: All
Critical Learner Needs:
Develop the knowledge, skills, and experience for:

i. Self-improvement: Students use critical reasoning, moral principles (core virtues), and their inherent spiritual wisdom to live according their highest ideals.
ii. Good relationships with others: Students have wholesome relationships with others based on the core virtues, as well as loving-kindness, compassion, sympathetic joy, and equanimity.
iii. Benefiting the local community and the world at large: Prepare students to be exemplars of good character (based on the core virtues) that have a positive impact on the constantly changing, interconnected world, and to also lead a balanced and purposeful life.

Statement of Action: a) Teachers will explore contemplative, mindfulness, and reflective practices in teaching and learning for students and oneself. This facet will be the expanded component to holistic teacher evaluation and professional development.
b) Teachers and staff will receive professional development training of best practices with an emphasis in spirituality, core virtues, and global awareness in conjunction with the identified critical learner needs in the Self-Study.
Rationale: Professional development should inform instruction, align with ESLRs and support teachers' reflections. The effectiveness of professional development should be reviewed annually. This will provide information for improving the intellectual and spiritual growth of teachers and staff. It also empowers teachers and staff to plan professional development and promotes teacher self-reflection, contemplation, and mindfulness. Self-Study reflected on expanding teacher evaluation in reference to conventional teacher evaluation models, but unique to the school mission and spirit.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
IV. Organize training in Differentiated Instruction. 1. Teachers attend differentiated instruction workshop. 2. Incorporate differentiated instructions principles in	Leadership Team Department Chairs	Teachers Differentiated instructions Training resources	Fall 2019 – Spring 2020	Differentiated Instructions lesson plans	Differentiated Instruction Training Agenda In-service training

lesson plans. 3. Share lesson plans with colleagues.					meetings
V. Organize training in Project-Based Learning (PBL). 1. Teachers attend Project-Based Learning workshop. 2. Incorporate PBL principles in developing ESLR-aligned curriculum units in work groups. 3. Teach and revise PBL/ ESLR curriculum units. 4. Post units to DVS curriculum database.	Leadership Team Department Chairs	Teachers PBL Training resources	Fall 2020 – Spring 2022	PBL/ESLR units	PBL Training Agenda
VI. Foster Reflective teaching. 1. School organizes forums, workshops, and retreats to foster teacher reflective practices. 2. Teachers practice reflective teaching. 3. Teachers share reflective practices with colleagues at teacher meetings.	Leadership Team	Teachers Teacher Mentors	Ongoing	Teacher Reflection	Teacher Meeting Minutes Teacher Evaluation Folders
VII. Engage school stakeholders on meaningful and purposeful dialogue of school mission and ESLRs. 1. Survey school stakeholders in January yearly. 2. Form planning workgroup. 3. Planning workgroup	Leadership Team Planning Workgroup	Planning Workgroup Special Event budget	Fall & Spring. yearly	Stakeholders' Surveys of events Improved student learning	Analysis of survey report.

convenes to propose and plan lectures, forums, or activities. 4. Send proposal to leadership team. 5. Leadership Team provides feedback to planning workgroup. 6. Planning workgroup executes plan and publicize event. 7. Planning workgroup manages and analyzes Stakeholders' survey. 8. Planning workgroup provides analysis to Leadership Team.					
VIII. Gauge effectiveness of teacher and staff Professional Development (PD). 1. School leadership analyzes quarterly survey and teacher reflections. *2.* Identify one to two areas of improvement to be emphasized in next PD. *3.* Repeat ongoing process.	Leadership Team	Teachers	Yearly	Identified improvement areas are implemented. Meeting Notes.	Teachers
IX. Initiate and assess structured teacher collaboration time during school hours. 1. Vote on short-day schedule. *2.* Set accountability	School Leadership Teachers	Teachers	Spring 2019	Teacher Collaboration Success Benchmark Collaborative Meeting Notes	Semesterly WASC review

guidelines and teacher collaboration success benchmark. *3.* Assess with benchmark agreed and plan structured collaboration time.					

Goal #3: All stakeholders of the school will continue to plan, support, and develop school curriculum and student services in alignment with school mission and schoolwide learner results (ESLRs).

Descriptions: The school will monitor and improve student services, activities, and opportunities that support achievement of ESLRs. Nurture students to have a heightened global awareness along with moral and ethical deliberations in preparing them to transition from high school to the complex world.

ESLRs addressed: All

Critical Learner Needs:

Develop the knowledge, skills, and experience for:

i. Self-improvement: Students use critical reasoning, moral principles (core virtues), and their inherent spiritual wisdom to live according their highest ideals.
ii. Good relationships with others: Students have wholesome relationships with others based on the core virtues, as well as loving-kindness, compassion, sympathetic joy, and equanimity.
iii. Benefiting the local community and the world at large: Prepare students to be exemplars of good character (based on the core virtues) that have a positive impact on the constantly changing, interconnected world, and to also lead a balanced and purposeful life.

Statement of Action: To improve curriculum, student services and activities, and opportunities to foster a balanced life; to improve communication and outreach, so as to increase students' global awareness in Ukiah, Bay Area, and internationally.

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. In 2018 alumni survey, students have expressed a strong desire for help getting prepared for life after high school. In the 2018 teacher survey, teachers would like to focus on global awareness and spiritual wisdom over virtue and academics. In general, the school is in good standing in academics as indicated by national benchmarks. The school intends to focus more on other ESLRs.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
X. Review CCSS and AP curriculum articulations. 1. Form curriculum review teams. 2. Perform an inventory of usable CCSS and AP textbooks and materials. 3. Consider textbook and material adoptions from other schools. 4. Review/Pilot new CCSS and AP textbooks and materials.	Department Chair Faculty	Curriculum materials	2017-2018 Mathematics 2018-2019 Social Studies/Math 2019-2020 Science Ongoing: Language Arts	AP, SAT, and PSAT Test scores Curriculum Materials Pilot Reports	WASC Review presentation
XI. Form Curriculum Work Groups for schoolwide systematic ESLR assessment. 1. Teachers by grade-level or by subject matter, collaborate to develop curriculum lessons or units that cover CCSS, ESLRs, and critical learner outcomes. 2. Curriculum teams teach, observe, and debrief lesson/units 3. Teams update, reteach, and/or add lesson/unit and student work to DVS curriculum database. 1. Teams present at in-service summary of curriculum					

collaboration. 2. Every two years, ESLR committee (school leadership and department chairs) convene to review ESLR curriculum database. 3. Summary results are shared with all stakeholders at year-end review.					
XII. Establish Wellness Team to monitor and improve student wellness. 1. Gather Administrators, Teachers, and Staff to collaborate on improving services in the various dimensions of wellness. 2. Invite students to join in brainstorming and hosting activities and projects schoolwide. 3. Collaborate with teachers to incorporate wellness principles and strategies in the academic curriculum. *4.* Survey students on effectiveness of activities to foster a balanced student.	School Leadership	Teachers Staff Parents Students Special guests	Fall 2018 Ongoing	Student surveys Team Meeting Action Plan	Team Summary Reports.
XIII. Improve Ukiah outreach. 1. Engage outreach team to develop plan for giving back to the Ukiah community. 2. Propose plan with budget	Outreach Team (Students, Teachers, Parents, Community Members)	PTO School Leadership	Ongoing	Outreach outcomes, e.g. outreach featured in Ukiah Daily Journal, and other publicity materials.	WASC annual review

and human resource needs to school leadership and all stakeholders. 3. Implement and assess outreach outcomes. 4. Present to school stakeholders.	School Leadership	CTTB Members			

Goal #4: The school will promote school improvement by enhancing organization of student learning.

Descriptions: The school will enhance data-collection; monitor science laboratories, technological resources, and infrastructure to improve organization of student learning.

ESLRs Addressed: All

Critical Learner Needs:

Develop the knowledge, skills, and experience for:

i. Self-improvement: Students use critical reasoning, moral principles (core virtues), and their inherent spiritual wisdom to live according their highest ideals.
ii. Good relationships with others: Students have wholesome relationships with others based on the core virtues, as well as loving-kindness, compassion, sympathetic joy, and equanimity.
iii. Benefiting the local community and the world at large: Prepare students to be exemplars of good character (based on the core virtues) that have a positive impact on the constantly changing, interconnected world, and to also lead a balanced and purposeful life.

Statement of Action: To implement school's action plan and monitor improvement processes; collect, analyze and communicate student and alumni profile data; and ensure adequate resources and infrastructure for school development.

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 and alumni data. (3) The intentional development of Developing Virtue Secondary School requires that adequate resources and infrastructure for organization of student learning.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
XIV. Improve procedures to collect, analyze, and communicate student and alumni survey data. 1. Review past years process and results 2. Document Gaps 3. Revise formal procedures 4. Implementation	Leadership Team	Staff	Ongoing	Statistics, trends	Semiannual Review Website
XV. Review science laboratories and identify needs. 1. Facilities 2. Lab Materials 3. Books 4. Equipments 5. Maintenance	Science Department Chair	Science Faculty	Spring Semester	Science Laboratory acquisition list	Financial Report: Science Purchase
XVI. Review technology infrastructure and identify needs. 1. Maintain Internet access a. Refurbish computers yearly. b. Respond to student and teachers reports of internet failures. 2. Upgrade hardware/software. a. Survey teacher and student needs. b. Prioritize upgrades/ purchases by usage	Technology Coordinator	All Faculty	Ongoing Spring semester	Technology acquisition list	Financial Report: Technology Purchase

population, curriculum alignment, and budget availability.					

Goal #5: Develop a more comprehensive character education curriculum and assessment based on the Eight Core Virtues.

Description: Engage all stakeholders in the review and further development of the curriculum and assessment of the current character education (CE) program based on the Eight Core Virtues of the Mission Statement. The CE program encompasses all aspects of the school curriculum and co-curricular activities and is broken down into three categories: 1) CE Teaching Strategies, Curriculum & Teacher Training, 2) Home, School, and Community Partnerships, and 3) CE Assessment.

ESLRs addressed: ESLR #1 - A graduate of Instilling Goodness/Developing Virtue Schools manifests the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity, and humility. Also, note the first sentence of 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.*

Critical Learner Needs:

Develop the knowledge, skills, and experience for:

i. Self-improvement: Students use critical reasoning, moral principles (core virtues), and their inherent spiritual wisdom to live according their highest ideals.
ii. Good relationships with others: Students have wholesome relationships with others based on the core virtues, as well as loving-kindness, compassion, sympathetic joy, and equanimity.
iii. Benefiting the local community and the world at large: Prepare students to be exemplars of good character (based on the core virtues) that have a positive impact on the constantly changing, interconnected world, and to also lead a balanced and purposeful life.

Statement of Action: Review character education framework and develop character development curriculum/co-curricular, with a follow-up assessment.

Rationale: The fundamental purpose for the founding of Developing Virtue Secondary School by the Venerable Master Hsuan Hua was to create a school that not only has high academic standards, but more importantly helps to instill and develop good character in our students. With the names of "developing virtue" and "instilling goodness" for our high school and elementary school, it is rather obvious that these qualities are the very raison d'être for the existence of our schools. Although, developing an excellent character education program has been one of the main activities of the school from its inception, in the next several years we want to bring even greater focus on its further development.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
XVII. Review character education (CE) framework. 1. Leadership Team and all other stakeholders create a Character Education Team (CET) to assess current program and related activities. 2. CET looks at other resources and CE programs and selects several possible options etc. for improvement.	Leadership Team Faculty, Parents, Students Character Education Team	University of San Diego's Master's Program Character Education (CE) curriculum resources + other resources from a variety of established CE programs CE Action Plan from December 2004 Lectures on Education by the founder, Ven. Master Hsuan Hua	April- May 2019 + Summer 2019		
XVIII. Develop character education curriculum & co-curricular as well as assessment. 1. Options and other resources are given to the Associated Student Council (ASC) who will meet with the Associated Student Body	Character Education Team Student Council Student Body	Same as above	August- December 2019		Meetings School website

(ASB) to discuss and offer feedback on the various options and also propose other ideas. 2. CET evaluates feedback and put together proposals and options to discuss with the Student Body. 3. CET presents proposals and options to Faculty based on student feedback and suggestions. 4. Faculty gives feedback and suggestions on proposals to CET. 5. Parents also offer their feedback and suggestions on the proposals with an emphasis on the category of "Home, School, and Community Partnerships."	Faculty Parents & PTO				
XIX. Finalize a comprehensive character education program. 1. CET finalizes a general framework for the CE program including curriculum, assessment, and all other aspects of the school i.e. Home, School, and Community Partnerships. 2. The newly revised and more comprehensive program is	Character Education Team Leadership Team Ed Board	Same as above	Beginning of 2nd Semester of 2019-2020 school year		Meetings School website

submitted to the Leadership Team for their approval. 3. Leadership Team presents the CE program to the Ed Board for their approval.					
XX. Following a similar protocol as the WASC Focus on Learning process, there will be on-going assessment, changes for improvement based on the assessment, teaching, and ongoing reassessment of the character education program.	Leadership Team Faculty & Parents		Ongoing		Meetings School website

Appendix A: School Review Process (Ongoing)

Introduction

Developing Virtue Secondary School (DVSS) holds reviews of school progress in January and May. The January Review consists of discussion on the progress of the school's Schoolwide Action Plan, the budget for the coming school year, planned progress for the remainder of the year, and feedback for modification of the Schoolwide Action Plan. The May Review performs the same function except that the time frame is the entire school year. Planned progress is for the upcoming school year. The May Review results in a briefing given to the Board of Education, and through them to the Dharma Realm Buddhist Association (DRBA).

Organization and Responsibilities

DVSS retains the organization used for the WASC Self-Study, i.e., Leadership Team, Focus Groups, and Home Groups, relative to the responsibilities for 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	Organization for Student Learning
Focus Groups	Curriculum, Instruction, and Assessment
	Support for Student Personal and Academic Growth
	Resource Management and Development
Home Groups	Students Services and Support
	Support Staff: Office/Records
	Parent/Community
	Student Council Leaders
Board of Education/DRBA Board	Advisory

Schedule

Schedules of activities, responsible parties, and products for the two yearly review cycles are:

Activity	Responsible Person	Schedule	Product
Notify Participants	School Leadership Coordinator	One week prior to Review	Notice of meeting with agenda
Prepare Report	Staff*	Week of review, completed and brought to review	Status Report of Progress and planned progress
Prepare Presentation	Staff*	Prior to Review	Briefing Slides
Review	Everyone	Review day	Feedback to Presenters
Write Minutes (Midyear Review)	School Leadership Coordinator	Post- Review	Minutes of Meeting
Develop Next Year Budget (Midyear Review)	Leadership Team	Post- Review	Next Year's Proposed Budget
Prepare Yearly Report (Annual Review)	Leadership Team	Post-Review	Briefing Slides

*The responsible people denoted by "Staff" in the above table are those individuals/groups responsible for managing the different aspects of the school.

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 an email to participants, i.e. school stakeholders. Contents are: meeting times, place, and an agenda.
2. ***Status Reports.*** A week prior to the review, narrative status reports are emailed to the coordinator. Status reports shall cover the following items:
   a. *Summary of Progress.* Summary of 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.* 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.

In the above descriptions, the ideas of activity (or task), planned progress, actual progress, problems, etc. are to be understood in their most general terms. They would cover such diverse things as construction, renovation, professional development, and other types of activities or tasks to be performed.

3. ***Briefing Slides.*** Each staff shall prepare a presentation. Source files shall be available in softcopy and emailed to the coordinator a week before the review.

4. ***Annual Report or Minutes.***
    a. *Annual Report.* The annual report to the DRBA Board of Education will be an update report that covers accomplishments of the school year and an updated Schoolwide Action Plan for the next school year.
    b. *Review Minutes.* 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.*** While principals should continue to get full reports, the Profit and Loss by Class report will be used 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.

Modification of DVS Review Process

This process may be modified at any time by the Leadership Team and Board of Education as advisory, and reissued.

Appendix B

Instilling Goodness Elementary School
Developing Virtue Secondary School
育良小學 培德中學

2001 Talmage Road, Talmage, California, 95481 USA
Girls Ph/Fax (707) 468-3847 dvgs@drba.org Principal: Bhikshuni Jin Jr
Boys Ph/Fax (707) 468-1138 dvbs@drba.org Asst. Principal: Juan Garcia
CEEB# 053483

Profile of Developing Virtue Secondary School (2018-2019)

SCHOOL MISSION

Developing Virtue Secondary School is a Buddhist school that, in partnership with parents, works to instill and develop in our students the core virtues of kindness, filial reverence, 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

A graduate of Developing Virtue Secondary School:

1. Practices 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 his or her 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 and write 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.

ACCREDITATION AND MEMBERSHIP

Developing Virtue Secondary School is accredited by the Western Association of Schools and Colleges (WASC). (For more information, contact WASC, Accrediting Commission for Schools, 533 Airport Blvd., Suite 200, Burlingame, CA 94010. Phone: (650) 696-1060.) The school also holds membership in the Association of Northern California Chinese Schools.

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 includes 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.

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. 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.

SECONDARY SCHOOL CURRICULUM

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 main foreign language offered at our school is Chinese.
3. Introduction 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*2
World History*2	Physics C: Mechanics
US History*2	Physics C: Elec. & Magnetism*2
Statistics*2	Computer Science A

*1 These courses are taught in alternate years.
*2 Not taught every 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.

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. Many 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 Harvard, MIT, Princeton, Columbia, Northwestern, Univ. of Chicago, Stanford, Washington Univ., UC Berkeley, UCLA, UC San Diego, UC Davis, UC Irvine, Swarthmore, Wellesley, Scripps, Smith, and Bryn Mawr.

Moral virtues are taught not only in the classroom, but by the daily experience of seeing and working with Buddhist 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 and cultural interests.

ENRICHMENT AND EXTRACURRICULAR ACTIVITIES

Students participate in a variety of elective and extracurricular enrichment programs which have included Chinese Orchestra, Lion Dance, Dragon Dance, 24 Seasons Festival Drumming, Chinese Traditional Dance, Yearbook, Student Newsletter, Associated Student Council, Model United Nations, Community Service Club, Basketball, Soccer, Tai Chi, Yoga, Drama, Calligraphy, Piano, Violin, Advanced Religious Studies, Boys Scouts, Mathematics Competitions, Chinese Competitions, and Interfaith Dialogues. Most students participate in several extracurricular activities. All students serve, perform, and help to organize the annual celebrations of Honoring Elders Day (autumn) and Cherishing Youth Day (spring), which are attended by 500 to 1000 people from the surrounding Mendocino County community.

GRADE POINT AVERAGE / CLASS RANK

Cumulative grade point averages are based on semester grades. Both weighted and unweighted GPAs are given. In calculating the weighted GPA, Honors, Advanced Placement, and College Level courses receive an additional point.

Honors, AP, and College Level courses:

A = 5.0, B = 4.0, C = 3.0 (D and F are not weighted)

Regular high school courses:

A = 4.0, B = 3. 0, C = 2.0, D = 1.0, F = 0.0

Developing Virtue Secondary School believes that rank in class is not meaningful for a small graduating class. Given the academic strength of its student body and the rigorous curriculum afforded them, class rank is an invalid predictor of success in college for Developing Virtue School graduates.

WRITTEN BY SUPERINTENDENT OF SCHOOLS ON MARCH 20, 2018

High School Senior Denise Cao Wins Local Poetry Competition

POETRY OUT LOUD

After winning the countywide Poetry Out Loud (POL) competition on February 16 at the City of Ten Thousand Buddhas, Developing Virtue Girls School senior Denise Cao will represent Mendocino County at the upcoming state finals. Ukiah High School senior Indigo Funk earned second place at the event.

The California Poetry Out Loud state finals will be held March 18-19 in Sacramento. The winner of that event will move on to represent the Golden State in the national finals April 23-25 in Washington, D.C.

At the county competition Denise Cao recited two poems: "Very Large Moth" by Craig Arnold and "Dead Butterfly" by Ellen Bass.

"Denise's choice of poems really suited her character," said Blake More, Mendocino County POL Coordinator and Poet Teacher/Area Coordinator for Mendocino County Poetry in the Schools. "She truly owned these poems and it is fitting that she won as this is her fourth year competing at the finals. Last year she made it to state, so she knows exactly what to expect. We are certainly rooting for her!"

Arts Council of Mendocino County Executive Director Alyssum Wier said that she was impressed by the performances from each of the Mendocino County students who competed. "The depth of their connection to the themes within the poems they selected was evident in their impassioned recitations. The beauty of this program is that it combines performance with literary arts and ignites a love of poetry in anyone within earshot!"

This year's state competition marks the thirteenth California Arts Council production. An initiative of the National Endowment for the Arts, Poetry Out Loud encouraes High School students to learn about poetry through memorization, performance, and competition. California's Poetry Out Loud is the largest event of its kind in the U.S. and has grown steadily since its inception. This year's competition series encompassed 46 counties, 261 schools, and 783 teachers, reaching nearly 73,000 students across the state.

"California Poetry Out Loud is an exciting display of the potential of our state's young people, the power of spoken word, and how wonderfully the project builds agency in our youth," said Anne Bown-Crawford, Director of the California Arts Council. "It is rewarding to see confidence and creativity ignite so powerfully in each of our county champions. The program is truly a testament to arts education as a categorical imperative for the future successes of both our students and our state."

Event details and a list of state finalists for the 2018 California Poetry Out Loud state finals can be found at the California Arts Council's Poetry Out Loud webpage (arts.ca.gov/initiatives/pol). The first round of competition is scheduled to take place Sunday, March 18, at 4 p.m. at the Crest Theatre in Sacramento. Round two begins Monday, March 19 at 8:30 a.m. in the Assembly Chambers at the State Capitol. Selected students will compete in a third and final round immediately following the second round of the competition.

Back to Top

10 Things I Know To Be True

1.)
I know that Canadian winters are cold,
and I've experienced seventeen years of it.
I know how tempting it is to never get out of bed,
because you fear the first frostbite of the cold,
nipping at your toes as you put your socks on.
But I also know that if you push away the inevitable,
it only gets harder to face it when it does come.

2.)
I know that the Sine function is a graph bounded both below and above,
and I think it represents life most accurately,
because it is going to be filled of hopes and disappointments,
a never-ending curve of ups and downs,
teaching us all that life is never easy,
never as linear as we'd like it to be.

3.)
I know that a chess board only has black and white squares,
and the pieces are confined to their respective colours,
but I know that people aren't divided neatly into two groups,
the good and the bad, the black and the white,
We are both of them,
combined together in a swirl of beautiful shades,
just trying to figure out our own way through this world.
I know that sometimes,
even the line between saints and sinners can get blurry too.



Maggie He
Age: 17 Grade: 12

Developing Virtue Girls School
Ukiah, CA 95482

Educator(s): Rianne Kravitz

Awards: Poetry
Silver Medal, 2018

Questions or comments about this work?
Contact us!

Share this with a friend!

4.)
I know what people see when they first meet me,
the colour of my skin,
my hair, and my eyes.
But I can't let that define who I am,
because I am more than just an Asian American stereotype
imposed upon me by those who don't understand.

5.)
I know that Socrates said, "I know that I know nothing."
and it's true,
because I know that I am still searching,
Still trying to find myself in this confusing world,
and I know that I have gotten lost a few times,
taken too many wrong turns that have only led to dead ends,
but I cannot let this maze stop me,
because I know I can't ever give up.

6.)
I know that water is made up of two hydrogen atoms and one oxygen,
and we won't ever be able to see them with our naked eyes,
because we are more than the sum of our parts.
I know that we can never know what makes up the foundations of others,
we can only ever know our own story,
our own battles,
so please be kind.



Maggie He
7 Grade: 12

Developing Virtue Girls School
Ukiah, CA 95482

Educator(s): Rianne Kravitz

Awards: Poetry
Silver Medal, 2018

Questions or comments about this work?
Contact us!

Share this with a friend!

7.)
I know that despite what they say about names
never having the power to hurt us,
they still do.
They cling onto the little crevices and edges of my brain,
digger their claws deeper,
That no amount of stones and broken bones can compare,
because I know that sometimes,
I might have preferred those broken bones to the names they called me.

8.)
I know that the sun will always rise in the east
regardless if you want it to or not,
that a new day will come even when you are not ready to face it.
I know what it's like to count down the days on your calendar,
staring at the red crossed out numbers,
hoping that tomorrow gets better.

9.)
I know that I've never been in love with a boy before.
I've never been kissed, never been asked to dance,
but I know that I don't need to find the right boy,
to find the right path,
because I know that I can never let another tell me what I can't do,
because I am my person, and I'm proud of who I am.
So maybe I don't need your kisses, or your permission to dance.



Maggie He
Age: 17 Grade: 12

Developing Virtue Girls School
Ukiah, CA 95482

Educator(s): Rianne Kravitz

Awards: Poetry
Silver Medal, 2018

Questions or comments about this work?
Contact us!

Share this with a friend!

10.)
I know that when I write,
it's like there's nothing else in the room.
All the people I wish I could talk to again,
the memories of cold winters and dark nights,
they just disappear, insignificant now.
And there is only the words in my brain, waiting to be released.
I know that when I write,
I never want to stop.

Questions or comments about this work? Contact us!

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CALIFORNIA STATE SCIENCE FAIR
2016 PROJECT SUMMARY

Name(s)

Leanna Duong; Peizu Qian

Project Number

S0406

Project Title

Analysis of the Impacts of Cultural Changes through Interpretation of Hofstede's Cultural Dimension Theory

Abstract

Objectives/Goals

The objective of this experiment is to gain better insight on how the changes in cultural settings directly influence changes in social values.

Methods/Materials

In this project, we have made a 20-dimensional coordinate plane in which each question in our survey correlates to one dimension. Based on the score of the participants, they are assigned to a point on the 20-dimensional coordinate plane. On this plane there are two points for every person, one indicating their values and beliefs before transitioning a different cultural setting and the other point signifying their current views.

Results

For participants of an Eastern upbringing, 64.29% showed a leaning towards individualism after the transitioning to a Western cultural setting. The rest of 35.71% showed an opposite change: from individualism to collectivism.

For participants of a Western upbringing, 100% of them showed a leaning towards collectivism from their original individualism after transferring to our Buddhist school.

Regardless of the directions of their change, all participants indicated a change in their values after a change in their cultural settings. 35.71% of international students indicated a big change in their morals and 50% of local students showed a medium change in their values.

Conclusions/Discussion

We expected the international students to show a change from collectivism to individualism after coming to study in the US for a several years. In our survey, the higher the number answered the more collective the attitude indicates. Similarly, the smaller a number is, the more individualism an attitude indicates. Therefore, a negative net change shows a change from collectivism to individualism and a positive net change shows a change from individualism to collectivism.

In our survey, the majority of the international group showed the expected change but a few showed the opposite. They most likely received a Western education and lived in a westernized environment in their original countries. As for the local group, everyone showed an expected change from Western individualism to Eastern collectivism because the local students came from public schools which teach very different values from this Buddhist school.

Summary Statement

The mathematical model built in this project serves the purpose of analyzing how the shift in cultural settings has a significant impact on their social values.

Help Received

None. We designed the surveys and created the mathematical model ourselves.

		Used Density Gradients	
Silver	Caleb Christman	Rust-eze	Willits Charter School
Bronze	Sammie St. Pierre	M & M Math	Willits Charter School

JUNIOR DIVISION ENGINEERING - CLASS C PROJECTS

Grades 6-8

Gold	Jack Buckingham Jadyn Arnold	The Amazing Adventures of the Hovercraft	Baechtel Grove Middle School
Silver	Kessler Dyche	Are Perpetual Motion Machines Possible?	Eagle Peak Middle School
Bronze	Tokyo Jordan	Hover Car	Willits Charter School

SENIOR DIVISION ENGINEERING - CLASS C PROJECTS

Grades 9-12

Gold	Hanna Bouthillier	Measuring Wind Speed	Willits High School

DISPLAYS/DEMONSTRATIONS - CLASS B PROJECTS

Grades 3-5

Gold	Tristan Ireland	Why We Need BiMetallic Coils	Eagle Peak Middle School
Silver	Nicole Muniz	Cata - Pull and Fire	Eagle Peak Middle School
Bronze	Bryceton Woodruf	Do Magnets and Copper Create Energy?	River Oak Charter School

Grades 6-12

Gold	Audrey Chan Haiqi Long	Eco-Friendly Calligraphy	Developing Virtue Secondary School (Girls Division)
Silver	Talan Kreck	Whaaa...that's in my water?	Arena Union Elementary School
Bronze	Alex Breier Talan Terlouw	What cigarettes do to your lungs	Arena Union Elementary School

CLASSROOM - CLASS D PROJECTS

Grades 3-5

Gold	Elijah Kirkley	Video Games vs. Reading	Eagle Peak Middle School
Silver	Mrs. Bauer's Class	Which hand?	Blosser Lane Elementary School
Bronze	Mrs. Grooms' Class	Rethink Your Drink	Blosser Lane Elementary School

THE UNIVERSITY OF BRITISH COLUMBIA

Enrolment Services
2016 – 1874 East Mall
Vancouver, BC Canada V6T 1Z1

Phone: 604 822 9836
Toll Free: 1 877 272 1422
www.students.ubc.ca

Verification of Enrolment for Kara Tan (1998-08-04)

We are pleased to confirm the following enrolment information for Kara Tan as of January 05, 2019.

Program of Study:	Bachelor of Science in Applied Biology Vancouver campus
Session:	2018 Winter Session Term 1: September 04, 2018 - December 31, 2018 Term 2: January 02, 2019 - April 30, 2019
Term Enrolment:	Bachelor of Science in Applied Biology Term 1: 12 credit(s) Term 2: 13 credit(s) Note: Students registered in 9 or more credits per term are considered full-time students.
Year Level:	Kara Tan is registered in year 3 of a 4 year program.

Sincerely,

Kathleen Ross
Associate Vice President Enrolment Services and Registrar

This letter cannot be used to confirm enrolment for government student loans.

CIC Designated Learning Institution Number: O19330231062

Please contact Enrolment Services at the number above for enrolment verification inquiries.

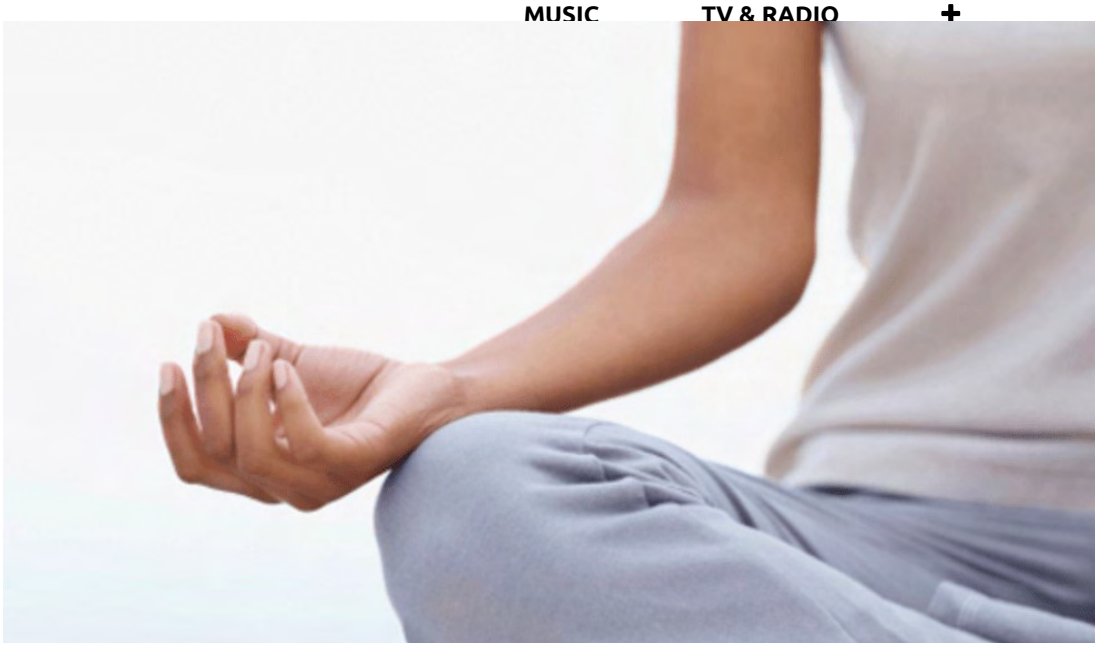
For award providers who send funding directly to UBC, please make the cheque payable to the University of British Columbia, including the student's name and ID number in the memo line along with any additional instructions and mail to:

UBC Development Office
500 - 5950 University Boulevard
Vancouver BC V6T 1Z3
ATTN: Awards Coordinator

*UBC will issue a T4A to the student recipient for your award on your behalf.

The Student Newspaper

DECEMBER 31, 2018



LIFESTYLE

Feeling the stress of student life? Self-guided meditation may be the answer

BY MAGGIE HE • OCTOBER 9, 2018

Meditation is found in many of the world's religions but has spread to become a more common, global practice. In many different cultures, people are increasingly incorporating mediation into their everyday lives, whether it is at home or in the work place. Meditation, in short, is ultimately a practice in which one can be still and mindful.



MAGGIE HE

As students, we find ourselves living with expectations and time constraints. There never seems to be enough time to get everything done. Because of the fast-paced world that we live in, it is hard to find the time to truly let go and rest. By meditating, we take a break from the hectic world we live in and oftentimes reduce our stress. It allows our minds to take a few moments to relax and be rid of the burden of the many tasks we are required to complete.

People often choose to participate in group mediations where they can be guided by a teacher and be surrounded by people who are doing the same. However, you can meditate anywhere, from the comfort of your own room or as a study break at the library. Self-guided meditation can easily provide a 10 to 30 minute period where you can recover and rejuvenate both your mind and body. Below is an easy guide on how to meditate on your own.

Find a comfortable space: Find a quiet place where you will most likely not become distracted by others. If you are in your room you can choose to sit on a mat, the floor or even to lie down on your bed. Try out different positions and find one that is most comfortable for you. Meditation cushions or yoga mats can also be tools which you can try and invest in.

Remove distractions: This may sound difficult, but by turning off your phone and other electronic device and putting them away you reduce the urge to check your social media or reply to texts from friends. If your thoughts are continuously going back to your notifications, you will never be able to be still and calm.

Be mindful: One of the hardest challenges you might find when you first begin to meditate is that you can't seem to turn off those worrying thoughts. Try to focus on different parts of your body, this can be your breathing or even the tips of your toes. By having your mind focus on something you will find it less likely to wander. You can even try to repeat a certain mantra/sutra if you find it relaxing.

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LIFESTYLE

WELLBEING

MEDITATION

College: Seton Hall University
Year: Sophomore
Major: Public Relations

Elizabeth grew up in the Bronx with her parents and older brother. Her mom and dad finished high school, but had to work full-time once they graduated to support themselves. She said she wants to make her parents proud, but they have a different idea of success than she does. Knowing she has their support regardless of what field she decides to study makes all the difference.

"Going into college, I was nervous about making my parents proud because we have different definitions of success," Elizabeth said. "They want me to be an entrepreneur, but that's not what I want to do. Now I know I have such a great support system. It makes me feel so good to know I have their backing even if I make career decisions they don't necessarily want for me."

Karmen Yap


ABC News

First generation college students read letters from their parents. Pictured: Karmen Yap

College: Seton Hall University
Year: Sophomore
Major: Finance

Both of Karmen's parents live in Malaysia and work to support her and her two brothers' education. She says it's tough to talk to them regularly because of the time difference and the long

Qian Wins International Technology Competition

Qian Wins International Technology Competition

Dec 04, 2018

DALLAS, Texas -- Simmons University senior crew member **Peizhu Pam Qian (Beijing, China/Developing Virtue Secondary Girls School (Calif.))** was part of a four-person group chosen from universities throughout the world, that won the top prize in the Computing4Change competition hosted by the Association for Computing Machinery's Special Interest Group on High Performance Computing at The International Conference for High Performance Computing, Networking, Storage and Analysis (SC18) at the Kay Bailey Hutchison Convention Center in Dallas, Texas in mid-November.

This competition was about using technology to make social changes and it was open to any undergraduate students regardless of their majors. Students were able to apply for the competition in March by composing an essay about the most pressing social issues in the world and how data analytics and data visualization can be utilized to improve social wellbeing.

"I wrote about education because I am always passionate about educational technology," explained Qian, who is a Mathematics and Computer Science major at Simmons.

Qian was one of just 16 students selected in June out of 250-plus applicants.

Between June and October, the competition committee organized six webinars about data analytics, public speaking, teamwork, etc. The teams had about two days to work on their data with the charge to deliver a presentation by the end.

"It was stressful and I had almost no sleep but it was rewarding," said Qian. "My group consisted of four people and we all came from different parts of the world. We focused on how some forms of violence are more socially accepted in different cultures and technological intervention to violence. In details, we talked about domestic violence in Hawaii, self-inflicted in Guam, and mass shooting in the US. For my individual part, I provided three technological interventions: implementing GPS receivers in guns so we can disable any firearm detected in school zooms; implementing biometrics in guns to prevent stolen guns shooting and underage shooting; and AI therapists."

Qian was joined by Nilo Jayr Rivera Espinoza from University of Guam, Claire Fiorino from San Diego State University and Hoano Rosario from Chaminade University of Honolulu.

Not to be outdone, Qian flew from Dallas to New Orleans, La. for a conference, where she was named the runner-up for the Castellan Award for the best student presentation with special recognition at the 48th Annual Meeting of The Society for Computers in Psychology. The Society had never bestowed a runner-up award prior to this conference. In Qian's paper, entitled "Life in the Semantic Space: Structures of the Language Network", she used her research to construct a language network using natural language processing techniques and utilized this language network to simulate human social behavior as well as other real networks.

On the same day, Qian conducted presentations at the Psychonomic Society's 59th Annual Meeting in New Orleans in the morning and afternoon, entitled "How long does it take to meet everyone on Earth? — A natural-language simulation of the small world".

Qian has been a member of the Simmons crew team for the past three seasons and will graduate a year ahead of schedule this May.

Chinese Orchestra II: Solo and Composition

Developing Virtue Secondary School (053483)

Basic Course Information

Title:	Chinese Orchestra II: Solo and Composition
Transcript abbreviations:	Chin Orch II
Length of course:	Full Year
Subject area:	Visual & Performing Arts ("f") / Music
Integrated (Academics / CTE)?	No
Grade levels:	10th, 11th, 12th
UC honors designation?	No
Course learning environment:	Classroom Based

Course Description

Course overview:

This course offers inspired students to further develop their musical talent and appreciation of music culture after completed *Chinese Orchestra Musicianship* course. Students continue to develop at intermediate or higher level a major traditional Chinese instrument solo, and play it in orchestra. Student will continue to develop and apply to a higher level of artistry in instrumental solo and instrumental orchestration in composition, including traditional Chinese and Western harmony, compose music scores for Chinese orchestra, ensemble, trio, duet, and more. Students will play and perform their own compositions. Student will develop insight, appreciate and correlate their compositions with Western and traditional Chinese music culture, and historical styles.

19. Course Goals:

1. Inspired individual student continues to develop a higher level of appreciation and comparison study in the similarities and differences in the artistry and music culture of Chinese and Western orchestra music.
2. Students continue to develop their talent in the application of fundamental knowledge of music theory, elements of music, textures and historical styles they learned from Musicianship course.

3. Students apply their acquired fundamental knowledge of Chinese music artistry, traditional Chinese instruments, their pitch ranges, functions, roles and orchestration in instrumental solo, in Chinese orchestra or an ensemble, in composing scores for orchestra music, ensemble, trio or duets.

4. Students will further develop their talent in playing instrument solo at intermediate or higher level and have better appreciation of the artistry of the instrument.
5. Students demonstrate their talent in composition for Chinese orchestra, ensemble, trio or duet, inspire by sources of traditional Chinese folk songs, Western or world music. Students will play and perform their own compositions.
6. Students will be given opportunity to conduct during rehearsals and performances

20. Course Objectives:

1. Inspired individual student appreciates and recognizes a higher level the similarities
and differences in the artistry and music culture of Chinese and Western orchestra music, and expression through music.
2. Inspired students continue to apply their acquired fundamental knowledge of music theory, elements of music, textures and styles in music composition and practices.
3. Students will be better in texturing music of the 4 sections of Chinese orchestra, the instruments and their orchestration effect, and compare with Western orchestra.
4. Student learns, recognizes and able to apply the artistry used in Chinese music, solo
and composition.
5. Student will play his/her major traditional Chinese instrument solo at intermediate or higher level, and have better understanding of other instruments, their functions and orchestration in orchestra or ensemble.
6. Student will develop an intermediate or higher level of applied skills in his/her solo instrument. Such instrument may be one of the followings; the strings: ban-hu 板胡,

gao- hu 高胡, er-hu 二胡, zhong-hu 中胡, cello, double bass; the plucked strings: liu-qin 柳琴, pi-pa 琵琶, zhong-ruan 中阮, da-ruan 大阮, gu-zheng 古箏; the wind instruments: horizontal flute 笛子, vertical flute 簫, sheng 笙, suo-na 嗩吶; the percussive instrument or group: yang-qin 揚琴, xylophones, drums 鼓類, cymbals 鈸, gong 鑼, wooden fish 木 魚, bell 鈴, tambourines 錢鼓, etc.

7. Student will play an instrument(s) solo at intermediate or higher level, and play a leading role in the orchestra.
8. Student will compose scores for duet, trio, ensemble and orchestra inspire by sources of traditional Chinese folk songs, Western or world music. Students will play and perform their own compositions.
9. Students will conduct during rehearsals and performances.
10. Student(s) will perform in public including solo, and their own compositions for orchestra, ensemble, trio or duet.

Prerequisites:

Chinese Orchestra Musicianship (Required)

Co-requisites:

None

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

(1) Two hours of orchestra class weekly
(2) One hour of attending lectures weekly
(3) Two hours of major instrument class with instructor weekly
(4) Personal tutoring with instructor (by arrangement)

(A) Artistic Perception / Elements and Theory of Music in Composition

Students are knowledgeable in the elements and theory of music below. Students will develop good artistic perception of music through the way musical art is expressed in the musical elements by listening, watching performances, and composing:

Elements
(1) Sound, silence, noise, pitch, (2) Notation, intervals, tonality, scales, keys, (3) Cadences, rhythm, beat, meter, tempo, and dynamics, (4) Melody, harmony, chords, forms, (5) Texture, styles, (6) Structuring of orchestra by sections and the orchestration effects of instruments, (7) Performances with audience in mind. A piece of music is a creation by the composer deliberately for the targeted audience.

Theory
(1) Stuff, notes, pitches, treble and bass clefs, grand stuff, ledger lines, whole steps, half steps
(2) Note and rest values, measure, bar line,
(3) Time signatures, repeated sign, ending
(4) Dynamic signs, tempo marks, articulation, D.C., D.S., and fine
(5) Flats, sharps and naturals
(6) Key signatures, major scales, chromatic scale, intervals, circle of fifths
(7) Perfect and major intervals, minor intervals, augmented, diminished
(8) Solmization (Solfege), transposition, number notation in solmization
(9) Triads, primary and major, chords, chord progression
(10) Minor scales, minor triads, augmented and diminished triads
(11) Melody, harmonizing a melody, broken chord
(12) Composing a melody in major keys and minor keys
(13) Forms, binary, ternary

(B) Historical and Cultural Context / Artistry and Music Culture / Connections, Relationships, and Applications

Students are familiar with the artistry and music culture below. Students will listen to examples of musical works of different historical periods as well as the contemporary. Students will identify, analyze, and recognize the styles, forms, textures and expressiveness of each work and culture. After listening to examples of musical works, students will write responses and comments from the perspective of Western music and Chinese music in their assignments.

Students will realize the development of musical art during the different historical periods and make connection to History, Literature and Languages. Students learn the different process of music development in China and in the West. Student realized that the science and technology are involved in creating better instruments, and the influence of science and technology in historical development of music. Students will connect music with the waves and vibration energy in Physics. Students will connect the tone colors, forms, textures, and styles, in music with that in painting. Students develop appreciation of life through appreciation of musical art. Students will develop their musical talent, one of the multiple human talents.

(1) Western music artistry versus traditional Chinese Confucius artistry
(2) Historical Western Styles: Dark Ages, Renaissance, Baroque, Classic, Romantic

(3) Historical Chinese Styles: Early Foundation in Shang-Zhou Period (17th to 1st century BCE), Han-Wei Period (206 BCE to 420 CE), Tang Dynasty (420 CE to 959 CE), Song- Liao-Jin Period (959 CE to 1260 CE), Mongol-Southern Song Period (1260 CE to 1368 CE), Ming-Qing Period (1368 CE to 1912 CE)

(4) Western and Chinese cultural exchange and contemporary

(5) Students will listen to examples of musical works of different historical periods as well as the contemporary. Students will identify, analyze, and recognize the styles, forms, textures and expressiveness of each work and culture.

(6) Students will attend live Chinese orchestra concert, and Western symphony and other concert(s).

(C) Aesthetic Valuing / Music Scores, Textures, listening and visualization / Transcribing / Composing

(1) Students visualize textures of orchestra and ensemble pieces through studying the scores and/or listening or watching performances on CDs, DVDs and/or life performances.

(2) Western orchestra / classical pieces such as music by Antonio Vivaldi, Johann Sebastian Bach, George Frederic Handel, Franz Joseph Haydn, Wolfgang Amadeus Mozart, Ludwig Van Beethoven, Franz Schubert, Hector Berlioz, Felix Mendelssohn. Richard Wagner, Pyotr Ilyich Tchaikovsky, Gustav Mahler, Igor Stravinsky, and Aaron Copland.

(3) Chinese orchestra / classical pieces such as music by 20th century composers: Ren Guang, Zhang Han-Hui, Hua Yan-Jun (A Bing), Liu Ming-Yuan, Sheng Jia-Lun, He Wu-Qi, Li Guo-Quan, Shi Le-Ming, Li Bing-Yuan, Mao-Yuan, Liu Tian-hua, Liu Tie- Shan, Peng Xiu-Wen, Li Yuan-Qing, and Zhao Song-Ting

(4) Acquire knowledge of orchestration effects; the interplay of different and number of instruments, the contrast of sound and effects, the modes of expression, etc.

(5) Transcribing scores to music sheets for separate instruments and vice versa, and the use of different types of notation.

(6) Composing orchestra pieces inspire by sources of traditional Chinese folk songs, Western or world music. Students will play and perform their own compositions.

(D) Instruments

(1) Major in playing one instrument with the ability to play solo at intermediate or higher level, from strings: ban-hu 板胡, gao-hu 高胡, er-hu 二胡, zhong-hu 中胡, cello; plucked strings: liu-qin 柳琴, pi-pa 琵琶, zhong-ruan 中阮, da-ruan 大阮, gu-zheng 古箏; wind instruments: horizontal flute 笛子, vertical flute 簫, sheng 笙, suo-na 嗩吶; percussive instruments: yang-qin 揚琴, xylophones, and all percussion instruments including drums 鼓類, cymbals 鈸, gong 鑼, wooden fish 木魚, bell 鈴, tambourines 錢鼓, etc.

(2) Acquire knowledge of characteristic, sound ranges, effects in instrumental solo. Play solo pieces at intermediate or higher level such as but not limited to:
(a) flute 笛子 pieces; 小放牛 Little Cow Herd, 姑蘇行 A Visit to Gu Su, 牧民新歌 Herding tribe new song

(b) sheng 笙 pieces; 海南春曉 Wakening of spring in Hai Nan, 籃笙舞曲 Dance music of water weed pipe-organ, 孔雀開屏 Peacock displays its feather
(c) er-hu 二胡 pieces; 光明行 Bright journey, 牧羊姑娘 The Sheep Herd Lady, 陽關三 疊 Three good-bye at Yang Guan

(d) yan-qin 楊琴 pieces; 草原昇起不落的太陽 No sun set on grassland, 歡樂歌 Song of joy, 雨打芭蕉 Rain fall on the plantain
(e) liu-qin 柳琴 pieces; 數西調 contemplating in West Chamber, 金瓶似的小山 golden hill, 火把節戀歌 romance of touches festival

(f) pi-pa 琵琶 pieces; 陽春白雪 Snow in mid-summer, 大浪淘沙 Tide storming the beach, 梅花三弄 Three variation of plum blossom
(g) zhong-ruan 中阮 pieces; 旱天雷 Summer thunder, 龍燈 Dragon lantern, 彝族舞曲 Dance of Yu Minority

(h) gu-zheng 古箏 pieces; 瀏陽河 Liu Yang River, 瑤族舞曲 Dance of the Yao Minority, 戰颱風 Battling typhoon, etc.

(3) Acquire knowledge of structuring instruments in the 4 sections of Chinese orchestra to inspire in composition such as
1. 花好月圓 Perfect moment of flowers blossom with whole moon, in G key by Wang Yi-Jun and Peng Xiu Wen, 2. 紫竹調 Purple bamboo melody, in D key by Zhu Xiao-Gu, 3. 幸福年 Blessed Happy Year, in G key by Liu Ming-Yuan, 4.瑤族舞曲 Yao Minority dance music, in F key, by Peng Xiu-Wen, Liu Tie-Shan and Mao Yuan, 5. 蕩秋千 Over the swing, in Bb key by Liu Ming-Yuan, 6. 二泉映月 Duel springs shadow over the moon, D key by Hua Yasn-Jun and Peng Xiu-Wen, 7. Old Folks at Home (American folk song) 故鄉的親人, in G key, arranged by Zhu Xiao-Gu

(4) Acquire knowledge of structure of ensembles, small groups, quartets, duets, etc. to inspire in composition such as:
1. 良宵 Happy Evening (string ensemble), D key by Liu Tian-Hua and Zhu Xiao-Gu, 2. 梅花吟 Plum Blossom (vertical flute, pi-pa and gu-zheng trio) G key by Xiao-Gu Zhu, 3. Red River Valley (American folk song) 紅河谷, ensemble music in C key arranged by Zhou Zhong-Kang, 4.採茶燈 Plucking Tea Lantern, ensemble music in G key by Gu Guan-Ren, 5. Chan Mali Chan (Malay folk song) 燦瑪利燦, ensemble music in G, A keys, arranged by Qiu Chun-Quan

(E) Performances / Creative Expression

Students will perform at the following school and community events; First semester: (1) Honoring Elders Day, (2) Christmas Recital and/or Christmas Chorale; Second Semester: (3) Cherishing Youth Day, (4) Ukiah Spring Lantern Festival, (5) Mother's Day Recital, , Other community events include performing at senior centers, and invitations.

Performances will include pieces written by musicians. Selected pieces compose by students will also be performed

(1) Student has to have a total of 5 hours or more practice on his/her major instrument(s) (2) Student has to attend the weekly orchestra rehearsals, and solo sessions.
(3) Student will conduct the orchestra during rehearsals and performances
(4) Transcribing scores into instrument music sheets

(5) Composing for Chinese orchestra and instruments, including music scores for orchestra, ensemble, small group, quartet, duet, scores, etc. Students will compose and/or improvise music inspire by Chinese and Western folk songs, traditional music, movie sound tracks and popular world music.
(6) Assignment in writings on Theory of Music on material from the textbook, *Alfred's Essentials of Music Theory* and on Music Appreciation on material from textbooks *Understanding Music, the Continuing Confucian and Buddhist Heritage, Chinese Musical Instruments, Chinese Music and Orchestration.*

(7) Rehearsals and performances
(8) After listening to examples of musical works, students will identify, analyze, recognize and evaluate from the perspective of historical styles of Western music and Chinese music in their assignment.
(9) Students will write responses on the live concert(s) (Chinese and Western) they attended.

Students are knowledgeable in the elements and theory of music below. Students will develop good artistic perception of music through the way musical art is expressed in the musical elements by listening, watching performances, and composing:

Elements
(1) Sound, silence, noise, pitch, (2) Notation, intervals, tonality, scales, keys, (3) Cadences, rhythm, beat, meter, tempo, and dynamics, (4) Melody, harmony, chords, forms, (5) Texture, styles, (6) Structuring of orchestra by sections and the orchestration effects of instruments, (7) Performances with audience in mind. A piece of music is a creation by the composer deliberately for the targeted audience.

Theory
(1) Stuff, notes, pitches, treble and bass clefs, grand stuff, ledger lines, whole steps, half steps
(2) Note and rest values, measure, bar line,
(3) Time signatures, repeated sign, ending
(4) Dynamic signs, tempo marks, articulation, D.C., D.S., and fine
(5) Flats, sharps and naturals
(6) Key signatures, major scales, chromatic scale, intervals, circle of fifths
(7) Perfect and major intervals, minor intervals, augmented, diminished
(8) Solmization (Solfege), transposition, number notation in solmization
(9) Triads, primary and major, chords, chord progression
(10) Minor scales, minor triads, augmented and diminished triads
(11) Melody, harmonizing a melody, broken chord
(12) Composing a melody in major keys and minor keys
(13) Forms, binary, ternary

Students will perform at the following school and community events; First semester: (1) Honoring Elders Day, (2) Christmas Recital and/or Christmas Chorale; Second Semester: (3) Cherishing Youth Day, (4) Ukiah Spring Lantern Festival, (5) Mother’s Day Recital, , Other community events include performing at senior centers, and invitations.

Performances will include pieces written by musicians. Selected pieces compose by students will also be performed

(1) Students visualize textures of orchestra and ensemble pieces through studying the scores and/or listening or watching performances on CDs, DVDs and/or life performances.

(2) Western orchestra / classical pieces such as music by Antonio Vivaldi, Johann Sebastian Bach, George Frederic Handel, Franz Joseph Haydn, Wolfgang Amadeus Mozart, Ludwig Van Beethoven, Franz Schubert, Hector Berlioz, Felix Mendelssohn. Richard Wagner, Pyotr Ilyich Tchaikovsky, Gustav Mahler, Igor Stravinsky, and Aaron Copland.

(3) Chinese orchestra / classical pieces such as music by 20th century composers: Ren Guang, Zhang Han-Hui, Hua Yan-Jun (A Bing), Liu Ming-Yuan, Sheng Jia-Lun, He Wu-Qi, Li Guo-Quan, Shi Le-Ming, Li Bing-Yuan, Mao-Yuan, Liu Tian-hua, Liu Tie- Shan, Peng Xiu-Wen, Li Yuan-Qing, and Zhao Song-Ting

(4) Acquire knowledge of orchestration effects; the interplay of different and number of instruments, the contrast of sound and effects, the modes of expression, etc.

(5) Transcribing scores to music sheets for separate instruments and vice versa, and the use of different types of notation.

(6) Composing orchestra pieces inspire by sources of traditional Chinese folk songs, Western or world music. Students will play and perform their own compositions.

Students are familiar with the artistry and music culture below. Students will listen to examples of musical works of different historical periods as well as the contemporary. Students will identify, analyze, and recognize the styles, forms, textures and expressiveness of each work and culture. After listening to examples of musical works, students will write responses and comments from the perspective of Western music and Chinese music in their assignments.

Students will realize the development of musical art during the different historical periods and make connection to History, Literature and Languages. Students learn the different process of music development in China and in the West. Student realized that the science and technology are involved in creating better instruments, and the influence of science and technology in historical development of music. Students will connect music with the waves and vibration energy in Physics. Students will connect the tone colors, forms, textures, and styles, in music with that in painting. Students develop appreciation of life through appreciation of musical art. Students will develop their musical talent, one of the multiple human talents.

(1) Western music artistry versus traditional Chinese Confucius artistry
(2) Historical Western Styles: Dark Ages, Renaissance, Baroque, Classic, Romantic

(3) Historical Chinese Styles: Early Foundation in Shang-Zhou Period (17th to 1st century BCE), Han-Wei Period (206 BCE to 420 CE), Tang Dynasty (420 CE to 959 CE), Song- Liao-Jin Period (959 CE to 1260 CE), Mongol-Southern Song Period (1260 CE to 1368 CE), Ming-Qing Period (1368 CE to 1912 CE)

(4) Western and Chinese cultural exchange and contemporary

(5) Students will listen to examples of musical works of different historical periods as well as the contemporary. Students will identify, analyze, and recognize the styles, forms, textures and expressiveness of each work and culture.

(6) Students will attend live Chinese orchestra concert, and Western symphony and other concert(s).

Student will be graded **monthly** accordingly:
(1) Progress in playing a major instrument solo 25%

(2) Progress in leading orchestra rehearsals 25% (3) Written work and tests 25%
(4) Compositions 25%

Semester grade
(1) 90% on the above
(2) 10% on performances

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Chinese Music in the 20th Century	Sin-Yan Shen	Chinese Music Society of North America	1st edition	[empty]	Yes
Understanding Music	Jeremy Yudkin	Prentice Hall	3rd edition	[empty]	Yes
Alfred's Essentials of Music Theory	Andrew Surmani, Karen Farnum Surmani, & Morton Manus	Alfred Publishing Company	1st Edition	[empty]	No
Chinese Music & Orchestration	Sin-Yan Shen	Chinese Music Society of North America	1st edition	[empty]	Yes
Chinese Musical Instruemtns	Sin-Yan Shen & Yuan-Yuan Lee	Chinese Music Society of North America	1st Edition	[empty]	No

Supplemental Materials

Title	Content
Supplemental Materials	(1) Roger Kamien, Music: An Appreciation, McMraw Hill (2) Sin-Yan Shen, China: A Journey into its Musical Art, Chinese Music Society of North America (3) Paul O Harder & Greg A Steinke, Music Theory A Programmed Course, Allyn & Bacon (4) Various Instrument Instruction Books and music scores from mainland China and Taiwan. Instruments 6 (1) Strings: ban-hu 板胡, gao-hu 高胡, er-hu 二胡, zhong-hu 中胡, cello, double bass (2) Plucked strings: liu-qin 柳琴, pi-pa 琵琶, zhong-ruan 中阮, da-ruan 大阮, gu-zheng 古箏 (3) Wind instruments: horizontal flute 笛子, vertical flute 簫, sheng 笙, suo-na 嗩吶 (4) Percussive instruments: yang-qin 揚琴, xylophones, and all percussion instruments including drums 鼓類, cymbals 鈸, gong 鑼, wooden fish 木魚, bell 鈴, tambourines 錢 鼓, etc. Audio / Video Media (1) CDs and video tapes along with textbook Understanding Music (2) Supplementary DVDs, VCDs, CDs and cassettes on Western Music (3) Supplementary DVDs, VCDs, CDs and cassettes on Western Music Instruments (1) Strings: ban-hu 板胡, gao-hu 高胡, er-hu 二胡, zhong-hu 中胡, cello, double bass (2) Plucked strings: liu-qin 柳琴, pi-pa 琵琶, zhong-ruan 中阮, da-ruan 大阮, gu-zheng 古箏 (3) Wind instruments: horizontal flute 笛子, vertical flute 簫, sheng 笙, suo-na 嗩吶 (4) Percussive instruments: yang-qin 揚琴, xylophones, and all percussion instruments including drums 鼓類, cymbals 鈸, gong 鑼, wooden fish 木魚, bell 鈴, tambourines 錢 鼓, etc.

Advanced Placement

Computer Science Principles

Syllabus

Instructor

Teacher:

School:

Course Overview

CS Matters in Maryland (http://csmatters.org/) is an NSF-funded CS10K project focusing on the new AP Computer Science Principles (CSP) course. The objectives of the course are consistent with those defined within the AP Computer Science Principles Curriculum Framework by the College Board. This course will be taught using the curriculum developed by CS Matters.

The CS Matters CSP curriculum was developed with one key goal: to provide all students the opportunity to learn computer science within a rigorous and engaging framework. To reach, retain, and teach traditionally underrepresented groups, the curriculum is designed to foster welcoming learning environments that are respectful of the diverse strengths of all students. The theme of the CS Matters course is *data* -- where it comes from, how it is collected and made available, how it can be analyzed and visualized, and the impact of “big data” on society.

Unit 1, *Your Virtual World*, informs and involves students in the many ways in which computing shapes their environment. Students study scalable problem solving by participating in citizen science, contributing their thoughts and recording their reactions in daily journals, investigating innovations of particular importance to them, and collaborating with partners and groups. Core lessons from Unit 1 include Impact of Innovation, A Problem Solving Process that Scales, Societal Impact, and Privacy in the Age of Big Data.

Unit 2, *Developing Programming Tools*, introduces students to software development using the Python programming language. The unit begins by focusing on the motivation for programming and then teaches the fundamentals of procedural programming, including data storage and retrieval, sequence, selection, iteration, and functions. This unit plays a pivotal role that allows subsequent units to challenge students to implement their own code to investigate their virtual world.

Unit 3, *Information and the Internet*, continues the emphasis on impact while examining the Internet, its core technologies, and its design. The unit explores how the design and technologies of the Internet affect innovation. Students take on the roles of Internet technologies by acting out the parts these technologies play. The first and third units together equip students to complete the College Board's *Explore* Performance Task.

In the Explore Performance Task (EPT), students choose and explore a computing innovation. The EPT requires students to select and investigate a computational innovation that: has or has had the potential to have significant beneficial and harmful effects on our society, economy, or culture, consumes, produces, and/or transforms data and raises at least one data storage concern, data privacy concern, or data security concern. Students will have 8 hours (480 minutes) of class time to complete the EPT.

Unit 4, *Data Acquisition*, focuses on data, modeling, and simulations, while introducing fundamental concepts of probability and statistics. Students address the potential and limits of modeling by developing and testing hypotheses. Using computational thinking and the programming skills they learned in the prior unit, students build and test a model that leverages the power of computing to increase the accuracy of its results.

Unit 5, *Data Manipulation*, orients students to the conceptual foundations and core strategies for managing big data. Students investigate several data manipulation strategies, focusing on common algorithms and methods of evaluating them. The study of algorithms leads to small individual programming projects that acquaint students with the College Board's *Create* performance task.

Unit 6, *Data Visualization*, serves as a bridge between the introduction to computing and the development of more substantial programming artifacts. This unit includes several options for teachers to strengthen their students' creative programming abilities. The first lessons use EarSketch to engage students in computation through collaborative music composition. Other lessons use Bokeh from Continuum Analytics to equip students to create their own data visualizations.

In the Create Performance Task (CPT), students bring ideas to life through software development. The CPT requires students to design and iteratively develop a program. The College Board encourages but does not require students to collaborate with a partner, and once students begin the development of the CPT, they may receive help only from the collaborative partner. While not requiring it, this lesson supports a collaborative effort. Even if collaboration is used, each student must independently complete a significant level of planning, designing, and developing the program. Students will have 12 hours (720 minutes) of class time to complete the CPT.

Instruction in the Six Computational Practices and Seven Big Ideas is integrated throughout the course. The following table indicates the number of times each learning objective is addressed in each unit. Each Big Idea is taught in at least three units. Most

Big Ideas are taught in every unit. The table below indicates the number of times lesson objectives associated with each big idea are taught in each unit. These are in addition to the instructional values of the Performance Tasks.

Summary of Big Ideas Taught in Each Unit							
	Big Ideas						
Unit	1	2	3	4	5	6	7
1	2	2	1	3	0	0	9
2	11	1	1	3	31	0	2
3	11	11	3	7	1	20	8
4	6	9	20	2	9	0	0
5	3	6	7	9	0	1	0
6	27	20	4	6	33	4	4

Six Computational Thinking Practices are used by students in each unit of the course.

P1: Connecting Computing
P2: Creating Computational Artifacts
P3: Abstracting
P4: Analyzing Problems and Artifacts
P5: Communicating
P6: Collaborating

Seven Big Ideas guide student activities throughout the course.

BI1: Creativity
BI2: Abstraction
BI3: Data and Information
BI4: Algorithms
BI5: Programming
BI6: The Internet
BI7: Global Impact

Sample Assignment Associations			
Sample Assignments	Page Numbers	Computational Practices	Big Ideas
1	5	1, 4 and 6	1, 6 and 7
2	7	2, 4 and 6	1, 4 and 5
3	11	1, 2, 3, 4 and 5	2 and 6
4	14	1, 3 and 5	2, 3 and 7
5	17	1, 4 and 5	1 and 3
6	20	2, 3, 5 and 6	1, 2, 4 and 5

NATIONAL BOARD
for Professional Teaching Standards

December 16, 2017

Certification Area: **Science-Adolescence and Young Adulthood-Physics**

Candidate ID: **03005359**

Dear **Min Zhang**,

I am pleased to inform you that you are a National Board Certified Teacher! On behalf of all of us at the National Board, congratulations on this significant achievement.

The National Board follows a comprehensive and detailed process to ensure all scoring decisions are valid, reliable and accurate before releasing score reports.

You can find details on your scores in the score report below. Your certificate should reach you early next year. It will be valid for a period of five years from the date printed on this letter.

In the meantime, I want to welcome you to the growing ranks of National Board Certified Teachers (NBCTs) who are transforming the profession. NBCTs still represent only a small fraction of our teaching workforce. To realize the dramatic improvements we all seek for students, Board certification must become the norm and the expectation in teaching as it is in other true professions from architecture to medicine. This vision must be embraced and driven by teachers like yourself. I hope you will help to advocate for supportive policies and programs in your district and state to enable more of your peers to follow in your footsteps.

As an NBCT, many doors will open to you, whether it is the chance to serve as a candidate mentor, a curriculum writer, or perhaps in a leadership position in your union or content association. I encourage you to see this milestone as part of your teacher leadership journey.

In addition, I hope you will stay in touch on Facebook and Twitter and consider joining an NBCT Network in your area or starting your own network. You will soon receive our monthly e-newsletter (The Boardroom), as well as other emails with information on opportunities to learn and lead targeted especially for you. We look forward to hearing from you, too. Again, congratulations and thank you for your dedication to your students, to teaching, and to our nation's future.

Warm regards,



Peggy Brookins, NBCT
Mathematics – AYA Certified 2004, Renewed 2013
President and CEO

Melissa Timmen

700 E. Gobbi St., #95, Ukiah, CA 95482 (714) 330-0646 • engteach99@yahoo.com

Education	**Northern Arizona University**, Flagstaff, Arizona
Credential (IR)	Professional Single Subject English, 2010
Endorsements	Sheltered English Instruction, 2010
Certificate	TESOL/TESL certificate, 2006
M. Ed.	Secondary Education, 2010
BA	**Humboldt State University**, Arcata, California 2006 English/Language Arts
Teaching Experience	
English Professor	Mendocino College, Spring 2011 - present Teach English 10, 12, 200
English Teacher	Ketchikan Gateway Borough HS 2010 - 2011 Taught World Lit., Lit. Into Film, English II Grades 9,10,11,12
English Teacher Student Teaching	New Start High School, Spring 2010 Taught English 9 and 10, Taught Reading Intervention, grades 9 - 12
Substitute Teacher	Flagstaff Unified School District, 2008- 2010 Taught elementary, middle school, high school, special education classes, multi-subjects
English Teacher	YBM – ECC, 2007 – 2008 Taught grades K-12 conversational English and grammar at private academy South Korea; Taught TOEFL Test Prep
Instructional Aide	McKinleyville Middle School, 1998 - 1999 worked one-on-one and in small groups with low achieving students
Special Education Instructional Aide	River Valley High School, 1993 - 1994 worked one-on-one and in small groups with special education students, and identified students for mainstreaming
Professional Development	Canvas Training; Mental Health First Aid Certificate

Mark E. Levin
(707) 972-8946
mlevin@pacific.net

Position: U.S. History Teacher

HIGHLIGHTS

Designed World Literature course; taught Biology and Science, homeschool.

Tour Guide — Nature, History and Cultures of Bay Area; own and Angel Island S.P.

Compiled "America's Saga" (U.S. History in folktales and folksongs)

Consulted and created Revolutionary Period Immersion Program, 5th grade.

Storytelling and natural interpretation in High Sierra National Forest.

Soon after Perestroika, created outdoor education curriculum for unique Soviet/American exchange program, high school.

RELEVANT EDUCATION

1995	M.S. "Plant Ecology," Sonoma State University.
1987	M.S. "Visual Science," Psychology. University of Rochester.
1985	B.S. "Biomedical Engineering," University of California San Diego, Revelle College minor: "Visual Arts".

RELEVANT WORK HISTORY

2005 - 2015 Ukiah Valley Medical Center, Ukiah CA.
Nuclear Medicine Technologist — Patient care, imaging, radiation safety

2000 - 2001 Anza-Borrego Desert State Park, Borrego Springs, CA (East San Diego County).
Interpreter I — Natural, Paleontological and Historical presentations

1997 - 2000 Angel Island State Park, Tiburon, CA.
'Part-time Interpreter' — Immigration Station Tours, Civil War 5th grade overnight program.

1997 - 2000 NorthBay Tours, San Rafael, CA.
Tour Guide — created Nature, History and Cultures tours of San Francisco Area. Adult.

1993 - 1997 Bay Area Discovery Museum, Sausalito, CA.
Guide and Science Educator — Guide children in exploratory learning, created custom collaborative homeschool programs (science and arts, science and theater/movement)

Donald A. Gaston, M.Ed, ΚΔΠ
1013 Linden Avenue, Charlottesville, VA 22902 (804) 971-8404
email: solutions@cstone.net

RESUME

Professional Licenses/ Training

- **Commonwealth of Virginia, Postgraduate Professional License**
  July 1, 2001 to June 30, 2006, Middle Education Grades 4-8
  July 1, 1996 to June 30, 2001, Middle Education Grades 4-8
- Commonwealth of Virginia, Special Education Conditional License
  July 1, 1998 to June 30, 2001, Specific Learning Disabilities PreK-12
- Medication Management Certificate per code of Virginia
- Annual Learning Disabilities Symposium, University of Virginia

Education

- Master of Education 1996
  James Madison University
- Master of Planning 1978
  University of Virginia, School of Architecture
- Bachelor of Science 1972
  California State University, Pomona

Professional Educator

- **Reading Teacher, L.D. Students, Middle School Population**
  Elective Teacher: Environmental Studies and Pillars of Character
  Oakland School, Boyd Tavern, Virginia
- **Science Teacher, Upper Elementary Population**
  Curriculum development on Web of Life and Earth Sciences
  Virginia Natural History Museum, Charlottesville, Virginia
- **Long Term Substitute, Special Education 1st-4th Grades**
  Burnley Moran Elementary, Charlottesville, Virginia
- **Long Term Substitute, Resource Teacher 4th Grade**
  Central Elementary, Fluvanna County, Virginia
- **7th Math Teacher, Prospect Heights Middle School,** Orange, Virginia

Additional Professional Experience

Landscape Designer, Linden Lane Landscapes, Charlottesville, Virginia
Forecast Planner, Sprint-Centel, Charlottesville, Virginia
Senior Planner, Albemarle County Planning Dept, Charlottesville, Virginia

Community Involvement in Education

Ivy Creek Natural Area, Board Member, and School Group Tour Guide
Boys Scouts of America, Cubs Scouts and Webelos Den Leader
Charlottesville City Schools, Volunteer in Science and Reading Programs

Alumni Feedback Survey

CONFIDENTIAL

Prepared by Developing Virtue Alumni for Developing Virtue Secondary School leaders and DRPx

Instilling Goodness Elementary & Developing Virtue Secondary Schools

Most feedback ever gathered from IGDVS alums

All Graduates	Population	Responses	Margin of Error (confidence int. of 90%)
Boy Graduates	137	44	6.6%
Female Graduates	132	28	5.9%
Total	269	76	4.5%
2010s Graduates	Population	Responses	Margin of Error (confidence int. of 90%)
Boy Graduates	60	28	10.6%
Female Graduates	73	17	8.1%
Total	133	48	6.9%
2000s Graduates	Population	Responses	Margin of Error (confidence int. of 90%)
Boy Graduates	47	10	9.8%
Female Graduates	53	8	8.1%
Total	100	19	6.5%
1990s Graduates	Population	Responses	Margin of Error (confidence int. of 90%)
Boy Graduates	?	6	
Female Graduates	?	3	
Total	?	9	

28% repose rate.

Some graduates said they didn't to reveal their gender. They are included in the total.

62% of 2010 respondents say they are currently a Student

Margin of error calculated by http://www.statisticshowto.com/probability-and-statistics/hypothesis-testing/margin-of-error/

Overview

Objective
Get feedback from Developing Virtue Secondary School alumni to help drive school development strategy.

Methodology
Google Forms survey sent via email, social media to alumni

Summary
Years after graduating, alumni generally appreciate the unique experience they had. To make it Even better there are three suggestions: stronger academics, life skills to do well and stay ethically centered in the outside world , and consistent processes.

Other Notes
Survey done at the request of IGDVS. Of approx.

270 alumni graduates, 83 responses have been collected. 76 responses from graduates. Most responses from graduates in 2000s, 2010s (except 6). We also don't have complete list of graduates in 1990s.

Summary weight is given to more recent graduates since they have experienced the latest of the schools.

Everyone acknowledges that alumni feedback is not the only driver of strategy. But given the school's tremendous investment of time, energy and resources into their students, it is worth hearing their feedback.

Students spend much of their childhood here

"How long did you study at IGDVS?"

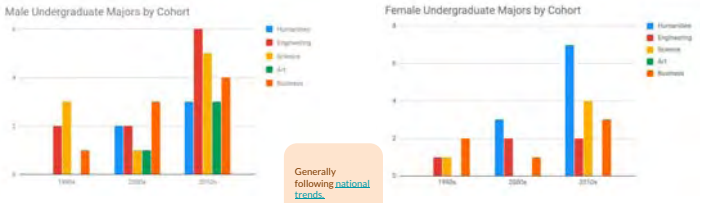
	0-3 years	4-6 years	7-8 years	8+ years
All Graduates				
Male Graduates	2	22	10	10
Female Graduates	3	16	2	6
Total	5	38	12	16
2010s Graduates				
Male Graduates	2	17	4	5
Female Graduates	2	9	2	3
Combined	4	26	6	8
2000s Graduates				
Male Graduates	0	3	3	4
Female Graduates	1	5	0	2
Combined	1	8	3	6
1990s Graduates				
Male Graduates	0	2	3	1
Female Graduates	0	2	0	1
Combined	0	4	3	2

Mostly weighted towards 4-6 years and 8+ years. 32% of students here 7+ years.

The impact of our schools is substantial given how long students are here.

College majors generally follow national trends

"If applicable, what is/was your undergraduate college major?"



Generally following national trends.

Note: Computer/mechanical/electrical are grouped in engineering, Accounting/economics with business. Physical/chem/bio sciences grouped together
See APPENDIX for Graduate majors and Careers.

Alums unlikely to actively promote school

"How likely would you recommend the school to a friend?" 0-10 Scale, Not at all likely → Extremely Likely

All Graduates	Not likely to recommend	Likely to recommend	Not sure	NPS
Male Graduates	8	12	24	9
Female Graduates	9	8	11	-4
Total	17	20	35	4
2010s Graduates	Detractors	Promoters	Passives	NPS
Male Graduates	7	9	12	7
Female Graduates	6	3	8	-18
Total	13	12	20	-2
2000s Graduates	Detractors	Promoters	Passives	NPS
Male Graduates	1	0	7	-10
Female Graduates	1	4	3	38
Total	2	4	10	11
1990s Graduates	Detractors	Promoters	Passives	NPS
Male Graduates	0	1	5	17
Female Graduates	2	1	0	-33
Total	2	2	5	0

Note the sheer amount of passives. These are people who are passively satisfied and likely won't be referring people to the school. Generally their feedback points towards school policies and EQ prep. See APPENDIX B.

It also worth repeating that the cohorts are at different ages. So comparing may not be worthwhile.

Net Promoter Score (NPS) is a score ranging from -100 to +100. Ideally you want to get into the 30s-50s.

Likely to recommend = those who answer 9 or 10
Not likely to recommend = those who answer 0 to 6

Net Promoter Score (NPS®)= %Likely – %Unlikely

More about NPS

Most alums think it was a good experience

Your experience at IGDVS was overall? 1-5 Scale, 1 = Poor 2 = Unsatisfactory 3 = Average 4 = Good 5 = Excellent

All Graduates	Avg score	% Excellent	% Good	% Good or Excellent	% Average Experience
Male Graduates	4.3	41%	50%	91%	9%
Female Graduates	4.0	25%	54%	79%	18%
Total	4.1	33%	50%	83%	14%
2010s Graduates	Avg score				
Male Graduates	4.3	43%	46%	89%	11%
Female Graduates	4.1	35%	35%	71%	29%
Total	4.2	38%	38%	75%	21%
2000s Graduates	Avg score				
Male Graduates	4.4	50%	40%	90%	10%
Female Graduates	4.1	13%	88%	100%	0%
Total	4.1	32%	58%	89%	5%
1990s Graduates	Avg score				
Male Graduates	4.2	17%	83%	100%	0%
Female Graduates	3.0	0%	67%	67%	0%
Total	3.8	11%	78%	89%	0%

Again: not a good idea to compare cohorts. But if you must, note the % share change of those that rated experience a 5 vs 3 in Female cohorts.

Note very little unsatisfactor or poor ratings.

Curriculum is OK

"What do you think about the curriculum offered at IGDVS?" 1-5 Scale, Poor → Excellent

All Graduates	Avg	% Excellent	% Good	% Good or Excellent	% Average Experience	% Unsatisfactory or Poor
Male Graduates	3.9	23%	52%	75%	20%	5%
Female Graduates	3.6	14%	46%	61%	29%	11%
Total	3.7	18%	47%	66%	22%	12%
2010s Graduates	Avg					
Male Graduates	3.8	21%	46%	68%	25%	7%
Female Graduates	3.6	18%	35%	53%	35%	12%
Total	3.6	19%	40%	58%	27%	15%
2000s Graduates	Avg					
Male Graduates	4.3	30%	70%	100%	0%	0%
Female Graduates	3.8	0%	75%	75%	25%	0%
Total	3.9	16%	68%	84%	11%	5%
1990s Graduates	Avg					
Male Graduates	3.8	17%	50%	67%	33%	0%
Female Graduates	3.3	33%	33%	67%	0%	33%
Total	3.7	22%	44%	67%	22%	11%

But about 30-40% alums see curriculum as average to poor.

Room to improve on extracurricular activities

"What do you think about the extracurricular activities offered?" 1-5 Scale, Poor → Excellent

All Graduates	Avg	% Excellent	% Good	% Good or Excellent	% Average Experience	% Unsatisfactory or Poor
Male Graduates	4.2	48%	30%	77%	16%	7%
Female Graduates	3.2	11%	29%	39%	36%	25%
Total	3.7	32%	28%	59%	25%	16%
2010s Graduates	Avg					
Male Graduates	4.2	54%	21%	75%	18%	7%
Female Graduates	2.9	0%	29%	29%	35%	35%
Total	3.6	31%	23%	54%	27%	19%
2000s Graduates	Avg					
Male Graduates	4.4	50%	40%	90%	10%	0%
Female Graduates	3.9	25%	38%	63%	38%	0%
Total	4.0	37%	37%	74%	21%	5%
1990s Graduates	Avg					
Male Graduates	3.7	17%	50%	67%	17%	17%
Female Graduates	3.3	33%	0%	33%	33%	33%
Total	3.6	22%	33%	56%	22%	22%

From 2010s cohort, 35% of women say unsatisfactor/poor.

Men generally satisfied.

Alums want academics and transition improved

"What would be one thing you would like to see improved at the schools?"

Key Themes:

- Academics
- Outside Life Prep
- Counseling / Mental Health
- Teachers
- Facilities

More counseling

Female, 2010s

Equality amongst everyone like how Master Hsuan Hua would have wanted

Female, 2010s

I'd like there to be more exposure to life after high school.

Female, 2010s

The staff as well as quality of education.

Male, 2010s

More opportunities to leave the city to engage in conversations and activities with other kids outside

Male, 2010s

I would like to see more staff who look out for the student body as a whole, not just during class, but between classes as well. Staff should make sure that students are treating other students equally and not the subject of abuse and bullying. Staff and students should interact with one another both in and out of the classroom and school to better make an impression on the youth.

Male 2010s

Have a better teaching method and style not just go over with what on the books

Female, 2000s

The academics are fine but I think the grade inflation doesn't prepare students for college enough. Teachers should be a little more true to the syllabus when grading. I think only Dharma Master Tsung follows his syllabus.

Male, 2010s

The kids getting a little more freedom

Female, 2010s

Strongly recommend to read all from APPENDIX

IGDVS is a special place that alums appreciate

"What do you like the most about IGDVS?:

Key themes:

- The Environment
- Close Community
- Friendships / brotherhood / sisterhood
- Teachers
- Small Class Size
- Spiritual Enrichment
- Character Education
- Extracurricular Activities

Teacher and students are very close and it's a big encouragement for students to study hard

The bond between the students

Overall I do believe the teachers truly cared about the students, and the small class sizes helped in that.

Spiritual community that lives by example

The safe and peaceful environment that is good for character and educational development.

Close knit community and nice environment to study

Small class, everyone knows each other between students and teachers. You gets to be involved in some sort of extracurricular activity one way or another, full of opportunities. You won't get left behind or unnoticed.

The education system that allows students to gain knowledge on values, religious studies, and community service instead of merely academics

Stressing character development above all else.

Strongly recommend to read all from APPENDIX

Stronger academics and life skills needed

"What is one thing the schools can do better to prepare students when transitioning to college?"

Key Themes:

- Academics
- Life Skills
- Real life experiences
- Opposite Gender Preparation
- Alumni
- College Counselling

Making courseload a little tougher and also having more interactions with the girls schoolers. They should be able to collaborate directly with each other when preparing for events, not through a teacher and staff medium. They should come up with ideas together and then present it to the teachers.

Male, 2010s

Social skills

Female, 2010s

When I first got to college, it felt like I had walked into a whole new world. I think the school can reach out more to alumni to host open discussions with current students, giving them a chance to ask questions and talk about the outside world with someone closer in age.

Female, 2010s

more opportunities for open discussion about social issues/relationships/how to maintain ethical center when faced with challenges of the technology age etc

Female, 1990s

Have better resource and materials that give student a better ideas and direction of major and school that are suit them or help them to grow and get closer to what they were interested (if there were no direct majors that were to what they were looking for).

Female, 2000s

Sex safety and consent education.

Female, 2000s

Teach students the skills needed to be independent after high school.

Female, 2010s

The schools focus on 4 growth areas. Which one would you like to see the schools improve upon?

	Character (8 core virtues)	Academics	Spirituality	Global Awareness
All Graduates				
Male Graduates	15	8	4	17
Female Graduates	9	5	0	13
Total	24	13	4	30
2010s Graduates				
Male Graduates	8	7	2	11
Female Graduates	5	5	0	7
Total	13	12	2	18
2000s Graduates				
Male Graduates	5	0	1	4
Female Graduates	3	0	0	5
Total	8	0	1	9
1990s Graduates				
Male Graduates	2	1	1	2
Female Graduates	1	0	0	1
Total	3	1	1	3

Note the interest in Global Awareness followed by Character education and academics.

These terms (like "global awaress" were not defined. Best to read the verbatims.

Additional comments

I had a wonderful experience at the school and I think a lot of people I know did as well. It's an extremely special place with loving and caring teachers that are dedicated to Master Hsuan Hua's mission. I would personally recommend this school but would also encourage improvement for equality amongst all races and walks of people to be accepted and treated with kindness and patience. I have such fond memories from going to school there and would choose to do it all over again if I had a choice. Thank you!

Overall, my experience at IGDVBS has been nothing short of an wonderful learning experience, and I'm confident that if I ever have any kids, I'd send them here.

I really appreciate the school and all the people that's made this experience unique. That's why it's impossible to complete this kind of survey which ask us to rate the school on a scale. It's a 6 year life, full of ups and downs that cannot simply be summed up on a scale of numbers. As for recommending the school to others, it's not a school for everyone so I cant say I'd recommended 100% of the time; it would have to depend on the person.

The Schools must regain the spirit they once have had. Times change, so do people. The adults(staff) need to guide the students to areas beyond the classroom and/or school.

Focus areas

On global awareness: my favorite part of the school's focus on global awareness wasn't recycling. Through doing it daily, it has become quotidian to me. However, for some other impressing social/global issues, we either didn't have addressed or only talked about them from a distant perspective (like just watching YouTube videos). Coming to college, I see how people advocate for their beliefs and try to change the world.

They should understand that there is more to life than what they see at school. There are people they have never met that do occupy the earth and that they need to be accepting to them

I literally didn't know about them [8 core virtues] until my senior year and I still cannot differentiate between some of them. (As a sidenote these are a lot. Some highly competitive and distinguished private schools only have about 3. It's simpler for teenagers and they focus on quality) Academics comes in pretty close, but the 8 core virtues were inexistant to me and I am not sure they are necessary (that's another question though).

I think the school could implement more exercises and discussions that foster the ability to listen to oneself and trust one's own inner ethical compass, in combination with learning existing frameworks for good character. Students need to be empowered with the freedom to make decisions and assess the consequences of their actions, rather than simply expected to follow rules.

Recently, a lot of the students have forgotten why they go to the IGDVSS. They forget that it's one school with two divisions, and they believe that they're just studying in a non-coed school in America and life sucks for them. I feel like as a result, students do more and more behind teachers back and forget the core virtues that we are there to develop.



Please continue reading

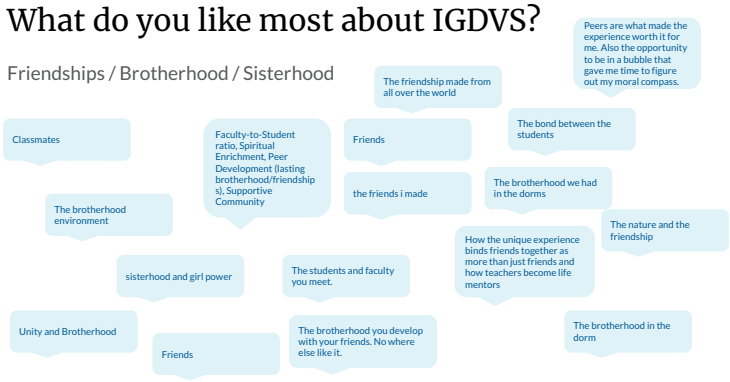
The next pages contain much more feedback that will give you a clearer picture

What do you like most about IGDVS?



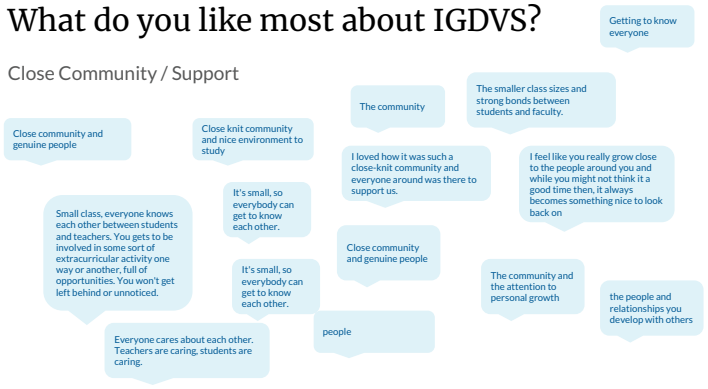
APPENDIX A: Positive Feedback

What do you like most about IGDVS?



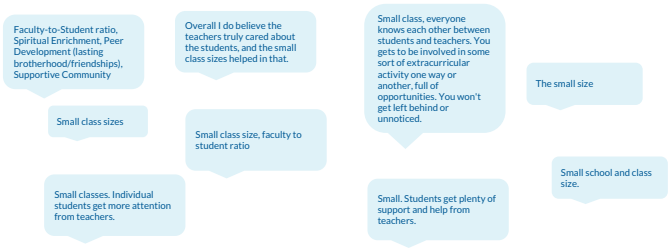
What do you like most about IGDVS?

Close Community / Support



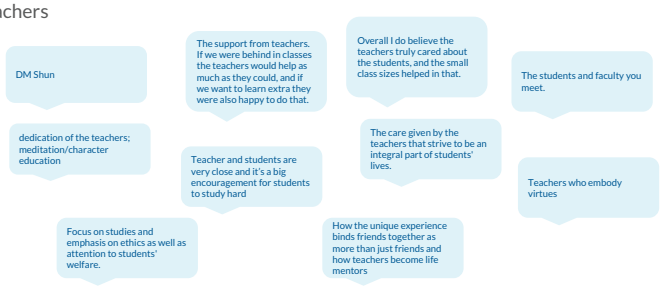
What do you like most about IGDVS?

Small Class Size



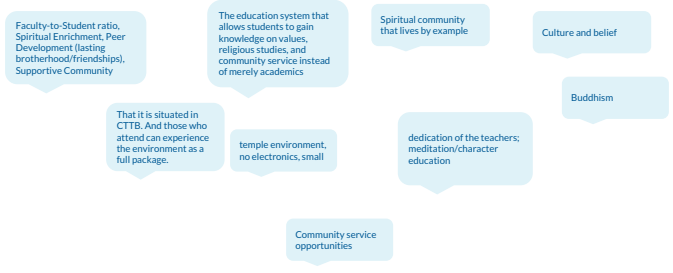
What do you like most about IGDVS?

Teachers



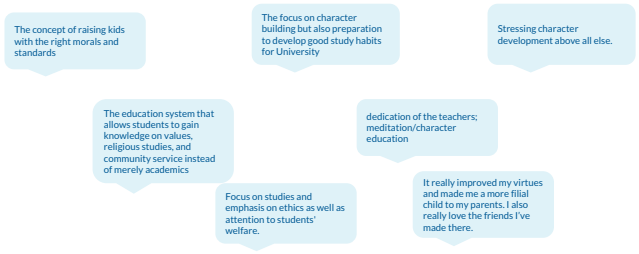
What do you like most about IGDVS?

Spiritual Enrichment



What do you like most about IGDVS?

Character Education



What do you like most about IGDVS?

Discipline

Simplicity and discipline.

It provided a no-nonsense environment that teenage me resented, but retrospectively helped me focus on academics and certainly gave me a unique high school experience most of my peers do not have.

Academics

Working at your own academic pace.

Block teaching combining history, literature and philosophy

Focus on studies and emphasis on ethics as well as attention to students' welfare.

Food

Vegetarian food

Dorm

The dorm life and the busy schedule

What do you like most about IGDVS?

Extracurricular Activities

Senior trip and hanging out at SF in vans. Movie nights, board games, halloween events are great.

The education system that allows students to gain knowledge on values, religious studies, and community service instead of merely academics

The extra curricular activities and the environment

The extra curricular activities and the environment

Small class, everyone knows each other between students and teachers. You gets to be involved in some sort of extracurricular activity one way or another, full of opportunities. You won't get left behind or unnoticed.

The autonomy and empowerment of students to step up and run their own organizations/initiatives

What do you like most about IGDVS?

What I like about IGDVS is that regardless of the flow of different generations of students, the heart of the school always manages to find its way to the students. The students show this when they are on the podium on their graduation.

APPENDIX B: NPS Feedback

Feedback from NPS Not Likely to Recommend

NPS	Gender	Cohort	14. What would be one thing you would like to see improved at the schools?
0	Prefer not to say	2000s	The kids are usually assholes. Weird asian pride thing going on.
3	Prefer not to say	2010s	Extra-curricular activities
5	Prefer not to say	2010s	Better educational resources, more transparency on funding,
6	Prefer not to say	2010s	I feel the education system doesn't prepare us well for college. I thought I was doing well because I had pretty good grades in IGDVS. However, when college first started I had terrible grades and even until now.
6	Female	1990s	Consistency between Boys & Girls schools
0	Female	1990s	Hire real teachers and implement a true academic structure that is not run by nuns or monks.
6	Female	2000s	Teach students more life skills eg. offer classes on cooking, gardening, driving, money management, etc.
6	Female	2010s	Sat preparation
5	Female	2010s	Cirriculum
4	Female	2010s	Communication
6	Female	2010s	Geography needs to be offered as a subject at school!
5	Female	2010s	Resources and processes
2	Female	2010s	I would love to see maybe a counseling department maybe? A place where students can be very open and get help, emotionally and mentally. I know myself and a lot of students who struggled at times and it seems like the only people we could rely on were our friends and peers. But it's important that the students can have access to professional help as well.

Feedback from NPS Not Likely to Recommend

NPS	Gender	Cohort	14. What would be one thing you would like to see improved at the schools?
2	Female	2010s	I would love to see maybe a counseling department maybe? A place where students can be very open and get help, emotionally and mentally. I know myself and a lot of students who struggled at times and it seems like the only people we could rely on were our friends and peers. But it's important that the students can have access to professional help as well.
5	Male	2000s	The school needs much better education to prepare students for working and living in the outside world, and part of that does include working together with people of the other gender.
5	Male	2010s	More stem-oriented or intellectually stimulating extracurricular activities and resources! Not everyone is ready to be physical or happy to be in a jocky-ish environment, especially when coming to a buddhist private school! If you want to make intramural sports mandatory, don't make them so competitive/aggressive! They are a source of unfriendliness even off the court. Also better integration between dorm/non-dorm students. The club activities do not suffice at all. The gap is enormous.
6	Male	2010s	The staff as well as quality of education.
6	Male	2010s	The quality of the education provided and the quality of the teachers that teach important core classes for STEM majors.
4	Male	2010s	More access to the arts and freedom for the students to be apart of something they care about
5	Male	2010s	more effort by teachers to be involved in the students lives
5	Male	2010s	The academics are fine but I think the grade inflation doesn't prepare students for college enough. Teachers should be a little more true to the syllabus when grading. I think only Dharma Master Tsung follows his syllabus.
5	Male	2010s	N/A

Feedback from NPS Unsure

NPS	Gender	Cohort	14. What would be one thing you would like to see improved at the schools?
7	Female	2000s	No comment
8	Female	2000s	More liberal about rules
8	Female	2000s	Have a better teaching method and style not just go over with what on the books
7	Female	2010s	The kids getting a little more freedom
8	Female	2010s	Increase English proficiency
8	Female	2010s	I think the school could improve on the feedback system for different classes.
7	Female	2010s	More counseling
7	Female	2010s	Providing students with mental health support.
7	Female	2010s	The inequality across the divisions (of class, gender, grades)
8	Female	2010s	Teachers being taught how to appropriately mediate with students. A student struggling does not make them a bad person. Maybe some counciling for the students to privately consult in - more moral and mental support.
8	Female	2010s	Focus on creativity and extracirricular activities, let the children explore their interests and passion. Keep the student informed about current events and US cultures and society.

4/35 want better teachers
10 /35 want more emotional help, transition prep
16/35 want better curriculum, standards, structure

Feedback from NPS Unsure

NPS	Gender	Cohort	14. What would be one thing you would like to see improved at the schools?
8	Male	1990s	School rules can be modified to be less strict, school facilities can be improved.
7	Male	1990s	Seminars led by experts that introduce a variety of applicable topics.
8	Male	1990s	More preparation for outside integration before graduation.
7	Male	1990s	IGDVS is perfect for progressive method of education such Montessori education. Standardizing towards these progressive method of education allows for elevated quality of education.
8	Male	1990s	Back in the days for punishment you were sent to the buddha hall for repentance. Students will associate religion with punishment which is the wrong idea. Doing community service hard labor work are all adequate.
8	Male	2000s	Emotional intelligence curriculum
7	Male	2000s	A somewhat more secular approach to some topics that may come up in lectures/current events.
8	Male	2000s	More awareness of racial issues since the student body was fairly homogenous when I was there.
7	Male	2000s	Address issues of bullying.
8	Male	2000s	More emphasis on life skill development.
8	Male	2000s	Less micromanagement by teachers and staff.

APPENDIX C: Graduate Majors & Careers

Feedback from NPS Unsure

NPS	Gender	Cohort	14. What would be one thing you would like to see improved at the schools?
7	Male	2000s	consistency
8	Male	2010s	Improved moral education
8	Male	2010s	Trained teachers
7	Male	2010s	I have not been back in a while but I am sure the staff are working hard to improve the school.
8	Male	2010s	More academic options (as in available courses as well as extra curricular activities)
7	Male	2010s	Better qualified teachers
8	Male	2010s	Some facilities improvement.
7	Male	2010s	It's pretty good overall
8	Male	2010s	More opportunities to leave the city to engage in conversations and activities with other kids outside
7	Male	2010s	Better facilities, more class selections, and more room for a personalized curriculum
8	Male	2010s	Consistency in education. (as a former teacher)
8	Male	2010s	more student participation

What is the highest degree you have completed after attending the schools?

	High School	Associate Degree	Bachelor Degree	Master Degree	Doctoral Degree	Post-doctoral Training
All Graduates						
Male Graduates	11	0	26	5	1	0
Female Graduates	3	1	16	7	0	0
Total	14	1	42	12	1	0
2010s Graduates						
Male Graduates	11	0	15	1	0	0
Female Graduates	3	1	10	2	0	0
Combined	14	1	25	3	0	0
2000s Graduates						
Male Graduates	0	0	7	2	1	0
Female Graduates	0	0	5	3	0	0
Combined	0	0	12	5	1	0
1990s Graduates						
Male Graduates	0	0	4	2	0	0
Female Graduates	0	0	1	2	0	0
Combined	0	0	5	4	0	0

If applicable, what is/was your graduate major?

Buddhism, Social Anthropology
Mechanical engineering
Physiology, Alternative Medicine, Public Health
East Asian Languages and Cultural Studies
Nursing
Curriculum and Instruction
Leadership
Materials Science and Engineering
Masters in Business Administration
Computer science
History
Business
Business marketing
Biological sciences
Smoking weed
Business
Chemical engineering

What is your current career?

Female	1990s	Management Consultant
Female	1990s	Entrepreneurship
Female	2000s	Air traffic controller
Female	2000s	Marketing
Female	2000s	Mechanical engineer
Female	2000s	UX Designer
Female	2000s	Stay home mom
Female	2000s	Data Specialist
Female	2000s	Accountant
Female	2010s	Nursing
Female	2010s	Education
Female	2010s	Accountant
Female	2010s	Research Associate
Female	2010s	Digital Content Producer
Female	2010s	Elementary teacher
Female	2010s	Water Quality Specialist and Grant Writer
Female	2010s	Assistant Paralegal; Teacher; Campaign Manager
Female	2010s	Unemployed

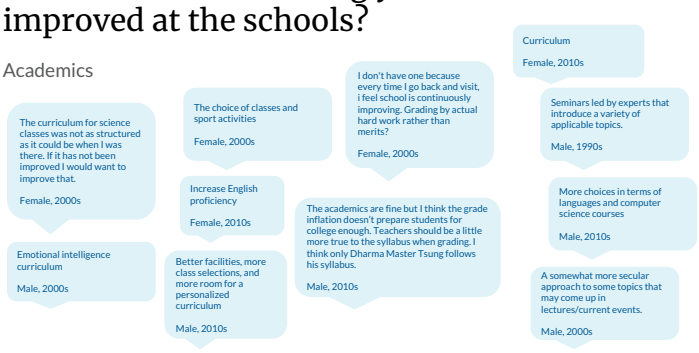
What is your current career?

Prefer not to say	2010s	Software Engineer
Male	1990s	Civil Engineer Specialized in Materials
Male	1990s	Teacher
Male	1990s	IT Manager, Scrum Master, Technology Delivery Lead
Male	1990s	Technology
Male	1990s	Business / Hotelier
Male	1990s	Architectural Designer
Male	2000s	Research Project Manager
Male	2000s	Marketing
Male	2000s	Unemployed at the moment, seeking employment in the fashion industry
Male	2000s	Software engineer
Male	2000s	ACCOUNTING
Male	2000s	Financial advisor
Male	2000s	Doctoral student
Male	2000s	Forest Hydrologist
Male	2000s	Acc Manager in Logistics
Male	2000s	Office clerk
Male	2010s	Admissions assistant
Male	2010s	Teacher
Male	2010s	Mechanical Engineer
Male	2010s	Data analyst
Male	2010s	Developer
Male	2010s	Bgis

APPENDIX D: Improvement opportunities

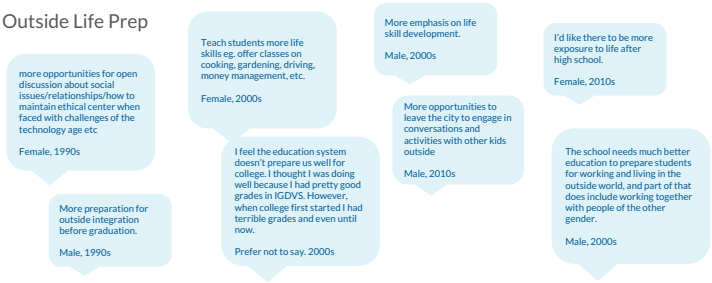
What would be one thing you would like to see improved at the schools?

Academics



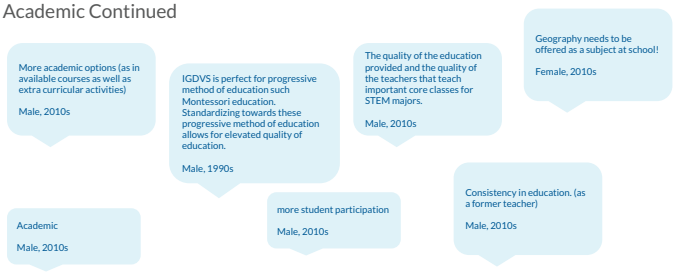
What would be one thing you would like to see improved at the school?

Outside Life Prep



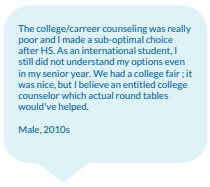
What would be one thing you would like to see improved at the schools?

Academic Continued



What would be one thing you would like to see improved at the school?

Outside Life Prep



What would be one thing you would like to see improved at the schools?

Counselling / Mental Health

Acceptance of students as they are and guidance for them that is in the interests of the students as individuals.

Female 2010s

More counseling

Female, 2010s

I would like to see more staff who look out for the student body as a whole, not just during class, but between classes as well. Staff should make sure that students are treating other students equally and not the subject of abuse and bullying. Staff and students should interact with one another both in and out of the classroom and school to better make an impression on the youth.

Male 2010s

Tolerance for groups that have traditionally been discriminated against, such as the LGBTQ community. And I'd like to see more concern and proactive care for the mental health of students.

Male, 2010s

Providing students with mental health support.

Female, 2010s

No need for verbal abuse. Need strong role models.

Male, 1990s

Address issues of bullying.

Male, 2010s

more effort by teachers to be involved in the students lives

Male 2010s

What would be one thing you would like to see improved at the schools?

Counselling / Mental Health

I would love to see maybe a counseling department maybe? A place where students can be very open and get help, emotionally and mentally. I know myself and a lot of students who struggled at times and it seems like the only people we could rely on were our friends and peers. But it's important that the students can have access to professional help as well.

Female 2010s

further development on different areas of student wellness (e.g. mental health, prep for college, emotional health, managing finance, etc)

Female, 2010s

What would be one thing you would like to see improved at the schools?

Counselling / Mental Health

If you're having a hard time getting feedback for your survey, have you considered that people might not want to be involved in the school and it's past? There's a reason why people aren't replying.

I can't speak for anyone else, but I will never recommend a school that promotes mind control and emotional abuse. The school is quite similar to Lord of the Flies. Actually, when I watched Orange is the New Black, I felt a sense of kinship to the show.

The school, represents to me, a prison that fundamentally deprives naive, growing, innocent children of real meaningful and loving care necessary for healthy development into life and adulthood.

10/10 would not recommend the school. The only thing that it has served me is the need to emotionally and psychologically repair the damage caused by inadequate adults who suffer a delusion that religion can save anyone. All the work that I've had to do to better myself has propelled me into a world of compassion and understanding, which translates into my current career.

Children need guidance from a loving source. The school is far from it.

That being said, if anyone is suffering from depression, complex post traumatic stress disorder from the school, I am happy to talk to them about recovery.

Female, 1990s

What would be one thing you would like to see improved at the schools?

Teachers

Have a better teaching method and style not just go over with what on the books

Female, 2000s

Hire real teachers and implement a true academic structure that is not run by nuns or monks.

Female 1990s

Better direct and efficient administration (new Ed board and less affiliation with drbu)

Male, 2010s

I would like to see more staff who look out for the student body as a whole, not just during class, but between classes as well. Staff should make sure that students are treating other students equally and not the subject of abuse and bullying. Staff and students should interact with one another both in and out of the classroom and school to better make an impression on the youth.

Male 2010s

The staff as well as quality of education.

Male, 2010s

Higher teacher retention rate.

Male, 2010s

Teachers being taught how to appropriately mediate with students. A student struggling does not make them a bad person. Maybe some counciling for the students to privately consult in - more moral and mental support.

Female, 2010s

hopefully in the future, students can have more freedom and not get yelled at for every accidental mistake we make. i didnt like how the teachers there would lower my self esteem by calling me stupid or a term similar

Female, 2010s

Better qualified teachers

Male, 2010s

What would be one thing you would like to see improved at the schools?

Facilities / Resources

- Facilities, Greater Alumni Involvement — Male, 2000s
- School rules can be modified to be less strict, school facilities can be improved. — Male, 1990s
- Better facilities like indoor gym — Male, 2010s
- Better basketball court and soccer fields. — Male, 1990s
- Some facilities improvement. — Male, 2010s
- Better facilities, more class selections, and more room for a personalized curriculum — Male, 2010s
- Resources and processes — Female, 2010s
- Email access — Female 2010s

What would be one thing you would like to see improved at the schools?

Rules

- More liberal about rules — Female, 2000s
- The kids getting a little more freedom — Female, 2010s
- Back in the days for punishment you were sent to the buddha hall for repentance. Students will associate religion with punishment which is the wrong idea. Doing community service hard labor work are all adequate. — Female, 1990s
- School rules can be modified to be less strict, school facilities can be improved. — Male, 1990s

Communication

- Communication — Female, 2010s
- I think the school could improve on the feedback system for different classes. — Female, 2010s
- Better educational resources, more transparency on funding,rent classes. — Prefer Not to Say, 2010s

Equality

- Equality amongst everyone like how Master Hsuan Hua would have wanted — Female, 2010s
- Fairness, even though it is one of the core virtues, the school is not fair. — Male, 2010s
- The inequality across the divisions (of class, gender, grades) — Female, 2010s
- Consistency between Boys & Girls schools — Female, 1990s
- consistency — Male 2000s

What would be one thing you would like to see improved at the schools?

Extracurricular Activities

- More stem-oriented or intellectually stimulating extracurricular activities and resources! Not everyone is ready to be physical or happy to be in a jocky-ish environment, especially when coming to a buddhist private school! If you want to make intramural sports mandatory, don't make them so competitive/aggressive! They are a source of unfriendliness even off the court. Also better integration between dorm/non-dorm students. The club activities do not suffice at all. The gap is enormous. — Male 2010s
- Extra-curricular activities — Anon, 2010s
- The choice of classes and sport activities — Female, 2000s
- Extra-curricular activities — Anon, 2010s
- Focus on creativity and extracirricular activities, let the children explore their interests and passion. Keep the student informed about current events and US cultures and society. — Female 2010s
- More access to the arts and freedom for the students to be apart of something they care about — Male 2010s
- Have more clubs — Male 2000s

What would be one thing you would like to see improved at the schools?

Race

- More awareness of racial issues since the student body was fairly homogenous when I was there. — Male, 2000s

Alumni

- Facilities, Greater Alumni Involvement — Male, 2000s

Character Education

- Improved moral education — Male, 2010s

APPENDIX E: Transition Preparation

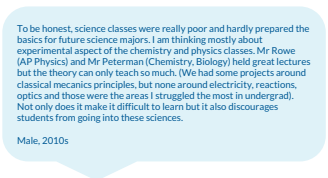
What is one thing the schools can do better to prepare students when transitioning to college?



What is one thing the schools can do better to prepare students when transitioning to college?



What is one thing the schools can do better to prepare students when transitioning to college?



What is one thing the schools can do better to prepare students when transitioning to college?

College Counselling

- Have better resource and materials that give student a better ideas and direction of major and school that are suit them or help them to grow and get closer to what they were interested (if there were no direct majors that were to what they were looking for).
  Female, 2000s
- Panel of college standardized exams for post graduate schools such as the GRE LSAT MCAT GMAT etc
  Female, 2010s
- Have SAT tutorial assistance
  Female, 2010s
- Provide students with a better idea on what college classes would be structured like, the courses available, and what career pathways those courses would lead to. Because college classes are definitely very different from high school classes in terms of time management, grading rubrics, and content of study. It would be good if the classes could be made as similar as possible to college classes so it would be easier for students once they transition to college (eg. Have a unit guide, assessment methods, learning objectives etc).
  Female, 2010s
- Find out alternatives other than just SAT score.
  Male, 1990s
- More help
  Male, 2010s
- College counseling starting from earlier (e.i. Introduce contest or scholarship opportunities earlier so it's not a rush during the last two years while students apply for college and take the SAT)
  Female, 2010s
- Choosing major
  Male, 2000s

What is one thing the schools can do better to prepare students when transitioning to college?

Life Skills

- If juniors and seniors can go out and exchange ideas with local teens that might help them to transition in terms of social skills.
  Female, 2000s
- Social skills
  Female, 2010s
- Teach students the skills needed to be independent after high school.
  Female, 2010s
- Have a slightly more secular wholistic approach to current events and social codes. As a religious school where genders are separated, most of the alumnus have some issues learning how to talk about issues they may face to their peers, since the schools exist in somewhat of a vacuum.
  Male, 2000s
- A integration/preparation class in the Jr or Sr year to prepare graduates. This may include traditionally taboo subjects (sex, drugs, etc.)
  Male, 1990s
- Educate students about the risk of STIs, and substance abuse.
  Male, 2000s
- Provide real world situation to study and how knowledge apply
  Male, 2000s
- figure out a way for them to improve their social skills
  Male, 2000s
- Talk about the experience to expect, and offer suggestions on how to handle different situations that might never been presented to the students.
  Male, 2000s
- Alumni Involvement/Mentorship, Field Trips, Practical Skills Workshops, Communication Seminars, Student-Parent Enrichment Resources.
  Male, 2000s

What is one thing the schools can do better to prepare students when transitioning to college?

College Counselling

- Have college prep advisors who are more up-to-date on today's college/work scene and know how to align students according to their goals. I received misinformation or outdated advice throughout high school, and don't feel that there was much support from the school for my peers and I in helping us find a path to achieve or find goals.
  Prefer Not To Say, 2010s
- More Workshops
  Male, 2010s

What is one thing the schools can do better to prepare students when transitioning to college?

Life Skills

- teaching students accountability, and that the little things do matter
  Male 2000s
- Teaching students sustainable studying habbits and other learning methods besides memorization. Alao how to maintain a healthy balance between work and fun.
  Female 2010s
- sensitivity training + sex education
  Female 2000s
- We do have an alumni retreat for the juniors and seniors at the girls school but it's definitely not enough. I think there should be more retreats possibly or just opportunities to have open discussions so that it can stick with them until graduation.
  Female, 2010s
- Developing relationship with people
  Male 2010s
- Something that sets us all apart is the particularity of DVS. Even though I was able to tell where I was coming from, there was still an awkwardness and a lack of social skills. It's inherent to the small community and of course not everyone faces these challenges. Also the taboos around girls, alcohol and other non-Buddhist-friendly subject make it difficult to transition to the real world (at least for the purer ones of the bunch). Graduates tend to be pretty stiff around these subjects because CTTB does not allow them and often it kills the discussion and understanding. An introduction to real/outside world social skills would be helpful, maybe as part of a trip or retreat with people from outside of the CTTB sphere.
  Male, 2010s

What is one thing the schools can do better to prepare students when transitioning to college?

Real life experiences

more college field trips

Female, 2000s

Summer programs

Female, 2000s

Real life experience and better academics

Female, 2010s

Socializing better with different kinds of people. Help students become more open minded

Male, 2010s

More real world experience

Male, 2010s

For students that have not been exposed to society beyond the temple campus, I suggest teachers or adults get them out of the temple for opportunity to interact with people outside of the temple life. There is a lot more about social life, society, people interactions and what is out there in the real world.

Male, 1990s

What is one thing the schools can do better to prepare students when transitioning to college?

Opposite Gender Prep

I know that most highschools have sex education, it would be helpful to have a seminar or awareness course for the students so they don't become all weird around the opposite sex. Transitioning from an all boy or all girl school having this awareness will help them be somewhat prepared.

Male 1990s

More rigorous academic coursework and expectations in a way that challenges but does not defeat students. Exposure and openness about what they will be encountering and supplying them with tools such as: safe sex education, workshops on consent, education and destigmatization of mental health, safe drinking, education on navigating college.

Female 2010s

Proper gender education

Female 2010s

What is one thing the schools can do better to prepare students when transitioning to college?

Opposite Gender Prep

Sex safety and consent education.

Female, 2000s

This will be scandalous, but sex ed and human sexuality.

Male, 2000s

Sex ed, safety is paramount. STDs and exploitation of fresh grads are common if they know nothing at all about sex. Also they know nothing about how to properly treat someone in a relationship and are easily abused or end up abusing someone.

Male, 2010s

Improving communication between genders

Female, 2000s

Making courseload a little tougher and also having more interactions with the girls schoolers. They should be able to collaborate directly with each other when preparing for events, not through a teacher and staff medium. They should come up with ideas together and then present it to the teachers.

Male, 2010s

How to wear rubbers! How to interact with humans not of your same sex.

Male, 2000s

How to not be weird about interactions with the opposite sex

Male, 2000s

Interaction with boys

Female, 2000s

What is one thing the schools can do better to prepare students when transitioning to college?

Alumni

Mentoring by alumni

Female, 1990s

More workshops with alumni/ other people in industry

Male, 2010s

Alumni Involvement/Mentorship, Field Trips, Practical Skills Workshops, Communication Seminars, Student-Parent Enrichment Resources

Male, 2000s

When I first got to college, it felt like I had walked into a whole new world. I think the school can reach out more to alumni to host open discussions with current students, giving them a chance to ask questions and talk about the outside world with someone closer in age.

Female, 2010s

What is one thing the schools can do better to prepare students when transitioning to college?

College Counselling

I was suddenly responsible for myself in terms of what classes to take, I wasn't used to being so in control of my future. The school could find a way to give the students a taste of that.

Male, 2000s

Teach them a little about majors and trajectories of how to get the classes they need.

Male, 2000s

They should have workshops/meeting s to talk about college to students

Male, 2010s

Start college counselling in sophomore year

Anon, 2010s

That they need to be more proactive in seeking out opportunities in college.

Male, 2010s

More rigorous academic coursework and expectations in a way that challenges but does not defeat students. Exposure and openness about what they will be encountering and supplying them with tools such as: safe sex education, workshops on consent, education and destigmatization of mental health, safe drinking, education on navigating college.

Female 2010s

Maybe having some activities or something for the students to realize or know what he/she is interested in and want to pursue in their college years.

Male, 2010s

I felt like we could have had better counseling when applying to colleges. By that I meant that the teachers who were supposed to help were rather detached. I think they could have arranged some more 1 on 1 sessions to check in on us and give advice.

Male, 2010s

APPENDIX F: Focus Areas Verbatims

What is one thing the schools can do better to prepare students when transitioning to college?

Extracurricular

Offering more extracurricular activities and connection with the local Ukiah community (better college prep sessions)

Male, 2010s

Shadowing different careers

Male, 2010s

Career Prep

I think one thing that would help students transition is providing more classes and/or seminars involving what the students want to learn. For example, as an aspiring educator, I wish I could have had seminars talking about what it takes to teach. The same could be said for my friends who wanted to be doctors, they wished that the school had provided them with more insight into the career path they wanted to explore, rather than give them "college counseling" which was no more that a counselor telling a student where to go instead of helping them figure out a career plan and HOW college plays into their life choices.

Male, 2010s

Dorm

Dorm/hostel experience

Female, 2010s

Focus on Global Awareness

Why did you select "Global Awareness"

Female	1990s	Social impact, critical thinking, international economics
Female	2000s	More international news
Female	2000s	Global citizenship and responsibility, cultivating a sense of each person's connection to society.
Female	2000s	Even though news and information is so accessible now, but to know what is important and what is trustworthy can be difficult, we need better training on media literacy. I feel we learn the other 3 areas adequately in school, but we can know more about what is happening everywhere else in the world. For example, global warming issues, social equality, racial problems, some current events not just within US but internationally.
Female	2000s	I come from Europe. The American education is still too focused on America which is not useful.
Female	2010s	From personal experience, I didn't feel that I was taught about global awareness and real life difficulties I may face out side of high school
Female	2010s	I think IGVGS is doing quite well on all of the above aspects. However, since CTTB is a rather secluded area compared to the "outside world", it would be great if more emphasis is placed on global awareness by allowing students to have a better idea of what it's like when they enter college and let them pay more attention to global events and trends.
Female	2010s	exploring more career opportunities, going better social skills, working on critical thinking and problem solving skills
Female	2010s	Keep students informed and aware
Female	2010s	So students have a better understanding of the world around them.

Focus on Global Awareness

Why did you select "Global Awareness"

Female	2010s	my favorite part of the school's focus on global awareness wasn't recycling. Through doing it daily, it has become quotidian to me. However, for some other impressing social/global issues, we either didn't have addressed or only talked about them from a distant perspective (like just watching YouTube videos). Coming to college, I see how people advocate for their beliefs and try to change the world.
Male	1990s	Academics, character and spirituality are covered extensively at the school daily, but rarely did the school inform of the students about daily news, what is happening to the world globally or global issues that are ongoing. This absolutely needs to change since most of the time students are restricted of internet usage and TV.
Male	1990s	Whether we like it or not, global issues impact our lives. Everything from regional conflicts to political events that cause ripple in the global economy.
Male	2000s	This is just based on personal experience, and things may have changed since I left. However, while I was there, the school had a tendency of living in its own reality and ignoring, to a certain degree, how the world around it truly functions, as well as refusing to actually learn about it. This needs to change, if it hasn't already.
Male	2000s	Due to the nature of the school, it is sometimes difficult to get the most updated news on current events. Educators often choose what and when to tell their students, and often the news can be skewed by the educator's bias.
Male	2000s	The school is environment is like a bubble that protects the students. Things happening around he world are often seen from a very unique perspective.
Male	2000s	Reading news to bring awareness
Male	2010s	They should understand that there is more to life than what they see at school. There are people they have never met that do occupy the earth and that they need to be accepting to them
Male	2010s	I simply do not recall much emphasis at all in global awareness (except for asian culture), and was not aware that it was one of the main focus areas of the school. I think for global awareness, it would benefit the students to have organizations that get them involved outside of CTTB through a medium other than lion, dragon, and drumming performances. Students live in a sheltered, secluded environment, which has both its benefits and drawbacks.

Focus on Character

Why did you select "Character (8 core virtues)"

Female	1990s	I think the school could implement more exercises and discussions that foster the ability to listen to oneself and trust one's own inner ethical compass, in combination with learning existing frameworks for good character. Students need to be empowered with the freedom to make decisions and assess the consequences of their actions, rather than simply expected to follow rules.
Female	2000s	No matter where people are, and where they go, being the best person they can be is most important.
Female	2000s	They were many things I learned from the school that were not teached on the book nor in the school but from the interactions with teachers and students. On how to work in a group and team but mostly of how the teachers teach you compassion, discipline, and empathy that really sets a profound understanding as a human being.
Female	2000s	As much as we want the younger generation to go to well known colleges, but I feel that we are not only preparing them for the next school life, we want to prepare them for life: work and family. In terms of academic study, you can always study and catch up. However, how to be a good person, be a useful person to the community and the society that's a bigger lesson to prepare them for. Be confident of what we believe.
Female	2010s	The main value I was shown was not to talk to the other sex. But that isn't really what makes you a productive citizen - there are other values that make us better people. And we could have refocused in on the 8 core values. It also holds students back when they're not given ownership over their own actions, leaving a lot of us to move to two extremes after graduating. Those who remain strictly faithful to the rules and those who completely remove them from their vocabulary. I think a big factor to this, is that critical thinking, challenging authority and learning from mistakes/or your own actions are highly discouraged. Those qualities should not be negated.
Female	2010s	Biased judgements lead to a lack of trust; rumours affect or based on accusations reinforce that lack of trust. Rude behavior and refusal to communicate are common reactions to such situations. It was quite common (back then) for students to be treated better when parents contribute more. Everyone has a different story to tell with probably different reasons of attending the school, and that should be respected, heard or not.
Female	2010s	despite the constant reminders of the core virtues, we really lack sportsmanship which is essentially a combination of almost all the virtues
Female	2010s	This is the unique traits of this school, which character should always be priority in developing young adults.
Female	2010s	I believe that the 8 core virtues should be practiced more rather than just through words. A huge majority of the people I met there, I could tell were trying to follow them to the best of their ability but a few I felt were actually hypocritical and contradicting. Otherwise I really do feel that i have instilled goodness and developed those 8 virtues since then till now. I am forever grateful.

Focus on Global Awareness

Why did you select "Global Awareness"

Male	2010s	I (along with everyone else, I assume) find that the world is changing, but the students that go to IG/DVS end up becoming mired in the "chinese culture" and they are, essentially sheltered from the culture brewing outside of IG/DVS. One thing that really struck me was the level of intolerance and small-mindedness of the students. One might even call them religious fanatics. My point here isn;t to put them down, but to point out that the schools claim to help students develop a sense of global awareness but, having graduated, I don't see much global awareness, just more awareness of what goes on in the school's parent organization and religious fanaticism.
Male	2010s	More outside world experience
Male	2010s	Open up for exeperiencing outside world.
Male	2010s	School is located in a small town and usually need to expose more on what is going on in the world.
Male	2010s	I feel like the students don't travel outside of CTTB as often. There could be more field trips into San Francisco for educational purposes or help students get early internships.
Prefer not to say	2000s	Weird asian pride thing going on. A lot of the kids are close minded to other cultures.

Focus on Character

Why did you select "Character (8 core virtues)"

Male	1990s	Students are not prepared for the rigors required to succeed at college teamwork, time-management. Also not prepared for the types of challenges you will face.
Male	1990s	I believe that graduate from our highschool entering top schools around the nations and abroad shows that are academics are definitely on par. Being part of CTTB their is a spiritual environment for those to take upon themselves. As for Character, i believe this is another uniqueness of our school. I remember we had ethics class way back when however it felt very canned or by the textbook. I wished this class was more interactive that encourages participation. Taking action makes more of imprint within our minds. I always believe we should do the right thing as much and often as possible. More interactive activities, field trips, survival skills, will also help build the character in each individual.
Male	2000s	The ancient virtues need some modern touch to it to make them relatable
Male	2000s	As long as the school produces good hearts, the school is doing its job.
Male	2000s	I believe the school has grow considerably, however character is the hardest to teach. requires commitment and the right personal. i see many alumnis helping out which i give 2 thumbs up.
Male	2000s	Virtue studies supercedes academics. My belief about the Venerable Master's vision of the the school and education was instilling and learning how to be good and moral individuals, not necessarily successful software engineers or innovative scientists. Academic success can be achieved at many institutions across the world---virtue studies cannot. We are seeing many successful college graduates entering the workforce and earning a significant income, yet most of these graduates have little understanding of moral conduct or how to treat other people around them. Our school has an opportunity to help its students develop moral excellence combined with great academic achievement.
Male	2000s	Not that I think the school is lacking in this area, but I believe character is important in all aspects of life.
Male	2010s	I was a subject of unfair treatment from the school. They don't give a second look even if it may harm the student.

Focus on Character

Why did you select "Character (8 core virtues)"

Male	2010s	Recently, a lot of the students have forgotten why they go to the IGDVSS. They forget that it's one school with two divisions, and they believe that they're just studying in a non-coed school in America and life sucks for them. I feel like as a result, students do more and more behind teachers back and forget the core virtues that we are there to develop.
Male	2010s	Sex ed, safety is paramount. STDs and exploitation of fresh grads are common if they know nothing at all about sex. Also they know nothing about how to properly treat someone in a relationship and are easily abused or end up abusing someone.
Male	2010s	The students are taught of virtues and principles and character, but are not taught to apply these said virtues into their day to day lives. These virtues must be implemented ti the students at all times. More self awareness is needed. Teachers also share responsibility in this. From my experience, only the Dharma Masters and a few teachers do this, mostly in the Secondary School's staff. The Elementary Students' teachers do an excellent job of guiding our youth. Jr. High and High School Staff should focus quite a bit on academics, but is is extremely rate that these teachers find out what's really going on with the students in terms of how they behave and talk when the teachers are not around.
Male	2010s	student self discipline and respect towards each other
Male	2010s	I literally didn't know about them until my senior year and I still cannot differentiate between some of them. (As a sidenote these are a lot. Some highly competitive and distinguished private schools only have about 3. It's simpler for teenagers and they focus on quality) Academics comes in pretty close, but the 8 core virtues were inexistant to me and I am not sure they are necessary (that's another question though).

Focus on Spirituality

Why did you select "Spiritualty"?

Male	1990s	This is the most hidden and difficult science, at the same time at CTTB it is the most accessible.
Male	2000s	Increasingly I'm noticing that students attend our school because their parents think their students will be some sort of academic wunderkind should they attend. We need to clarify and reinforce the fact that students are at IGDVS to be better people and examples for society; sheer grades should not matter for that. Character counts.
Male	2010s	most of the studnets are completeley detached from any spiritual aspect of their studies in the school, either because they're not buddhist, or the buddhist practice promoted at the temple/school is not welcoming or enticing. spirituality can take many forms but at its base is a questioning of existence/reallty that is a natural and beautiful curiosity, most of the students haven't discovered this
Male	2010s	One can be in touch with multiple aspects of his/her personality and improve/explore it through spiritual practice and learning about different religions and philosophies.

Focus on Academics

Why did you select "Academics"

Female	2010s	Have strict rubrics so grades are more calculated and students could see a breakdown of the grade. In contrast to "you got this grade because of your specific charater etc"
Female	2010s	To be more college ready
Female	2010s	I think the students should be given more options when it comes to elective classes. At IGDVS it's not really encouraged for students to focus or invest their time in classes that aren't math, science, English, etc.
Male	1990s	IGDVS is foremost a school. Focus on education and academic. By virtue of IGDVS being located within a monastic ground, character, spirituality, global awareness are already being taught indirectly through daily activities in CTTB such as meditation, lectures, afternoon and evening recitations.
Male	2010s	Not enough extra-curriculars and info resources for stem students. If you are applying to a stem major, you will be overwhelmingly underprepared if you do not do things outside of DVBS(unless you are blessed like a certain Stanford student)
Male	2010s	I am not sure exactly how but there is always something to improve.
Male	2010s	Better teaching materials
Male	2010s	Going back to the issue on grade inflation, when I first entered college I thought I was the sickest kid on the block and that I could get good grades with half the studying, just like I did in cttb. My first grade report at ucla hit me like a truck. I got two F's and a C+. I realized that the biggest problem for me was because I was getting good grades in cttb because I was pretty well-liked by the teachers. So I think following the grade distribution rubric for teachers will really help students and the school improve their academics.
Male	2010s	The schools should implement a better system to hire and retain better quality teachers who are experts in specific subjects.
Male	2010s	Make sure the student is feeling challengend.
Prefer not to say	2010s	More variety in academics or focusing more on academics. Also, I believe that some teachers give a bit too much homework for one subject.
Prefer not to say	2010s	Most people I talk to struggle with this in keeping up academically in college.

APPENDIX G: Additional Comments

Anything else you would like to add?

The future is in the young and all resources, facilities, and wisdom should be utilized to train the generations in Virtue.
really appreciate you listening!
Good luck!
I think entrepreneurship should be explored as well in terms of the leadership mentality, habits, and skills.
Not sure how to broach this subject, but there needs to be a better way of handling the separation of boys and girls, and the heavy-handed punishments bestowed on kids who're just reacting to their hormones. The subject needs to be discussed, and not stay taboo. Adults need to adult-up and actually do their job by understanding and helping kids navigate an extremely confusing and hormone driven stage of their life.
As an alumnus who has graduated about 10 years ago, I realize that the schools may have changed in their approach, and some of the issues I have raised may have already been addressed. All my feedback is based on my personal experience over a decade ago.
More internet freedom please. As long as people are not doing illegal things or spending 5 hours/day gaming, I do not see internet access as a problem, especially when all the screens are inward-facing. More internet monitoring is more effective than blocking everything.
The school has a history of taking shortcuts to achieve what they need instead of dealing with it properly, such as students who need special help, hiring teachers and punishing students
Overall, my experience at IGDVBS has been nothing short of an wonderful learning experience, and I'm confident that if I ever have any kids, I'd send them here.
As critical as my answers may seem, I truly do enjoy the time I spent at IG/DVS. My views of how the school is run obviously differs and I feel that I ended up the way I did not as a result of the school, but as a result of the time I was able to spend going home to San Jose. That's where I see some of the problem being; that I spent so much time at IG/DVS but did not get as much form it as being able to go home for little amounts of time throughout the year. I feel that a school like IG/DVS should be able to impact students lives more (asides form the boarding experience, of course).
Just think about both sides. Life is not fair, but make it just.
Actual flat basketball court, when?
The school needs a more effective way of running itself with the Ed board reduced in influence since they almost never contribute to the school directly with few exceptions. Also better PE classes with actual instructions, learning, and grading without any bias towards the basketball team. It's a PE class not a basketball class, our teacher is usually not present and does not interact with student not associated with basketball team.
The Schools must regain the spirit they once have had. Times change, so do people. The adults(staff) need to guide the students to areas beyond the classroom and/or school.
Great survey, thank you for the school and I hope it continues improving. Let us know if you need more feedback ;)



COLLEGE & CAREER DAY

Come hear alumni share their experiences. Exclusively for Developing Virtue Secondary School Class of 2019.

SESSION 1: COLLEGE
Saturday October 13
8AM - 5PM

SESSION 2: CAREER
Friday February 1
8AM - 5PM

LOCATION
Guest House (old DRBU) building.

COLLEGE & CAREER SEMINAR

SESSION 1: COLLEGE

Saturday October 13
8AM - 5:00PM PST

Hear first-hand accounts from Boys and Girls school alums on what it's like to go from our school to college. Get tips on how to make a successful transition. Discuss academic challenges, interacting with the opposite gender, mental wellness, social life, living on a budget and virtue in the real world.

8:00 AM PST	**Intro**
8:30	**Alisha Pegan, Class of 2012** Defining and achieving your goals
9:00	**Angela Green, Class of 2014** What I wish I could tell myself before college
9:30	**Riley Fong, Class of 2015** self experimentation & growth
10:00	**lunch**
1:30 PM PST	**Ted Yap, Class of 2016** Addiction vs Passion
2:15	**Alejandro Gracia, Class of 2016** Succeeding academically
3:00	**Nancy Chu, Class of 2006** Compassion
3:45	**Ashley Sun, Class of 2014** Social life in college, Travel, living on a budget
4:30	End

COLLEGE & CAREER SEMINAR

SESSION 2: CAREER

Friday February 1
8AM - 4:30PM

Hear what the work life is all about. Get tips for success.

	Speaker	Activity
8:00 AM	Intro	
8:30	**Derrick Lee, Class of 1995**	
9:15	Group discussion	
10:30	Lunch	
12:00 PM	**Connie Jing**	
12:45	**Lacy Rose Lackey, Class of 2000**	
1:45	**Liling Poh, Class of 2000**	
2:30	Group discussion	
3:30	**Irving Hu, Class of 2000**	
4:15	Closing takeaways	
4:30	End	

Pre-observation Conference

Class Information

Subject World History **Grade** 10

Class day/time 12-12:45 **Room #** _____ **# of students** 8

Lesson to be observed Odyssey II

Topic Western World after Congress of Vienna - 1815 - 1914

Standard/s addressed not sure

Date of observation 10/24/18

Is there anything you want the observer to focus on in particular?

Are students focusing and staying on task?

What should we be looking for? not sure

Is there anything you want me to know before we come in to your class?

Slight change in plans because one student has not yet taken the Chapter 3 Quiz

Please fill out a blank seating chart so that I know the names of the students in the class we will be observing.

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?

Just fine. The students seemed to be on task. They accepted the observer as being present, but didn't behave any differently than usual.

2. What went like you expected it to go? What were the surprises?

No, surprises. I just expected to have a normal class day, with one more person in the room.

3. What did you think went especially well?

Having the students read aloud demonstrated to the observer something I had been saying about working with them on pronunciation and comprehension.

4. Were there any "trouble spots"?

Not that I know of.

5. How will you determine if your students "got it"?

There will be a chapter quiz next week and a unit test the wek after that.

6. How do you determine if students are learning?

Observation, discussion, assignmnets and testing

7. If you were to do this lesson again with the same students, would you do anything differently?

No.

8. What will you do next? What are your next steps with...?

We're moving right along in our text book, toward the outbreak of World War I.

9. What did you learn from this experience that will help you in the future?

It's good to be observed every now and then, mostly just to compare notes with a colleague.

Use the space below to write a short reflection about the observed lesson, using the prompts above to help guide your thinking. We will use your reflections and these prompts in our post-observation conference.

It was a pleasant experience, a little bit like taking one step back and observing myself through the eyes of the observer. It's possible to get a little bit on auto-pilot as a teacher, so it's good to add another person to the mix every now and then and become more aware of what it is I do every day.

Dan Barth

10.26.2018

Hello Mr. Barth,

I appreciate the opportunity of coming into your classroom to take a peek into World History as you and your students pored over the Age of Ideologies during the Industrial Revolution. I have included here some thoughts based on my observation and your own reflection notes that I hope are helpful in giving you feedback.

Your lesson included:

1. Teacher guided whole class discussion to review the previously assigned reading selection. Included were questions asking to restate textual information, calling for definitions of key terminology, exploring students' predictions of the effects of events, and examining the evidence to support a given point.
2. Collaborative work in small groups to complete the textbook worksheets to prepare the students for assessment.
3. Class quiz to asess the worksheets material, completed and then reviewed in class with teacher guidance, calling for specific examples and supplemental information.
4. Reading performed by individual students as a preview of the next day's lesson, targeting comprehension and synopsis skills.

Students remained on task throughout the lesson, and at times showed enthusiasm for what was being discussed, especially during the review of the quiz answers. They demonstrated good time management skills, completing all tasks within the allotted period. In general, I would characterize this group both as self-disciplined and cheerful.

One suggestion I would make is to consider asking more open-ended questions to avoid the Yes/No responses. For example, when asking "Does the evidence support this?" you may reword the question by asking "What is the evidence that supports (or not) this?" or "How does the evidence support (or not) this?" As teachers we are familiar with the need to challenge students often to think critically.

Thank you for the timely review of the origins of currently held ideologies. Let me know if you have any questions or comments.

Amitofo,
Vivian Power

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Daily Lesson Plan

Teacher: Daniel Barth
Subject: World History
Lesson Title: Ideologies and Unrest after the Conference of Vienna
Grade: 10

Lesson Date: 10.24.18

Lesson Objectives: Students will come to a better understanding of unrest and competing ideologies in the post-Napoleonic period, and demonstrate this in class discussion, completion and discussion of worksheet, and answers on a brief quiz.

Common Core State Standards addressed: Key Ideas and Details: CCSS.ELA-Literacy.RH.9-10.1 **Craft and Structure:** CCSS.ELA-Literacy.RH.9-10.4 **Range of Reading and Level of Text Complexity:** CCSS.ELA-Literacy.RH.9-10.10

Summary of Tasks/Actions: Class discussion of textbook chapter section; review and discussion of worksheet answers; brief quiz followed by review of same; reading aloud from next day's section with discussion of meaning and pronunciation of terms.

Pre-observation Conference

Class information

Subject U.S. Government **Grade** 12

Class day/time 10/23 1:40pm **Room #** Odyssey one **# of students**

Lesson to be observed

Topic The Presidency

Standard/s addressed

Date of observation 10/23/2015

Is there anything you want the observer to focus on in particular?

—

What should we be looking for?

—

Is there anything you want me to know before we come in to your class?

Sent To you on email.

Please fill out a blank seating chart so that I know the names of the students in the class we will be observing.

Meetter Song / Bang Yang Qiu / Jacky Zheng / San Hong Lew / Chyan Lim

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?
   Went well as planned.
2. What went like you expected it to go?
   What were the surprises? This is our typical lesson experience. No surprises.
3. What did you think went especially well?
   The discussion on the duties of both the President and Vice-Presidents.
4. Were there any "trouble spots"?
   Just when i could not recall Sarah Palin's name - thanks for the help! And i will mention Lieberman tomorrow.
5. How will you determine if your students "got it"?
   Their enthusiasm and expressed interest..
6. How do you determine if students are learning?
   Same
7. If you were to do this lesson again with the same students, would you do anything differently?
   No
8. What will you do next? What are your next steps with...?
   Proceed throughout the text trying to bring in updated items of interest.
9. What did you learn from this experience that will help you in the future?
   Enjoyed it. Thanks.

Use the space below to write a short reflection about the observed lesson, using the prompts above to help guide your thinking. We will use your reflections and these prompts in our post-observation conference.

Hello Dr. Steve,

I wanted to thank you for the opportunity to visit your classroom and observe your teaching of US Government to a group of matured seniors. Here I would like to provide feedback based on my observation and your self-reflection.

The class about the powers of the presidency was inherently interesting as it took advantage of the current political situation. Thus, the discussion went beyond the text into the real-world state of affairs and its impact on the citizenry. The methodology employed was the Socratic discussion model in which the teacher guides the conversation while the students listen and participate when called upon, at times volunteering their answers. Most questions were open ended, requesting factual information, explanations, and individual opinions and judgements. The structures of government were illustrated through examples from several perspectives, including a consideration of its functions as determined by a place of moral leadership.

Students listened actively as shown by their class engagement. They articulated knowledge through analogies comparing the national situation with the conditions in their native home. Students were attentive, on task and respectful at all times. They seemed prepared for the seminar-type of delivery, demonstrating their academic maturity. This is fitting for college bound seniors, who will be immersed in this teaching method at the university level.

All students enjoy opportunities to reverse the classroom power structure. A student-centered situation can be implemented by providing models to enable leading a class discussion. In this scenario the teacher assumes the role of facilitator. Textual material can be assigned to individuals for class presentations on selected topics. The teacher clarifies, summarizes and offers feedback. Students profit from being in charge of their own learning. Teachers, on the other hand, benefit from experiencing the class from the students' side of the classroom.

Thank you, and please let me know if you have any further questions or comments.

Amitofo,
Vivian Power

Daily Detailed Lesson Plan

Teacher: Dr Steve Setera
Subject: US Government
Grade: 12th Grade

Lesson Date: 10/23/18
Lesson Title: The President's Roles

CCSS/CLGs/SC Assessment Limits/Standards: *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*	**Agenda:** *(What is the snapshot of my class flow?)*
CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	To cite textual material and personal knowledge relating comparison roles between world leaders

Lesson Objective: *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*
To understand the many roles the president has and how his/her position compares to other nations' leaders, particularly to the students' home countries.

Time/mins	Instructional Sequence	Assessment
2 mins	**Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)* Acknowledge the teacher, observer and students	well done
20 mins	**Direct Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)* 1. Turn to page 354 2. Discuss each of the eight Presidential roles and note how they differ with the roles of foreign leaders, particularly those of Malaysia, Taiwan and China.	In many countries, the chief of state may reign, but does not rule. The president, however, does both
15 nins	**Guided Practice:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)	This is done for the benefit of students from the other countries

	Each of the students explains the government procedures in their respective home countries and how this differs from the US.	
N/A	**Accommodations:** *(How will my lesson satisfy the needs of all learners?)* Students understand the differences between the roles of different nations' leaders	
8 mins	**Closing Activities/Summary:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)* 1.Any further questions discussed and answered 2. Acknowledge teacher, observer and students	Well done

Resources/Instructional Materials Needed: *(What do I need in order to teach the lesson?)* American Government textbook by William A McClenaghan Internet study of foreign leaders
Homework: Preview the next section: Presidential Selection and the Vice Presidency **Estimated time to accomplish task:** 15 mins
Notes:

ESLRs Addressed:

Core Virtues (kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility) ○

Spirituality ○

Academics ○

x **x Globalism** ○

Reflections after the lesson:

Pre-observation Conference

Class information

Subject_Biology/ Math 8__ Grade_____Bio Gr8/9/Math Gr6-7-8_____

Class day/time_8:50-10:25 Room #__Chem/Bio # of students____11 Bio/6 Math_

Lesson to be observed

Topic_____Bio: Lab on Carbon Cycle and starting a chapter on Cells_____

Math: Exponents_____

Standard/s addressed_____

Date of observation_____Wed. 9/19/2018_____

Is there anything you want the observer to focus on in particular?

1. *Are students engaged? When and who are off task?*
2. *Anything that the teacher missed during her lesson.*

What should we be looking for?

Behavior, involvement, and evidence of understanding.

Is there anything you want me to know before we come in to your class?

One student seems to be doing really low; he has been very slow in following class activities including writing down notes. His quiz/test scores are very low. He also missed to have his lab-safety contract signed by his guardians so he won't be able to participate the labs but he can observe.

Please fill out a blank seating chart so that I know the names of the students in the class we will be observing.

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.

In the beginning, I was to observe the Biology class only but Ms. Xue invited me to observe her 8th grade math class also. So I stayed for two periods on Wednesday September 19, 2018.

In the beginning of the class Ms. Xue did a demonstration of table sugar reacting with concentrated sulfuric acid. Students put on their plastic aprons and goggles to watch Ms. Xue carefully mixed the two substance. While she was operating, she asked them if they know the formulas of sulfuric acid and table sugar and the names of lab glasswares such as graduated cylinder, beaker, etc. Students were eager to see any reactions but there seemed to be nothing going on in the beaker. Ms. Xue told everyone to go back to the classroom and wait for the reaction to happen.

We went back to the classroom. The lecture was on Cells. Everyone uses an Interactive Notebook to take notes and keep all related class materials. First the teacher gave an outline of the chapter. She wrote her notes neatly on the whiteboard and I saw students were copying her writing onto their notebook. White she was presenting the chapter outline, she also gave brief explanation to some terms. One student asked about a term and the teacher answered that they would study it more in detail later. After the teacher finished writing out the outline, she went on to explain the first part of the chapter—the history of cell, or how scientists studied cell and their discoveries.

When the teacher gave a brief chronology of research in cell, a few students asked if they had to memorized the years and events in their exams. One student suggested that teacher give them matching-type of questions instead. The teacher said that was how she would test them and the students seemed to be satisfied.

During the course of the class, the teacher brought the beaker from the lab to show students—there didn't seem to have much going on yet. She said she would find out more and share with the class tomorrow.

While she was lecturing, the boy who was sitting besides me scribbled something on his neighbor's notebook. I also notice one student in the front had his head on the desk. At some point, Ms. Xue handed out a printed chart of cell sizes and asked students to pay attention to the information on the chart, but the two boys sitting by me just quickly stapled their chart onto their notebooks. In general, the students followed the lesson respectfully.

In our post-observation meeting, we talked about using demos as a hook to start a new chapter. For example, the teacher could replica, to some extent, some of the milestone experiments that were discussed in the beginning of the chapter. This would generate excitement and engagement to the new material. Ms. Xue thought it being a good idea and would try it next time.

Ms. Xue collects students Interactive Notebooks at the end of each class. She would grade them with carefully (with feedback and scores) and then put them back to the lockers of the students before the school is over. The teacher also keeps such an Interactive Notebook and that is why she knows what should have been on the students book if they have paid attention in class. These notebooks are also used for studying quizzes and exams. According to Ms. Xue, all the material in these notebooks are essential and may be tested. I'm very impressed with the amount of work she has put in getting students take notes and keep records of their learning.

Math

I'll add a bit about Ms. Xue's Math8 class I observed here. The class was on properties of exponential operation. The teacher showed them how to prove various properties such as product/quotient rules and power rule. They also investigate power being one or zero. The teacher worked out quite a few examples on the whiteboard and asked questions all the time. Students responded loudly. In the end she gave them unguided problems to solve and asked one student to solve on the whiteboard.

The material and problem solving techniques Ms. Xue presented in the Math8 class is challenging. Students were engaged and there were lots exchange between teacher and students. To engage students to the very end, I thought the teacher could let students work on problems on their own (or with a partner) while she move around to give individual attention.

Pre-observation Conference

Class information

Subject__**Biology (Ms Xue)** Grade_____**9-10**_____

Class day/time____**8:50am**_____ Room #_____ # of students_____**11**___

Lesson to be observed

Topic_____**Aerobic/Anaerobic Cellular Processes**_____

Standard/s addressed__**Students understand the processes involved in cellular respiration**

Date of observation_____**Nov. 5, 2018**_____

Is there anything you want the observer to focus on in particular?

N/A

What should we be looking for?

Observe General Class Dynamics

Is there anything you want me to know before we come in to your class?

N/A

Observation Notes

Lesson is structured into three parts:

1- Explanations/review on the white board (~20 min)

2- Explanations/review using projector (~15 min)

3- Review of key concepts (~5min)

The teacher asks questions throughout the period but many times they are answered by the same three students, the ones more engaged in the classroom.

Not every student takes part in the classroom. Li Chi, Alan, Len, Kevin and Alec never volunteered to answer a question.

The projector, by the way it is placed, gives a very small image on the white board.

Post-observation Lesson Plan reflection

Meeting with Ms Xue, after the class, we came up with some ideas of changes trying to address two questions:

How can I engage all the students in learning?

How do I know students have understood the lesson?

Ms Xue will change the way he questions students to make sure all of them have an opportunity to show their understanding.

Ms Xue will try to restructure the lesson so there is more variety of teaching strategies. She will try the following classroom set up:

- Open classroom with a mini-quiz (3min.) to check that students completed the reading assignment

- Review of main/difficult concepts from previous-night reading assignment (10min.)

- Class Work (20 min.). This can be sometimes individual work or in small groups.

- Preview (5min.). This is a preview of the reading assignemt the students will have to complete before next class and for which they will be quizzed.

Curriculum Vita

Min Zhang (mzgracia99@gmail.com)

Credentials

- **National Board Certification in Adolescents and Young Adults Science (Physics)**— Issued in December 2017

- **Clear Multiple Subject Teaching Credential**: CA Commission on Teacher Credentialing, **since 6/15/2011**

- **Preliminary Multiple Subject Teaching Credential**—Sonoma State University, **since 1/30/2009**
  - **Authorized to Teach since 1/30/2009:**
  - General Subjects (Examination), Biological Science, Introductory Science, Physics

Education

Ph. D Agricultural and Biological Engineering: The Pennsylvania State University. May 2002
M. S. Agricultural and Biological Engineering: The Pennsylvania State University. May 1995
B. S. Thermal Energy Engineering: Tianjin University, Tianjin, China. June 1989

Work Experience

- **Science Department Chair—2013—to Date**

Leading Professional Development and assisting college application to graduating classes.

- **Teacher in Developing Virtue Secondary School, Ukiah, CA (2004-Date)**

AP Physics C Mechanics, AP Physics C E&M, AP Phyiscs 1, Physics—2014 to Date
Pre-calculus, Algebra 2, Geometry, Pre-algebra—2015-Date
AP Physics B—2012, 2013, 2014
Chemistry, Physics, Earth Science, and General Sciences—2004-2015
Elementary Classroom Teacher—2005-2008
Calculus—2004-2005

- **Design Engineer**—Involved in designs of auto parts for Ford Spain.

Tracoinsa Engineering, Valencia, Spain 1997-1998

- **Field and Design Engineer—**Responsible for the testing and design of prototype tractors.

New Holland North America, Inc. New Holland, PA 1995-1997

- **Research Assistant**—Involved in the introduction and adaptation of American cotton pickers (John Deer and Case International) to cotton cultivation in China's northwest.

Agricultural Sciences Academy, Urumqi, Xinjiang, China 1985-1989

Professional Development

AP Reading for AP Seminar, 2016—Scoring Leader for Distributed Reading; 60 PD hours.

AP Reading for AP Seminar, 2015—Reader for on-site reading in Salt Lake City, Utah.

Sonoma State Faculty Learning Program—one-year program on **Active Learning in Classrooms**, met in monthly meetings. January to December 2017

AAPT Membership—Since May 2013

Dominican University of California--Pedagogy for Teaching Science in Secondary Schools--5 unit course toward a single subject credential in science**,** Fall 2011

AAPT (American Association of Physics Teachers) National and Local Conferences
AAPT 2016 Sacramento Conference: Sacramento, CA. July 16-20, 2016
AAPT 2013 Portland Conference: Portland, OR. July 13-17, 2013
NCNAAPT Fall Conference Sacramento, CA, November, 2015
NCNAAPT Spring Conference San Francisco, CA, April, 2014
PTSOS high-school physics workshop hosted by NCNAAPT Santa Clara, CA, March, 2014

AP Summer Institutes
AP Summer Institute (AP Physics 1) San Diego, CA. July, 2015
AP Summer Institute (AP Physics 1) Palo Alto, CA. July , 2014
AP 1-Day Workshop (AP Physics C) San Francisco, CA. Feb. 2014
AP Summer Institute (AP Physics B) Sacramento, CA. July 16-20, 2013

edx and Coursera:
Multiple certificates from MIT (8.02x & 8.MreV), Rice University (EM), UC Berkeley (Black Hole), and National U of Australian (two course in Stars and Exoplanets) .

CURRICULUM VITAE

Personal Information

Name: Vivian Annette Sotomayor Power
Place of Birth: San Juan, Puerto Rico
Address: P O Box 308, Redwood Valley, CA 95470
Phone: (707) 485-0113
E-mail: powerhouses@mendomail.com

Education and training:

University of Puerto Rico, B.A. (Chemistry) 1961-1966 Graduated magna cum laude
University of Arizona, Tucson, 1970-71, Teaching Credential Program
Sonoma State University, Santa Rosa, California, 1987-1994 (off and on) (10 units, GPA 3.9)
California State University, Sacramento, Summers 1994-95 (all 18 units in Spanish, GPA 4.0)
San Francisco State University, California, Fall 1994, Fall 2009 to Fall 2012 (GPA 3.96)
University of California, Berkeley Fall 2012-Spring 2013 MA Spanish Literature (GPA 3.9)

Certification:

BCLAD (California Clear Bilingual Crosscultural Language and Academic Development)

Licensure:

California Clear Standard Secondary Teaching Credential
California Standard Adult Teaching Credential
California Community College Teaching Credential

Professional Affiliations:

Phi Sigma Iota
Modern Language Association
Latin American Studies Association

Teaching Experience:

Keams Canyon School, Keams Canyon, Arizona, 1972-74
Tanana School, Tanana, Alaska, 1978-1981
Ramey School Aguadilla, Puerto Rico, 1983-1985
Mendocino College, Willits, Ukiah, Lakeport, CA, 1985-2008
Willits High School, Willits, CA, 1987-1988
Sonoma State University, School of Education, 1987-1993
Sonoma State University Extension Program through Sonoma County Office of Education, Santa Rosa, CA, 1987-2012
Private teaching of Advanced Spanish Language and Literature, 2012-present
San Francisco State University, San Francisco, CA, 2012-2016
Developing Virtue Girls School, Ukiah, CA, 2014-present

Other Working Experiences:

Interpreter at Mendocino County Court, Ukiah, CA
Translator of documents of a variety of topics and several books, such as: *Bolivar's Heir: Hugo Chávez and the Bolivarian Revolution, A model for the world*; *Los Hilos*; *Secrets of Salsa*.

Awards:
Women's History Coalition Award for Women Inspiring Hope and Promise 2004

Community Involvement:
Have been a member of the Board of Directors of Willits Community Theater and the secretary of the Board of Directors of SPACE (School of Performing Arts and Cultural Education.)

References upon request.

Instilling Goodness Developing Virtue Schools
English Language Arts Two Year Plan DRAFT 7.10.17

I. Over-view and Rationale

The English Language Arts Leadership Team developed the ELA Two Year Plan with the following inquiry model :

1.What do we want our students to know and be able to do?
2.What will we teach so that they acquire the identified knowledge and skills?
3.How will we know they know it?
4.What will we do if they don't know it? /already know it?

What do we want our students to know and be able to do?

To respond to the first inquiry question, the ELA Team looked at the research summarized in the *California English Language Arts Common Core Standards*, the *California ELA/ELD Framework*, the 2016 PSAT results and teacher observations of student performance.

Research

The *English Language Arts Common Core State Standards (2010)* and the *California ELA/ELD Framework (2015)** describe the critical thinking skills in reading, writing, speaking and listening that students who are college and career-ready must have. These skills, called the English Language Arts Habits of Mind, describe students who:

- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Evidence

1. 2016 PSAT Results

The ELA Team reviewed the analysis of 2016 PSAT Results that showed specific areas of English Language Arts performance in which group scores fell below 75% correct. These were:

- Reading Test: Analysis in science and in history /social studies
- Language and Writing Test: English conventions
- Both Reading and Language and Writing Test: Command of evidence

2. Teacher Observations

Teacher observation identified the need for a coherent, sequenced English Language Development program as an additional strategy to improve student use of standard English conventions in speaking and writing.

* California Common Core State Standards in English Language Arts, California Department of Education, 2013, Introduction, page 6.
* California ELA,/ELD Framework, California Department of Education, 2015, Chapter 1, page 8

What will we teach so that our students learn the identified knowledge and skills?

The ELA Team studied and then selected the *Shifts in the California English Language Arts Common Core Standards* to respond to the second inquiry question. The *Shifts in ELA* are simply six focal areas for English Language instruction that encompass and undergird the abundant standards.

The *Shifts in the California English Language Common Core Standards* are:

- Increase reading in informational text
- Provide literacy instruction in all content areas
- Prepare students for complex texts
- Develop habits for arguments based on evidence from text
- Increase writing from evidence in sources
- Build academic vocabulary

All six shifts describe instruction that clearly addresses identified student needs: analysis of informational text; speaking and writing arguments with evidence from text and use of English language conventions.

How will we teach so that students learn the identified knowledge and skills?

Community Building :
The English Language Arts Leadership Team identified three areas to build a greater sense of community for students and teachers. These are:

- a common focus and a common language for English Language Arts teaching and learning
- a sequenced plan of instruction for English Language Development
- a system of communication and collaboration around students' individual needs that impact their learning in literacy and other content areas.

A Common Language for English Language Arts

The Shifts in CCSS ELA provide teachers with a common focus for literacy instruction. The Shifts in the CCSS ELA describe the skills and knowledge required to read and analyze complex text ; to effectively speak and write standard English for a variety of academic purposes in all curricular areas; to use evidence from text in discussion and written arguments.

The ELA Habits of Mind provide teachers and students alike with a common picture of behaviors that demonstrate a student's capacity to use critical thinking skills in the above reading, writing and speaking tasks.

A common instructional focus and description of student behaviors that demonstrate learning, provide teachers with a common language and frame of reference to strengthen their collaboration around teaching and learning.

Focus on English Language Development

In order to address the identified area of weakness: standard use of English language conventions in speaking and writing, ELD instruction must include a coherent sequence of instruction with initial and interim assessments to determine base-line performance and monitor student progress.

As the title suggests, the *California English Language Arts/ English Language Development Curriculum Framework* , released in 2015, presents a model of ELD that is planned and integrated into English Language Arts and other content area instruction to give all students access to the grade level curriculum in all subject areas. Designated ELD instruction is provided for additional minutes depending on the level of the students' initial assessment. This comprehensive research-based document can be studied to develop a coherent, sequenced ELD course of instruction that students need to succeed in post-secondary education .

Ideally, the plan would be developed within the first month of the 2017-18 school year so that students benefit from the plan of instruction for the better part of the year.

Following the initial ELD assessment, student progress would be monitored with brief interim assessments administered twice in the second semester in 2018.

Communication on Student Needs

Communication and collaboration regarding students support their academic performance. Teacher meetings to discuss a student who presents academic or other needs; to collaboratively develop a plan to support the student's success and to communicate the plan to the faculty builds a sense of community. These collaborative team meetings are called Student Study Teams , Care Teams or Student Success Teams in schools where they are implemented.

Administrative Support:

1. In order to receive input from teachers, the Draft Two-Year English Language Arts Plan should be emailed to the faculty before August 23rd. Teachers should be requested to email their input by_____.

2. The initial ELD assessment should be administered, scored and distributed to teachers within the first two weeks of school. Collaborative review of student results and articulation of next instructional steps to meet group / individual needs will support student growth in standard English conventions usage.

3. The development of a sequenced coherent ELD program early in 2017-18 school year, with interim assessments and professional development will require administrative support and planning.

4. In order to strengthen students' experience of a coherent sequence of instruction, it is necessary that teachers attend related trainings .Without administration support for on-going teacher attendance at the trainings, it seems unlikely that the instructional goals for coherent, sequenced ELD can be realized.

5. The implementation of a study study or student success team requires administrative support. This format allows teachers to communicate regarding individual students who for various reasons are not performing at grade level in literacy. Teacher collaboration across grade level and content areas on what has /has not worked for such a student builds support for the student and a sense of community. This process can also provide a system for identifying specific students for tutoring or interventions.

How Will We Know That Students Have Learned The Identified Knowledge and Skills?

Assessing Goals for Student Acquisition of Knowledge and Skills

The PSAT results are an annual summative assessment. While they provide some evidence of student learning, a single end of the year test is insufficient to inform instruction during a lesson or school year. And this is not the purpose of annual summative assessments.

If one wants to reach a destination, one needs to plot the direction, then periodically check one's location while en route. Brief interim assessments give teachers information on students' performance during the lesson and school year . Then based on a review of student results, teachers can plan to re-teach or enrich instruction.

In 2017-18 instructional strategies will be modeled that provide teachers with immediate feedback on student learning during the lesson so that the teacher can re-teach when needed. These strategies are described in the Teacher Instructional Strategies to Engage Students in the CCSS Habits of Mind.

In 2017-18 ELD instruction will be developed and articulated to provide a coherent sequence of instruction based on student levels of need as identified in the initial assessment. Brief interim assessments will be developed and administered twice in early 2018 to monitor student progress in ELD.

Integrated ELA/ELD , as described in the *California ELA/ELD Framework*, will be planned.

In 2018-19 Teachers will identify an on-going area of student need, such as mastery of standard English conventions in speaking and writing. A Conventions Check List has already been developed and revised by teachers and could be used as an instructional tool by all grades and subject areas. In order to gather evidence of present levels of student performance a brief initial assessment on English language conventions could be given. Based on these results, teachers will set one or two grade level goals .Brief interim assessments will be given twice thereafter to monitor student progress towards these goals. Teachers will collaborate to review school-wide results, to reflect and to develop next steps.

What Will We Do If Students Do Not Know It or Have Already Learned It?

Collaboration to re-teach and enrich

This section cannot be written without knowledge of how the schools support learners who do not meet the expected performance for grade levels and subject areas. Without school-wide interim assessments (e.g. benchmarks) in agreed upon, designated curricular areas, it seems that tutoring, interventions or enrichments (of which there are many school-wide) are left to individual teachers or groups of teachers based upon their own assessments of student learning.

This may be an area for future exploration. However, with an instructional focus on the Shifts in ELA, a coherent sequenced plan of ELD instruction, and a plan to implement progress monitoring in ELD and English language conventions. steps would be in place to provide both base-line information and on-going progress monitoring These assessments would determine who, and in what areas, would benefit from academic interventions or enrichment.

II. Goals for Teaching and Learning Year 1

2017-18 Goals

Student Learning Goals

Goal 1: Students demonstrate their use of standard English language conventions in speaking and writing

Goal 2: Student demonstrate their ability to read and analyze complex text including science and history/social science texts

Goal 3: Students demonstrate their ability to use evidence in constructing arguments in speaking and writing

Instructional Goals to Support Student Learning:

Goal 1: Build learning community with common ELA language and focus

- Six teacher workshops will focus on each of six habits of mind
- Six teacher workshops will focus on each of six shifts in ELA CCSS

Goal 2. Teachers implement the six shifts in ELA in their curriculum

- Provide literacy instruction in all content areas
- Increase reading in informational text
- Prepare students for complex texts
- Develop habits for arguments based on evidence from text
- Increase writing from evidence in sources
- Build academic vocabulary

Goal 3: Teachers instill and develop six of seven Habits of Mind so that students:

- Build strong content knowledge
- Respond to varying demands of audience, task, purpose and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Goal 4: A Sequenced ELD instructional program is developed.Teachers collaborate to review initial ELD assessment results, use this information to set learning goals for students use of standard English conventions in speaking and writing. Brief interim assessments will be developed and administered in 2018 to monitor student learning.

III. Goals for Teaching and Learning Year 2

2018-19 Goals

Student Learning Goals

Goal 1. Students will demonstrate independence in skills described in the ELA shifts

Build strong content knowledge
Respond to varying demands of audience, task, purpose and discipline
Comprehend as well as critique
Value evidence
Use technology and digital media strategically and capably
Come to understand other perspectives and cultures

Goal 2: Students demonstrate greater independence in their use of standard English language conventions in as shown through initial and interim assessments.

Goal 3: Student demonstrate greater independence their ability to read and analyze complex text including science and history/social science texts

Goal 4: Students demonstrate greater independence in their ability to use evidence in constructing arguments in speaking and writing

Goal 5: Students demonstrate growth in English Language development as shown through initial and interim assessments.

Instructional Goals to Support Student Learning:

Goal 1. Teachers will continue to instill and develop the ELA Habits of Mind
Goal 2. Teachers will continue to teach the focus areas of the Shifts in ELA
Goal 3: Teachers will continue to focus on English language conventions in speaking and writing
Goal 4. Teachers will develop brief, simple student assessment metric in an area of student need in ELA. Gather results and collaborate to use this evidence of student learning to inform instruction.
Goal 5: Teachers will collaborate on ELA/ELD integrated instruction based on student assessment results.
Goal 6: Continue to build learning community by sharing practices in above

Instilling Goodness and Developing Virtue Schools

English Language Arts
in a
Community of Learners

August 23, 2017

Building Community

Common focus for English Language Arts teaching and learning

Common language for English Language Arts teaching and learning

Sequenced plan of instruction for English Language Development

System of communication/collaboration around students' learning needs

Instilling Goodness and Developing Virtue Schools
August 23, 2017
9:00-10:30

Agenda

Introduction

Meditation

Chinese / English Immersion

Shifts in English Language Arts: Thinking Map Activity

Share Your Shift Activity

Thinking Map Shift in ELA: Demonstration

ELA Habits of Mind Activity: Collaborate on Poster

Exit Ticket: Reflect on community building

Shifts in English Language Arts

Increase reading in informational text

Provide literacy instruction in all content areas

Prepare students for complex texts

Develop arguments based on evidence from text

Increase writing from evidence in sources

Build academic vocabulary

English Language Arts Habits of Mind

Respond to Demands of Audience, Purpose, Task, Discipline

Comprehend as well as Critique

Build Strong Content Knowledge

Use Technology, Digital Media Strategically and Capably

Value evidence

Come to Understand Other Cultures and Perspectives

Demonstrate Independence







Instilling Goodness & Developing Virtue Schools
Textbook Review, Pilot and Recommendation for Adoption
December 1, 2017

Process

Teachers will convene to review , pilot and recommend instructional materials for K-12 language conventions using the criteria for Language Standards in the *Instructional Materials Evaluation Toolkit.* See attached timeline for detailed process.

Selection of Materials to Pilot and Recommend for Adoption

Quantitative criteria, using a 3 point scale, are:

- Materials address the grammar and language conventions specified by the Language Standards at each grade level
- Materials expect students to confront their own error patters in usage and conventions and correct in a grade-by-grade pathway
- Materials provide a mirror of real-world activities for student practice with natural language (i.e. presentations, mock interviews)

Qualitative criteria, also called Indicators of Quality are:

- Do the student resources include ample easily implemented review and practice resources, clear directions and explanations and correct labeling of reference aids (.g. visuals, maps, etc.)?
- Are the materials easy to use?
- Can the teacher and student reasonably complete the content presented within the regular school year and does the pacing of content allow or maximum student understanding? Do the materials provide clear guidance to teachers about the amount of time the lesson might reasonably take?
- Do instructions allow for careful reading and rereading of content?
- Do the materials contain clear statements and explanations of purpose, goals and expected outcomes?

Materials for the Review, Selection Process

- CCSS Language Standards for grade level of each participant
- IMET evaluation pages for each publisher for each participant
- Sets of instructional materials for selected publishers for each participant

Schedule for August 22 to 24, 2017

Unless stated otherwise, all activities are for K-12 teachers

Tuesday, August 22

8:30-9:00 Welcome & Introduction (Principal/s)

9:00 to 10:30 ESLRs- Introducing, Discussing & Modifying New ESLR Rubric & Reviewing Assessment Strategies (Jin Jr Shr)

11:00 to 12:00 Teacher Luncheon

12:30-2:00 Child Development Stages & Classroom Management (Reed Smith)

2:00-2:15 Break

2:15-3:30 Math Common Core State Standards- CCSS (Heng Tsung Shr)

Wednesday, August 23

9:00 to 10:30 ELA: Building Community (ELA Team- see attached schedule)

9:00 to 10:30 Math Modules: Ratios and Functions (7th-12th Grade Math Teachers only)

12:30 to 1:30 Presentation of 2-year ELA Plan (Lynn Zimmerman- 2 docs attached)

1:45 to 3:00 Department Meetings for 7th to 12th Grade Teachers

Thursday, August 24

Morning: Girls School Teachers Meeting

Afternoon: Boys School Teachers Meeting

When not attending meetings, teachers can use this time for class prep on their own.

CCSS Math FALL 2017 In-service

Aug 22nd Tuesday (2pm – 3:30pm)

Agendas:

Section 1 –

Revisit CCSS - CA Mathematics Framework (K – 12)
(Your New best Friend Forever)

Presenters: Ms. Xue and team.

If you have a device, please go to the new (2016) CCSS - CA Mathematics Framework.
http://www.cde.ca. gov/ci/ma/cf/draftsmathfwchapters.asp or cde.ca.gov. and search Math Framework Chapter

PS – Don't forget to bring a copy of your grade level CCSS - CA Mathematics Framework (either hardcopy or a PDF download) to the 22nd Aug. In-service study session!

Section 2 –

Launch *EUREKA MATH*/engage ny (K – 12)

Eureka Math was written as a trilogy: *A Story of Units* (Grades PK-5); *A Story of Ratios* (G6-8) and *A Story of Functions* (G9-12).

Presenters: Mrs. Hertz (Rasa) and team.

PS – Don't forget to bring a copy of your grade level Module 1 (either hardcopy or a PDF download) to the 22nd Aug. In-service Module 1 study session!

Aug 23rd Wednesday (9:00am – 10:30am) – **tentative schedule (6th – 12th grade only)**

Module Study:

A Story of Ratios (G6-8 Accelerated) and
A Story of Functions (G9-12) – Algebra 1, Geometry, and Algebra 2.

PS – Don't forget to bring a copy of your grade level Module 1 (either hardcopy or a PDF download) to the 23rd Aug. In-service Module 1 study session!

Presenters: Heng Tsung and team.

Wifi:
MCOE
conf3r3nc3

Next Generation Science Standards:
From Introduction to Classroom Application
Secondary Series
March 22, 2018
9:00 am – 3:30 pm

Shared Google Folder:
https://goo.gl/DjENRq

Objectives:

- Experience an investigation sequence of increasing complexity to understand an anchor phenomenon.
- Deepen our understanding for using phenomena, questions, and modeling.
- Introduction to engineering design standards based on previous science investigations.

Agenda

Time	Topic	Activity/Topic	Rationale
9:00 – 9:10		Welcome	To provide an overview for our series and today's goals
9:10 – 9:20	Warm ups	Partner sharing	To begin our day with a reflective NGSS related warm up activity
9:20 – 10:00	NGSS Focus Concept	Using phenomena, questions, and modeling	To deepen our understanding of the relationship between PQM
10:00 – 10:30	Science Investigation	*Why do ships float and anchors sink?*	To experience an investigation sequence with increased complexity
10:30 – 10:45		Break	
10:45 – 11:45	Science investigation cont.	Continue science investigations with supporting literacy activities	To experience various literacy strategies that support student understanding of concepts
11:45 – 12:00	Reflection	Debrief and reflect on morning activities	To consider how investigation sequence utilized PQM model
12:00 – 1:00		Lunch	
1:00 – 1:30	Engineering Design standards	Introduction to Engineer Design standards (ETS) and process	To provide foundation for understanding the ETS and the three-step design process
1:30 – 2:00	Engineering design activity	Build a boat design activity	To apply the engineer design process
2:00 – 2:15		Break	
2:15 – 2:45	Design showcase	Present design proposals	To share design and results with the group
2:45 – 3:00	Developmental progression of concepts	Discussion	To consider age-appropriate use of phenomena and how it applies to building meaning for students
3:00 – 3:15	Reflection	Debrief and reflect on activities	To consider how a developmental progression can be applied lesson sequences
3:15 – 3:30	Evaluation and closing	Workshop evaluation	To provide feedback on your workshop experience
Next session – May 3, 2018			

Give the pupils something to ***do***, not something to learn; and the ***doing*** is of such a nature as to demand ***thinking***; ***learning naturally results***.

John Dewey

Wifi:
MCOE
conf3r3nc3

Next Generation Science Standards:
From Introduction to Classroom Application
Secondary Series
November 2, 2017
9:00 am – 3:30 pm

Shared Google Folder:
https://goo.gl/bVp9pr

Objective:
Provide foundation for series through hands-on experience of a phenomenon-based lesson, exploration of the structure of standards, and considerations for pedagogical shifts called for through NGSS.

Agenda

Time	Topic	Activity	Rationale
9:00 – 9:10		Welcome	To provide an overview for our series and today's goals
9:10 – 9:45	Warm ups	• Crosscutting concepts warm up • NGSS knowledge and questions	To begin our day with an NGSS related warm up activities
9:45 – 10:15	Science investigation	Newton's Cradle investigation	To experience a phenomenon-based NGSS lesson
10:15 – 10:30		Break	
10:30 – 11:00	Science investigation cont.	Continue science investigation with supporting literacy activities	To experience various literacy strategies that support student understanding of concepts
11:00 – 12:00	Conceptual models	Create, revise, and reflect on the use of student-created conceptual models	To explore the development of student-created conceptual models and consider their benefits for student understanding
12:00 – 12:45		Lunch	
12:45 – 1:30	Introduction to NGSS standards	Connecting science investigation to the NGSS component	To provide an experiential connection to the 3 dimensions of the NGSS
1:30 – 2:00	NGSS book tour	Overview of NGSS sections, exploration of grade level storylines and DCIs	To become familiar with the NGSS reference books and explore your grade level overview of standards
2:00 – 2:15		Break	
2:15 – 3:00	Deconstructing an NGSS standard	Guided deconstruction of an NGSS standard	To understand how to read and deconstruct an NGSS standard along with its associated performance expectations
3:00 – 3:20	The 3 dimensions of the NGSS	Reflection on the science and engineering practices, disciplinary core ideas, and crosscutting concepts	To further our understanding of the 3 dimensions of the NGSS and reflect on how they support student understand of science
3:20 – 3:30	Evaluation and closing	Workshop evaluation	To provide feedback on your workshop experience
Next session – January 11, 2018			

Mendocino County
Office of Education

Give the pupils something to ***do***, not something to learn; and the ***doing*** is of such a nature as to demand ***thinking***; ***learning naturally results***.

John Dewey

CERTIFICATE OF ATTENDANCE

CaPS PD NOW

CALIFORNIA PRIVATE SCHOOLS PROFESSIONAL DEVELOPMENT

Wei Xue

This certificate is to verify attendance at CaPSE PD. It is important that the participant retain a copy of the certificate for his/her records

CAPSE PD FOR CALIFORNA PRIVATE SCHOOL EDUCATORS

PROFESSIONAL DEVELOMENT WITH PRIVATE SCHOOL EDUCATORS IN MIND

FOUR-DAY STEM INSTITUTE (24 hours total), HAYWARD, JULY 16-19

SCOE REPRESENTATIVE: PAUL A. MURRAY

INSTILLING GOODNESS / DEVELOPING VIRTUE SCHOOLS CALENDAR 2016-2017

Fall Semester: August 29, 2016 – January 27, 2017

August 24-26 (Wed-Fri)	Teachers Work Days
August 27-28 (Sat-Sun)	Dorm Only: Orientation / Placement Tests
August 28 (Sun)	Registration for New Students (1-3 pm)
August 29 (Mon)	Fall Semester begins
September 5 (Mon)	Labor Day / No School
September 30 (Fri)	Teachers Work Day / Half Day
October 31 (Mon)	Teachers Work Day / Half Day / Midterm Grades Due
November 11 (Fri)	Veterans' Day observed / No School
November 19 (Sat)	Honoring Elders Day
November 23-26 (Wed-Fri)	Thanksgiving Break (No School)
December 2 (Fri)	Teachers Work Day / Half Day
December 14 (Wed)	Half Day
December 15 – January 6, 2017	Winter Break (3.5 weeks)
January 16 (Mon)	M. L. King, Jr. Day (No School)
January 27 (Fri)	Last Day of First Semester / Chinese New Year Eve (In-school Celebration)

87 class days, 6 work days

Spring Semester: January 30 – June 9, 2017

January 30 (Mon)	Spring Semester begins / Fall Final Grades Due
February 17 (Fri)	Teachers Work Day / Half Day
February 20 (Mon)	Presidents' Day / No School
March 20 (Mon)	Teachers Work Day / Half Day
April 3 (Mon)	Midterm Grades Due
April 7 (Fri)	Cherishing Youth Day
April 10-14 (Mon-Fri)	Spring Break
April 24 (Mon)	Teachers Work Day / Half Day
May 19 (Fri)	Teachers Work Day / Half Day /WASC Annual Review
May 29 (Mon)	Memorial Day / No School
June 6 (Tue)	Boys Last Day of School
June 7 (Wed)	Girls Last Day of School
June 7 (Wed)	Boys Teachers Banquet and Award Ceremony
June 8 (Thurs)	Girls Teachers Banquet and Award Ceremony
June 8 (Thurs)	Boys Graduation Ceremony
June 9 (Fri)	Girls Graduation Ceremony

86 class days, 4 work days

Total of 173 class days, 10 work days

Note: Parents should make every effort to ensure that students do not miss school. Students who leave early before or return late after spring, winter, or summer breaks will not be excused unless there is a justifiable reason such as: personal illness, quarantine, medical appointments, funeral services, religious reasons, and court appearances. The school must be informed of these reasons in a timely way with an Absence Form or note signed by the parent (or a doctor's note for medical absences three days or more). High school students are responsible for getting their teachers to sign the Absence Form in order to excuse their absence. Unexcused absences will affect their grades.

INSTILLING GOODNESS / DEVELOPING VIRTUE SCHOOLS CALENDAR 2017-2018

Fall Semester: August 28, 2017 – January 26, 2018

August 22-24 (Tue-Thur)	Teacher Work Days
August 26-27 (Sat-Sun)	Dorm Only: Orientation
August 27 (Sun)	Registration for New Students (1-3 pm)
August 28 (Mon)	Fall Semester begins
September 4 (Mon)	Labor Day / No School
September 29 (Fri)	Teachers Work Day / Half Day
October 18-20 (Wed-Fri)	Midterm Exam
October 28 (Sat)	Honoring Elders Day
October 30 (Mon)	Teachers Work Day / Half Day / Midterm Grades Due
November 22-24 (Wed-Fri)	Thanksgiving Break (No School)
December 1 (Fri)	Teachers Work Day / Half Day
December 20 (Wed)	Half Day
Dec. 20 (Wed- half day) - Jan 15 (Mon)	Winter Break [Amitabha and Chan Sessions-1 week each] (School resumes Jan. 16, Tues., after MLK Jr. Day)
Jan. 26, 2018	Last Day of First Semester

88 class days, 6 work days

Spring Semester: January 29 – June 8, 2018

January 29 (Mon)	Spring Semester begins
February 16 (Fri)	Teachers Work Day / Half Day /Actual Chinese New Year
February 19 (Mon)	Presidents' Day / No School
March 21-23 (Wed-Fri)	Midterm Exam
March 23 (Fri)	Teachers Work Day / Half Day
March 26 - 30 (Mon-Fri)	Spring Break, same as Ukiah Unified School District and Mendocino College
April 6 (Fri)	Cherishing Youth Day
April 23 (Mon)	Teachers Work Day / Half Day
May 25 (Fri)	Teachers Work Day / Half Day /WASC Annual Review
May 28 (Mon)	Memorial Day / No School
June 6 (Wed)	Girls Last Day of School Girls Teachers Banquet and Award Ceremony
June 7 (Thurs)	Girls Graduation Ceremony Boys Last Day of School Boys Teachers Banquet and Award Ceremony
June 8 (Fri)	Boys Graduation Ceremony

88 class days, 4 work days
Total of 176 class days, 10 work days

Note: Summer Camp 2018 - Mon, June 18 - Fri, June 29

Note: Parents should make every effort to ensure that students do not miss school. Students who leave early before or return late after spring, winter, or summer breaks will not be excused unless there is a justifiable reason such as: personal illness, quarantine, medical appointments, funeral services, religious reasons, and court appearances. The school must be informed of these reasons in a timely way with an Absence Form or note signed by the parent (or a doctor's note for medical absences three days or more). High school students are responsible for getting their teachers to sign the Absence Form in order to excuse their absence. Unexcused absences will affect their grades.

Fall Semester: August 27, 2018 – January 25, 2019	
August 21-23 (Tue.-Thur.)	Teacher Work Days
August 25-26 (Sat.-Sun.)	Dorm Only: Orientation
August 26 (Sun.)	Registration for New Students (1-3 pm)
August 27 (Mon.)	Fall Semester begins
September 3 (Mon.)	Labor Day / No School
September 28 (Fri.)	Teachers Work Day / Half Day
October 17-19 (Wed.-Fri.)	Midterm Exam
October 29 (Mon.)	Teachers Work Day / Half Day / Midterm Grades Due
November 3 (Sat.)	Honoring Elders Day
November 12 (Mon.)	Veterans Day observed (Actual day: Nov. 11, Sunday)
November 21-23 (Wed.-Fri.)	Thanksgiving Break (No School)
December 7 (Fri.)	Teachers Work Day / Half Day
December 19 (Wed.)	Half Day
December 20 – January 11, 2019 (Fri.)	Winter Break
January 21 (Mon.)	Martin Luther King, Jr. Day (No School)
January 25, 2019 (Fri.)	Last Day of First Semester
88 class days, 6 work days	
Spring Semester: January 28 – June 7, 2019	
January 28 (Mon.)	Spring Semester begins
February 5 (Tue.)	Chinese New Year (In-school Celebration)
February 15 (Fri.)	Teachers Work Day / Half Day
February 18 (Mon.)	Presidents' Day / No School
March 20-22 (Wed.-Fri.)	Midterm Exam
March 22 (Fri.)	Teachers Work Day / Half Day
April 12 (Fri.)	Cherishing Youth Day
April 15 - 19 (Mon.-Fri.)	Spring Break (same as Ukiah Unified School District and Mendocino College)
April 29 (Mon.)	Teachers Work Day / Half Day
May 24 (Fri.)	Teachers Work Day / Half Day /WASC Annual Review
May 27 (Mon.)	Memorial Day / No School
June 5 (Wed.)	Boys Last Day of School // Boys Teachers Banquet and Award Ceremony
June 6 (Thur.)	Boys Graduation Ceremony Girls Last Day of School // Girls Teachers Banquet and Award Ceremony
June 7 (Fri.)	Girls Graduation Ceremony
88 class days, 4 work days	
Total of 176 class days, 10 work days	

Note: Summer Camp 2019 - Monday, June 17 - Friday, June 28

Note: Parents should make every effort to ensure that students do not miss school. Students who leave early before or return late after spring, winter, or summer breaks will not be excused unless there is a justifiable reason such as: personal illness, quarantine, medical appointments, funeral services, religious reasons, and court appearances. The school must be informed of these reasons in a timely way with an Absence Form or note signed by the parent (or a doctor's note for medical absences three days or more). High school students are responsible for getting their teachers to sign the Absence Form in order to excuse their absence. Unexcused absences will affect their grades.

2017-2018

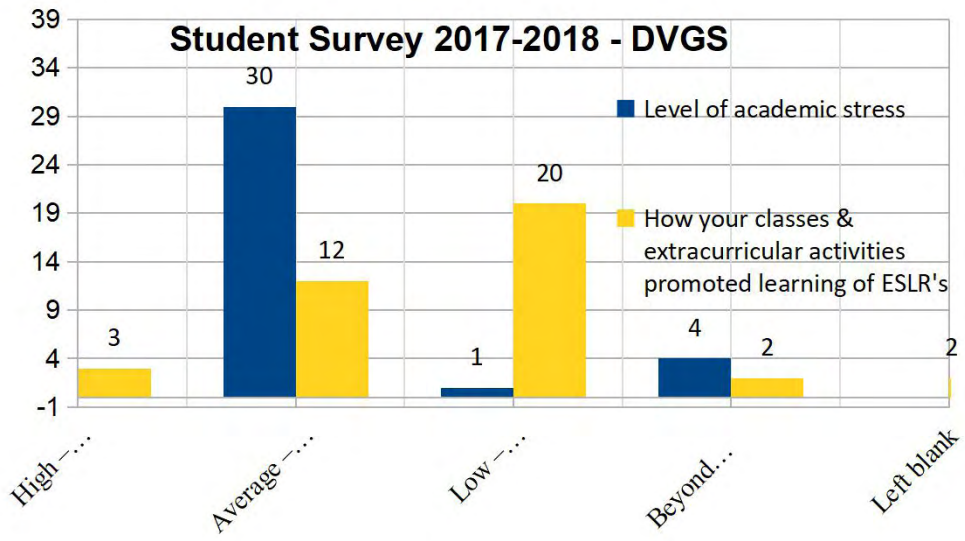
STUDENT SURVEY 2017-2018
Survey pool: 39 students, 9-12 grade

Level of academic stress

High – Excellent	Average – Good	Low – Average	Beyond limit – Weak	Left blank
5	30	1	4	

How your classes & extracurricular activities promoted learning of ESLR's

Excellent	Good	Average	Weak	Left blank
3	12	20	2	2



What you appreciate about the school

9	Friendship
21	Teachers and their effort and caring for the students
6	School environment: simple, small & surrounded by nature, safe, no distraction, no electronic devices,
4	Food/drinks
9	School features: hardship, academic, strong math dept, 8 core virtues, focus on characters, community service, team-building, leadership
1	School knows how to appeal to the outside

1	Everything about the school
2	No comment, nothing comes to mind at the moment

Suggestions for a better school

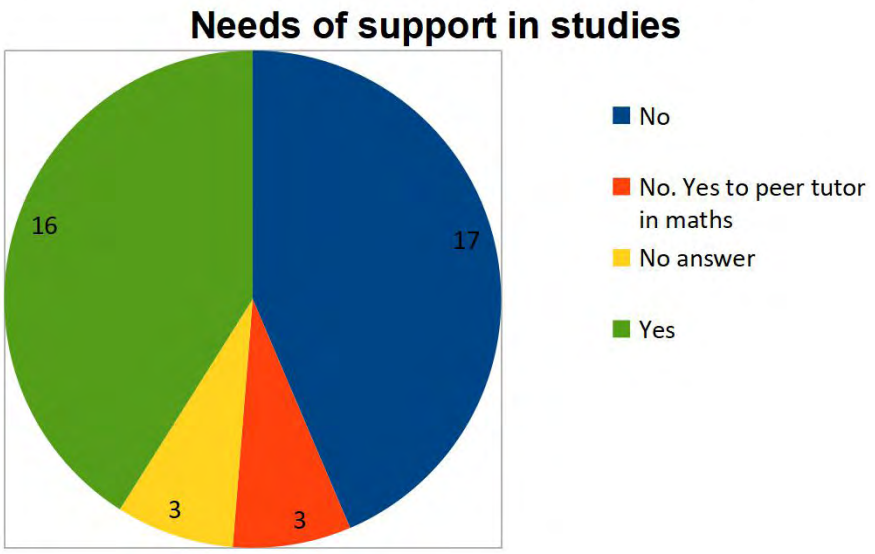
5	More understanding teachers, teachers who will listen to understand
5	Avoid making announcements last minutes or same day and be clear about rules and student's responsibilities and expectations
6	More flexible, lower expectations, less pressure, freedom, less controlling
4	More activities; Engage students to make them more proactive; more clubs
5	Commodities: a vending machine, a gym, student lounge, more supplies, more electronic devices
2	Make language & some courses optional, offer more variety of courses
1	Increase challenge in English course
2	Field trip funded by school
2	More staff for supervision, better fair treatment
2	Hoodie instead of fleece; People clean up after themselves
1	Hold Graduation Ceremony on Weekend
1	More core virtue applications
1	Put in practice what's being told to newcomers
1	End school after AP exams or do something else more productive than current "study hall"
2	More time for clubs or just 1 club/day
1	Clean up bathroom after oneself
1	Can't be better
1	Left blank

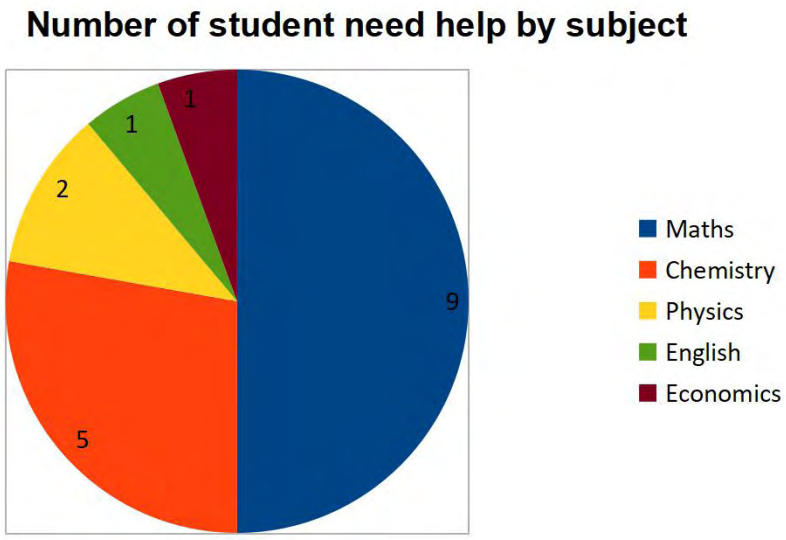
Suggestions regarding extracurricular activities

20	No comment
4	Music/art/dance/Entertainment
4	Soccer/More team sports
2	Self-defense/martial art
1	"lack enthusiasm"
2	Proper guidance/Better leadership
2	Extracurricular activities be optional – not forced
1	Too many fund-raising clubs
2	Need better equipments
1	1 club/day - more time

2017-2018

	Support needed in your studies					
No	No. Yes to peer tutor in maths	No answer	Yes		Maths	9
17	3	3	16		Chemistry	5
					Physics	2
					English	1
					Economics	1





STUDENT SURVEY 2016-2017

Do you feel that you understand the rules and discipline policy of the school?
Do you have any suggestions or comments about these?

26	Yes
3	No, not really. Is there a rule book?
4	Yes， make rules clearer, some ppl got unfair punishments; need fair punishments between races
4	Better authority execution/Need better reinforcement; "Those that break it [the rules] should be expelled" (girlschoolers) kill the chicken to scare the monkey
3	No comments
2	It should be stricter/Too lax
2	Co-ed
1	Should allow music devices in the dorm
1	“I understand we can’t talk to the girls, but why can’t we lay our eyes on them?”
1	Yes, for new students, summer camp counselors should choose instead of teachers.
1	ASC should play a larger role in disciplinary

Suggestions/comments AP Program

11	More AP's course variety and/or resources
2	AP Economics
1	AP World History
1	Have non-AP version of the AP course
1	Courses be taken more seriously, hardworking.
1	Give students a better understanding before taking the course
1	Focus more on the material itself instead of theories on tests
16	No comments

What do you like most about the school?

9	People
4	Small class size
5	School virtue focus
3	School environment/Boy school
5	School activities
2	Everything/Everyone
1	Lunch provided (no need to pack lunch)
1	Allowed to work ahead
4	Don’t know

Suggestions for making the school better

6 No comments
3 Better facilities
5 Better commodities
3 More qualifying teachers
3 More activities/clubs
2 Enforce standards for students
1 Better communications
Be more open to students' inputs/Let students have more say
Make him/her class representative
Phones, Internet, Better Lost and Found system
2 Co-Ed
Better organized, cleaner. Students should be responsible for their things

LEONIE TAN

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EDUCATION

Dharma Realm Buddhist University, MA (USA)

Heriot-Watt University, MBA (UK)

Association of International Accountants (Fellow) (UK)

TAR University College, BA Business Acc & Fin (Mal)

CURRENT EXPERIENCE

Dharma Realm Buddhist Association	Special Projects (2008 to present)
Dharma Realm Buddhist University	Human Resources (2008 to present)
Developing Virtue Secondary School	Strategic Development (2011 to present)

PREVIOUS EXPERIENCE

TJ Engineering and GM Business Management	Executive Director (1997-2007)
Megasteel and Lion Group SBU	Chief Financial Officer (1989 -1997)

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Professional History

2016 to the present	K-12 English Language Arts consultant, Instilling Goodness, Developing Virtue Schools, Ukiah, CA
2007 to the present	Instructor, Dominican University of California, School of Education, San Rafael, CA Areas of Expertise: Literacy; Applied Educational Research
2007-2012	Director, K-12 Educational Services; Curriculum & Instruction Ukiah Unified School District, Ukiah, CA
1994-2006	Principal, Elementary Grades; Director, K-12 Curriculum & Instruction Anderson Valley Elementary and Secondary Schools Boonville, CA 95469 Honored as High Poverty, High Performing School by the California Department of Education

Education

2003	Clear Professional Administrative Services Credential Sonoma State University, Rohnert Park, CA
1997	Preliminary Professional Administrative Services Credential Sonoma State University, Rohnert Park, CA
1976	M.S., Public Health, Community Health University of California, Berkeley *NIMH Fellow*
1968	California Teaching Credential University of California, Berkeley, Ca
1965	B.A., Comparative Literature University of Wisconsin, Madison, Wisconsin

Justin Hu

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justinjoylife@gmail.com

Summary

3 exits. Passionate about entrepreneurship, leadership and org strategy

Experience

VP of Consumer Engagement, Ten-X Homes at Ten-X

2016 - 2018 (3 years)

Mini GM reporting to CEO of 1k person Google-backed real estate company.

Lead consumer business. Developed product strategy, org structure, op mechs. Managed P&L. Presented to board.

Acquired by TH Lee for $1.6 Billion.

Product Line Director, Marketing & Training products

2016 - 2016 (1 year)

One of five offering leads in business of 2000 employees. Responsible for P&L and product strategy of 2nd largest product line of $670M revenue business. Acquired by LogMeIn.

Senior Director of Product Management at Zillow Group

2015 - 2016 (2 years)

Zillow acquired dotloop.

Vice President of Product Management at dotloop

2013 - 2015 (3 years)

- Dotloop is a SaaS collaboration platform that over 800k real estate pros use do over $30B of deals every month.
- Part of management team that led company to acquisition by Zillow. Reported to CEO. Presented to Board.
- Built Product, Design and Business Intelligence teams.
- Led product strategy across individual and business product lines.
- Helped close exclusive enterprise deal with largest real estate franchise in US. Speaker at Inman conference.
- Reinvented product from ground up. Increased MAU by 8x to 800k, virality by 12x. Increased deals on platform 18x to $30B/month. Raised NPS from -57 to +42.

Senior Director of Product Management at dotloop

2012 - 2013 (2 years)

Senior Director of Product Management at CoStar Group
April 2012 - July 2012 (4 months)
CoStar Group acquired LoopNet for ~$950M

Senior Director of Product Management at LoopNet
2005 - 2012 (8 years)

- LoopNet is the largest commercial real estate marketplace with 5M monthly users, 95k paid subscribers, 90M+ revenue. Acquired for for 11x revenue ~$950M.
- Reported to President of LoopNet.
- Led product for core marketplace: listings aggregation, search, and monetization (50% of revenue) across desktop and mobile.
- Helped grow members 6x to 6M, Paid subscribers to 85K from 59k.
- Created iOS & Android mobile apps that is responsible in 30% of visitors.
- Launched largest commercial real estate property research tool with over 25 million property records.

Other roles:
Director of Product Management, 2009 - 2011
Senior Product Manager, 2008 - 2009
Product Manager, 2005 - 2008

Interaction & Industrial Design Intern at Sony Electronics
2001 - 2001 (1 year)

Co-Founder at Ionami Design
1999 - 2001 (3 years)

Education

University of California, Berkeley
BA, Information Technology and Society
Activities and Societies: President, Asian American Association

Fall, 2018

Instilling Goodness Elementary and Developing Virtue Secondary Schools

Orientation Guide for New Teachers and Staff

This guide includes a brief introduction to the schools operational procedures, a campus map, classroom/office maps, and contact-point persons. This simple and concise booklet, is meant to be a supplement to our Faculty Handbook. With this guidebook, we hope that new members will be able to navigate this new environment and become part of our school community.

Map of City of 10,000 Buddhas (CTTB)
The map shows the buildings where the classes are held.

Girls division (G):
Instilling Goodness Elementary School (IGES)
Developing Virtue Secondary School- Girls Division (DVSS-GD)
IITBT
Boys division (B):
Developing Virtue Secondary School- Boys Division (DVSS-BD)
DRBU Library
123 Building
Shared facilities:
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. (Refer to the CTTB campus map.)

Map of Classrooms: Floor maps of all school buildings are posted outside the school. Hardcopies are available upon request.

Absences/Substitute Request
Fill out the substitute form and notify Mr. Koo (Boys division) and Jin Xiang Shi jin.xiang@igdvs.org (Girls division) at least 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)

Administrative Personnel
The Boys school principal is Douglas Powers. Mr. Juan Gracia, (juan.gracia@gmail.com) is in charge of the day-to-day operations of the school. He is assisted by Bhikshu Heng Shün (core teacher) heng.shun@drba.org. The Girls school principal is Bhikshuni Jin Jr jin.jr@drbu.edu (addressed as Jin Jr Shi). She is supported by Jin Xiang Shi (11th/12th core teacher) jin.xiang@igdvs.org, Heng Yuan Shi heng.yuan@drbu.edu, and Ms. Leonie Tan leonie.tan@drba.org. 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 Koo, who can be reached at 468-1138 or wilsof@gmail.com. The **girls division secondary school office**, which can be reached at 468-3847, is staffed by Ms. Leonie Tan leonie.tan@drba.org and others. The **girls division elementary school office** is staffed by Ms. Indra nataindra.criutpala@igdvs.org, who can be reached at 468-3896.

Contact List
When there is a need to communicate with a student, parent/guardian, teachers, or other offices, call the school office staff.

Copier access
The girls high school office has a copier that is accessed with a 4-digit code. Please record the number of copies made in the logbook nearby. The boys high school office also has a copier accessed with a 4-digit code unique to each teacher.

Mission Statement and Expected School-wide Learning Results (ESLRs)
Become familiar with the school's Mission Statement and four student outcomes (from https://igdvs.org/outcomes/:

Mission Statement

Our Buddhist schools, in partnership with parents, work 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 will contribute to making their community and the world a better place.

ESLRs (Expected School-wide Learning Results)

Become familiar with the school's four student outcomes:
Graduates of Developing Virtue Secondary School:

1. *Manifest the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility.*
    a. *Cherish life in all its forms, are responsible stewards of the environment and exercise frugality.*
    b. *Are confident, well-rounded persons who interact harmoniously with others and takes responsibility for their own actions.*
    c. *Have 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. *Have gained a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings.*
    a. *Have an appreciation and understanding of the fundamental teachings in Buddhist philosophy and ethics that inspire them to follow a life of integrity in accordance with their own philosophical or religious beliefs.*
3. *Have explored and developed their individual academic potential and talents in the humanities, sciences or arts.*
    a. *Have developed an enthusiasm for the pursuit of knowledge.*
    b. *Are prepared for success in college.*
    c. *Have the ability to think critically and analytically.*

   d. *Have developed their individual creative potential in thinking, expression and problem solving.*
4. *Express a multinational, global awareness and understanding; and show an appreciation and respect for a variety of cultures and religions.*

For each course taught, each teacher should prepare an ESLR folder/binder that includes 3 or 4 of these outcomes by the end of the academic year. Samples of ESLR binders are available on request.

Teacher Evaluation and Mentoring
Teachers are observed periodically and are formally evaluated once every two years. New teachers are assigned a mentor for support.

Campus Ethics
To foster compassion and wisdom, and be models for the students, teachers practice:

1) Peace: avoid intentionally hurting all forms of life and bearing weapons.
2) Caring: protect others' belongings and school property.
3) Respect: dress professionally; avoid promiscuous behavior and public displays of affection; avoid inappropriate music, images, or media.
4) Honesty: avoid harsh and frivolous speech, and gossip.
5) Mindfulness: avoid alcohol, tobacco, and illicit drugs.

Financial Matters

Reimbursement
Please make request by contacting Jin Jr Shi or Mr. Gracia. Upon initial approval, fill in the request form and submit it to Jin Jr Shi's or Mr. Gracia's school mailbox. Once the financial committee approves a request, finance staff will send an email response. After approval, make your purchase and submit your receipts for reimbursement.

Paycheck Pickup
Check is available for pick-up on the 1st of every month at the CTTB Financial Office. Please have your ID ready for identification as necessary. Their office hours are: Mon.-Fri. from 8:30 a.m.-10:30 a.m. and 1:00 p.m. to 4 p.m. Location: Opposite CTTB Administration Office, west of Bodhi House, first floor, along the east-west hallway, Room #1 and #2. Phone: (707) 468-5149.

Internet / Wireless Network Access
Contact IT-drba@drba.org for any technology related matters. Please CC Jin Jr Shi and Juan Gracia respectively.

Maintenance (plumbing and heating problems)
Inform the school office. For immediate attention, call the CTTB Administration Office at 462-0939.

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 or the 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 by email dfarmer.fnp@gmail.com or office phone 707-273-1110. Fax 754-0092. For urgent cases, call (707) 391-1000. Her office (Room #C112) is located in the building opposite the CTTB Administration Office, west of Bodhi House, first floor, on the north side.

Parking
Public parking regulations are enforced. Teachers can park in designated parking lots or by the curb as available.

School Calendar
Check school website http://www.igdvs.org/index.php/home/school-calendar.

School Library
Koha Library Catalog: http://library.igdvs.cttb/
This is currently an internal website accessible only on campus.
First-time users who wish to access the libraries--listed at https://igdvs.org/resources/--should apply to have their own account through the school office to obtain a **username** and password. Request by email: dvbs@drba.org or dvgs@drba.org

School Schedule (class times/ rooms)
Schedules are posted on Office Bulletin Boards.

School Supply Room
To obtain materials (such as notebooks, folders, etc.) needed for your class, call the school office or make a request by email: dvbs@drba.org or dvgs@drba.org

School Rules / Policies
You may bring up questions or any other issues to DM Shün / Jin Jr Shi / Mr. Gracia by email (heng.shun@drba.org, jin.jr@drbu.edu, juan.gracia@gmail.com) or at teachers meetings.

Teachers' Lounge
Hot and ambient temperature water dispensers are available in the school buildings.
The boys high school teacher's lounge has a fridge and microwave available for teachers. Food brought by teachers should conform to CTTB rules, i.e. **no** meat, fish, eggs, or food containing five pungent plants (onions, garlic, shallots, leeks, or chives) are allowed. Please put your name on any food that is placed in the school fridge.

Technological Resources (e.g. projectors)
Contact the school office. To ensure that equipment is available, make reservations at least one day in advance. Check-out and return dates should be logged in the logbook nearby.

Tutorial Service for Students
Contact DM Shün / Mr. Juan Gracia (Boys division) or Jin Jr Shi (Girls division)

Resources and Enrichment Classes on Campus

Dharma Realm Buddhist University (DRBU) Library on campus has abundant and rich resources. Volunteer teachers or staff members who have been residing at the CTTB for at least 6 months may apply for a library card to borrow books, CDs, and DVDs for 28 days for most items with maximum two renewals. Check out and return of items can be done with the library card at the front-desk computer. Ask a staff worker for assistance. Renewal can be done online from anywhere. Visit the DRBU Library to apply and explore the website: http://library.drbu.edu. Non-resident or short-term volunteer teachers and staff members, who do not have a library card, may borrow items through someone who has a library card. Or they can browse through the shelves or enjoy their reading in the quiet atmosphere of the library.

Enrichment classes (Buddhism, yoga, taiji quan) and events are offered by the Dharma Realm Buddhist University Extension Program http://extension.www.drbu.edu.

For resident volunteer teachers

- Classes recommended for women resident-volunteer teachers (such as Laity Precepts and Bodhisattva Precepts). Classes are usually held on Monday and Tuesday 2:00-3:00 pm. Location: University Bldg Conference Room.
- There is a women residents' meeting once a month on a Tuesday, 2-3 pm.

Check the bulletin board at the west side of the temple's main hall for schedule and notices.

Maps

CTTB map (main campus map) — posted outside the front door of both schools (BD/GD).
DVSS-GD map (Girls Secondary School) — posted outside the front door of the girls high school.
IGES map (Girls Elementary School) — posted inside the girls elementary school office.
DVSS-BD emergency exit map (Boys Secondary School) — posted in each classroom.

Summary of Science PLC

1. Year 2015-2016 --Intending to check student learning, the PLC adminstrated a short exam using published SAT chemistry tests (10 MC questions and 1 FR question) to 10th grade chemistry classes, both boys and girls. Two students from the boys side scored relatively high while all the rest boys and girls scored below expectation.
2. Fall 2016--Wishing to find a common ground where all science subjects can be assessed, teachers agreed to work on improving student note-taking in class. Some note-taking strategies were discussed, which included teacher's constant reminding and assigning points for notes. Students samples were shared and discussed. The question how note-taking is reflected in mastery was raised but no assessment in that regard had been done.
3. Spring 2017--A new focus was identified--active learning. Teachers have been asked to use one or two active learning strategies in their classrooms before the next meeting. Teachers will each give short presentation on their practice and reflection preferably with student work samples.
4. Year 2017- 2018--In the Fall 2017 semester, a few science teachers from both divisions had met four times to discuss and share strategies of active learning based on sources from UC Berkeley (STEM Faculty Learning Program). Three teachers (Biology, Environmental Science, and Physics), bringing their own students, visited each other's classrooms. They not only observed the instruction of the hosting teachers but also got to evaluate the presentations given by the students of the hosting teachers. Essentially, the peer coaching also became a field learning experience for students of both sides.
    1. In particular, Biology teacher Ms. Xue shared how she had been instructing the human body systems in her 9th grade Boys Biology class. Each student tried to become an expert in one system and then taught that system to the rest of the class by ways of presentations and posters. Teachers of other classes (Chemistry, Environmental Science and Physics) brought their own students visited the Biology class and served as judges to posters made the Biology students. In exchange, the Biology class visited the Environmental Science class evaluating the work of the Environmental Science class.
    2. The above practice not only provided exchanges in teaching, it also gave students of different grades a chance to interact and dialogue in an academic setting. It was, above all, a fun activity for both teachers and students.
5. Science PLC has been an on-going activity for the last three years. Some of the strategies shared during the meetings are implemented in classrooms :

- Invoking and making use of students' prior knowledge,
- Providing an authentic and challenging learning environment (jigsaw reading/learning, presentations to not only classmates but also to guest teachers and their students).
- Providing time and setting (using large portable white boards) for students' conversation, with classmates and teacher) using key vocabulary and concepts.
- Encouraging read aloud for understanding.

New Items

Total number of results: 404 (20 shown).

Rows per page: 20

<< < 1 2 3 ... 21 > >>

dateaccessioned	barcode	itemcallnumber	author	title	publishercode
2018-11-27	HD38.2.G647 2000		Goleman, Daniel.	Working with emotional intelligence /	Bantam Books,
2018-12-12	1030200009987	809.93 PUC	Puchner, Martin,	The written world :	
2018-12-12	1030200009986	363.70 MAN	Mann, Charles C.,	The wizard and the prophet :	
2018-12-12	1030200009985	305.23 HEM	Hemmen, Lucie.	The teen girl's survival guide :	
2018-12-12	1030200009984	303.82 FRY	Fry, Hannah,	Hello world :	
2018-12-11	1030200009983	153.3 GIL	Gilbert, Elizabeth,	Big magic :	
2018-12-11	1030200009982	808.02 GRO	Grogan, Jake,	Origins of a story :	
2018-10-04	1030200009981	FIC GUT	Guterson, David.	Snow falling on cedars /	Vintage Books,
2018-09-26	1030200009980	AV FIC HUN		Hunchback of Notre Dame	Warner Home Video,
2018-09-26	1030200009979	AV FIC HAW		Hawaii	Metro Goldwyn Mayer Home Entertainment,
2018-09-26	1030200009978	599.883 SCH	Schuster, Gerd,	Thinkers of the jungle /	H.F. Ullmann,
2018-09-26	1030200009977	FIC TOL	Tolkien, J. R. R.	The Silmarillion /	Houghton Mifflin,
2018-09-26	1030200009976	FIC TOL	Tolkien, J. R. R.	Unfinished tales of N©ðmenor and Middle-earth /	Houghton Mifflin,
2018-09-26	1030200009975	FIC ROW	Rowling, J. K.	The tales of Beedle the Bard /	Childrens High Level Group ; | Arthur A. Levine Books,
2018-09-26	1030200009974	823.9 GRE		Great Irish short stories /	Barnes & Noble Books,
2018-09-26	1030200009973	813.52 FAU	Faulkner, William,	The sound and the fury :	Norton,
2018-09-24	1030200009972	TEXT	Peace Pilgrim,	Peace Pilgrim :	Ocean Tree Books,
2018-09-24	1030200009971	FIC GEO	George, Jessica Day,	Dragon spear /	Bloomsbury,

August 1, 2017 - June 15, 2018

New Items

Total number of results: 1297 (20 shown).

Rows per page: 20

<< < 1 2 3 ... 65 > >>

dateaccessioned	barcode	itemcallnumber	author	title	publishercode
2017-12-06	PZ4 .Z456 Do 1974		Zelazny, Roger.	The doors of his face, the lamps of his mouth:	Avon Books,
2018-06-14	1030200009799	TEXT	Bradbury, Ray,	Fahrenheit 451;	Ballantine Books
2018-06-14	1030200009798	158.1 GUI	Guillebeau, Chris,	Happiness of pursuit :	
2018-06-14	1030200009797	372.62 KIL	Killgallon, Don.	Sentence composing for middle school :	Boynton/Cook : | Heinemann,
2018-06-14	1030200009795	813.3 MEL	Melville, Herman,	The confidence-man :	
2018-06-14	1030200009794	294.3 HUA		Buddhism : A Brief Introduction	Buddhist Text Translation Society,
2018-04-26	1030200009793	910.4 GIL	Gilbert, Elizabeth,	Eat, pray, love :	
2018-04-26	1030200009792	330 WHE	Wheelan, Charles J.	Naked economics :	W. W. Norton,
2018-04-26	1030200009791	916.4045 MOR		Morocco.	DK Pub.,
2018-04-26	1030200009790	914.045 EUR		Europe.	DK Pub.,
2018-04-26	1030200009789	917.304 USA		USA /	DK Pub.,
2018-04-25	1030200009788	FIC FOX	Foxlee, Karen,	Ophelia and the marvelous boy /	
2018-04-25	1030200009787	591.5 CAS	Castaldo, Nancy F.	Beastly brains :	
2018-04-18	1030200009786	TEXT		McDougal Littell science :	McDougal Littell,
2018-04-05	1030200009785	170 CAH		Exploring ethics :	Oxford University Press,
2018-04-05	1030200009784	363.72 KAL	Kallen, Stuart A.,	Trashing the planet :	
2018-04-03	1030200009783	371.826 KUO	Kuo, Michelle	Reading with Patrick :	
2018-04-03	1030200009782	234 CAR	Carter, Jimmy,	Faith :	
2018-04-02	1030200009781	294.3 BOO	Boorstein, Sylvia.	Pay attention, for goodness' sakes :	Ballantine Books,
2018-04-02	1030200009780	510.23 SHE	Sheen,	Careers if you like math /	

August 1, 2016 - June 15, 2017

New Items

Total number of results: 2062 (20 shown).

Rows per page: 20

<< < 1 2 3 ... 104 > >>

dateaccessioned	barcode	itemcallnumber	author	title	publishercode
2017-01-03	103020006704	797.2 COX	Cox, Lynne,	Swimming in the sink :	
2016-08-29	1030200009649	FIC BAU	Bauer, Joan,	Hope was here /	Puffin Books,
2017-05-19	1030200009592	FIC BAR	Barnhill, Kelly Regan,	The girl who drank the moon /	
2017-06-13	1030200009570	FIC AND	Anderson, Laurie Halse.	Fever 1793	transcribed by Seedlings Braille Books for Children,
2017-06-13	1030200009569	FIC FOX	Fox, Paula.	The slave dancer;	Bradbury Press
2017-06-13	1030200009568	TEXT	Barrett, William Edmund,	The lilies of the field.	Doubleday,
2017-06-13	1030200009567	951.05 JIA	Jiang, Ji-li.	Red scarf girl :	Scholastic Inc.,
2017-06-13	1030200009566	TEXT	Steinbeck, John,	The red pony.	Viking Press
2017-06-13	1030200009565	TEXT	Anderson, Laurie Halse.	Chains /	Simon & Schuster Books for Young Readers,
2017-06-13	1030200009564	FIC EXU	Saint-Exupéry, Antoine de,	Wind, sand and stars /	Reynal & Hitchcock,
2017-06-13	1030200009563	FIC GRA	Grafton, Sue.	S is for silence /	Berkley Books,
2017-06-13	1030200009562	FIC RAW	Rawlings, Marjorie Kinnan,	The yearling /	Aladdin Paperbacks,
2017-06-13	1030200009561	331.4 DAS	Dash, Joan.	We shall not be moved :	Scholastic,
2017-06-13	1030200009560	TEXT	Anderson, Laurie Halse.	Chains /	Simon & Schuster Books for Young Readers,
2017-06-13	1030200009559	TEXT	Kadohata, Cynthia.	Weedflower /	Aladdin Paperbacks,
2017-06-12	1030200009557	813.52 WHA	Wharton, Edith,	Ethan Frome /	Penguin,
2017-06-12	1030200009556	TEXT	Hinton, S. E.	The outsiders /	Speak,
2017-06-12	1030200009555	TEXT	Hinton, S. E.	The outsiders /	Speak,
2017-06-12	1030200009554	TEXT	Hinton, S. E.	The outsiders /	Speak,
2017-06-12	1030200009553	TEXT	Hinton, S. E.	The outsiders /	Speak,

Name	Formula	Supplier	Cat #	Quantity	Cabinet #
1-butanol		Carolina	84-9790	500 ml	1
1-octanol		Carolina	87-8725	100 ml	1
2, 6 -dichloroindophenol, 0.1% solution		Scholar chem	9441306	500 ml	2
acetic acid				1 quart	1
Acetone		Flinn	A0009	500 ml	
adipoyl chloride, 0.25 hexane solution		Flinn	AP2088B	100 ml	1
Agarose, 10 g		Flinn	A0132	10 g	1
alizarin yellow R, solution		Fisher	S71375	500 ml	2
ammonia, <10% solution		Flinn	AP6281P	175 ml	2
ammonium chloride		Fisher	S70609	500 g	1
ammonium hydroxide, 6 M solution		Flinn	AP5950B	20 ml	2
ammonium potassium sulfate		Fisher	S70459	500 g	1
ascorbic acid		Scholar	9444702	25 g	1
benedicts reagent		Carolina	95-0090	5 g	1
biuret reagent		Neo Sci	1428168	30 ml	2
boric acid, powder (expired 2005)		HUMCO		4 oz	1
bromocresol green, 0.04% indicator solution		Fisher	S71379	100 ml	2
bromophenol blue, 0.04% solution		Fisher	S71389	100 ml	2
bromothymol blue, Na salt		Fisher	S71920	1 g	1
butyric acid		Ward's	470300-512	500 ml	1
cadmium nitrate, tetrahydrate		Flinn	C0343	10 g	1
calcium chloride		Fisher	S79942-3	500 g	1
calcium nitrate		Flinn	C0025	100 g	1
calcium nitrate, 0.1 M solution					
cobalt chloride, 0.1 M solution		Flinn	C0242	500 ml	2
congo red		Frey	72890	10 g	1
copper (II) chloride		Flinn	C0281	100 g	1
copper metal, powder		Frey	72960	100 g	1
copper sulfate pentahydrate		Flinn	C0105	500 g	1
dextrose solution, 0.13 M glucose		Flinn	AP2083A	700 ml	2
eriochrome black T		Fisher	S75117	10 g	1

Name	Formula	Supplier	Cat #	Quantity	Cabinet #
ethylenedinitrilotetraactic acid, EDTA, disodium salt		Fisher	S76761	125 g	1
ferric chloride hexadydrate	FeCl3 6H2O	Fisher	S79942-3	100 g	1
ferrous chloride tetrahydrate	FeCl2 4H2O	Fisher	S71937-1	100 g	1
gibberellic acid, 10% powder		Frey	74190	1 g	1
glucose		Carolina	C45191	100 g	1
hexam ethylenediamine, sodium hydroxide solution		Flinn	AP2088A	100 ml	1
hydrochloric acid, 1 M solution		Flinn	H0057	1 L	3
hydrochloric acid, 1% solution			95-0810	30 ml	3
hydrochloric acid, 3 M solution		Flinn	AP5934B	250 ml	3
hydrogen peroxide, 3%		Flinn	AP6374A	250 ml	3
hydrogen peroxide, 3%		Flinn	AP6374A	5 ml	3
indigo carmine		Flinn	AP2083C	1 g	1
iodine		Flinn	I0060	100 g	1
iodine tincture, 2% solution		Safeway		30 ml	2
iodine, solution		Flinn	FB0480H	20 ml	2
iron (II) sulfate		Flinn	F0016	500 g	1
isopropyl alcohol, 99%		Swan		3.79 L	1
lead (II) nitrate, 1 M solution		Fisher	S71959-1	500 ml	2
lead nitrate		Flinn	L0014	100 g	1
levine eosin methylene blue agar				0.25 lb	1
lithium chloride		Flinn	L0095	50 g	1
magnesium metal, ribbon					1
magnesium oxide, powder		Lab-Pro	ZM0068	1 lb	1
manganese dioxide, 85% powder		Frey Sci	75609	100 g	1
mangenese sulfate monohydrate		Loud Wolf	LW-MNS04-4	4 oz	1
methyl cellulose		Frey	75840	100 g	1
methyl orange indicator		Taylor	R-0637	60 ml	2
methyl orange indicator		Taylor	637	500 ml	2
methyl orange, powder		Frey	75940	10 g	1
methyl purple indicator I		Skasol			2

Name	Formula	Supplier	Cat #	Quantity	Cabinet #
methyl red indicator, 0.02% alcohol solution		Fisher	S71419	100 ml	2
methylene blue indicator, 1%					2
molybdate reagent		Taylor	R-601	1 pt	2
N-amy alcohol		Carolina	84-4530	500 ml	1
nitric acid, 1 M solution		USA blue book	29703	500 ml	3
oxalic acid, 10% solution		Taylor	1305-U	100 ml	3
pepsin 1:3000 powder		Carolina	879378	30 g	1
pH increaser		Bio Guard			2
phenol phthalein indicator, 0.5% alcohol solution		Flinn	AP8460A	15 ml	2
phenol-phthalein, 1% solution		Frey Sci	76890	100 ml	2
phenolphthalein indicator, 1% alcohol solution		Flinn	P0020	500 ml	2
phenolphthalein, powder		JT Baker	2870	113 g	1
phosphoric acid, 1 M					3
phosphoric acid, 75%		Flinn	UN1805	1 quart	3
phosphoric acid, 85%		Fisher	S75719	100 ml	3
potassium bisulfate		JT Baker	2960	1 lb	1
potassium bromide		Fisher	S80134	100 g	1
potassium chloride		Fisher	S79807	100 g	1
potassium chloride		Flinn	P0042	500 g	1
potassium hydroxide, 1 N solution		Fisher	S71979-3	500 ml	2
potassium iodide, acidified 0.2 M solution		Flinn	AP8660B	280 ml	2
potassium nitrate		Flinn	P0073	500 g	1
potassium permanganate					1
potassium phosphate monobasic		Fisher	P286-1	1 kg	1
rubbing alcohol, 70%				500 ml	1
salicylic acid		Carolina	88-7070	500 g	1
silver nitrate, 0.1 M solution		Carolina	88-7841	500 ml	2
silver nitrate, 1 M solution		Flinn	S0304	25 ml	2
sliver nitrate N/5.5, 3.1%		Taylor	706	25 ml	2
sodium acetate		Lab connection	C7140	500 g	1

Name	Formula	Supplier	Cat #	Quantity	Cabinet #
sodium bicarbonate		Flinn	S0042	500 g	1
sodium bisulfate		Fisher	S75205	100 g	1
sodium bisulfate		Taylor	R-0781	50 g	1
sodium bisulfite	NaHSO3	Fisher	S80171	500 g	1
sodium carbonate		Fisher	S78416	100 g	1
sodium chloride		Flinn	S0063	500 g	1
sodium hydroxide, 0.1 M solution		Flinn	AP8894E	500 ml	2
sodium hydroxide, 1 M solution		Flinn	AP2083B	700 ml	2
sodium hydroxide, flake		Flinn	S0279	500 g	1
sodium nitrate		Fisher	S75216	100 g	1
sodium oxalate		Flinn	S0422	25 g	1
sodium phosphate		Flinn	S0101	500 g	1
sodium phosphate, dibasic		Fisher	S75218	100 g	1
sodium phosphate, monobasic		Fisher	S75220	100 g	1
sodium sulfate		Flinn	S0107	500 g	1
sodium sulfate		Lauder		5 lb	1
sodium sulfite		USA blue book	29822	500 g	1
sodium thiosulfate		Lab connection	C7820	500 g	1
sodium thiosulfate, 0.2 M solution		Flinn	AP8988A	100 ml	2
stannic chloride		Fisher	S75223	25 g	1
starch		JT Baker	4006	1 lb	1
starch		Baker		1 lb	1
starch-malonic acid-mangense sulfate solution		Flinn	AP8660C	280 ml	2
strontium chloride	SrCl2 6H2O	Flinn	S0357	25 g	1
sucrose		Flinn	S0134	500 g	1
sulfur		Medical center		85 g	1
sulfur		Frey Sci	79181	1 lb	1
sulfuric acid, 0.6% solution		Taylor	687		3
sulfuric acid, 6 M solution		Flinn	S0415	500 ml	3
universal indicator solution, pH 4-10		Flinn	AP9157C	100 ml	2

Name	Formula	Supplier	Cat #	Quantity	Cabinet #
zinc chloride		Fisher	S75239	100 g	1
zinc metal, 10 mesh		Lab connections	C8631	500 g	1
zinc metal, chunk		Frey Sci	80070	250 g	1
zinc sulfate		Flinn	Z0023	100 g	1
zinc sulfate heptahydrate		Flinn	Z0014	500 g	1
zinc sulfate monohydrate		unknown			1
Lab equipments and kits:					
Triple beam balance				2	
Electrical balance				1	
Metal stands				9	
Gas law lab kit				1	
Micro chemistry kit with organic chem supplements		QSL			
Bunsen Burner, Bottled (Liquid Propane) Gas		Flinn	AP1028	7	
Rubber Tubing, Black, 10-Foot Lengths, 5/16" i.d.		Flinn	AP8285	3	
Ring, Support, 2"		Flinn	AP1065	5	
Funnel, Short Stem, Fluted, Borosilicate Glass, 75 mm		Flinn	GP5050	5	
Spatula/Spoon, Micro		Flinn	AP1323	5	
Clamp Holder		Flinn	AP8219	6	
Crucible Tongs		Flinn	AP8266	6	
Weighing Paper, Moisture-Resistant, Non-Absorbant, 4" x 4", Pkg. of 500		Flinn	AP1122	2	
Filter Paper, Qualitative, 12.5 cm		Flinn	AP3104	2	
Dropping Pipet, Glass, 20 mL		Flinn	GP7026	6	
Double Buret Clamp		Flinn	AP2261	5	
Mystery Nylon Factory—Chemical Demonstration Kit		Flinn	AP2088	1	
Ammonia, Household, 64 oz		Flinn	A0038	1	
Metal Electrode Set		Flinn	AP4602	6	
Hydrion Spectral 1-14 pH Test Paper		Flinn	AP8577	3	
Inorganic–Organic Teacher Model Set		Flinn	AP5455	1	
Test Tube Rack, Wood, 6-Tube, 25 mm Hole Size		Flinn	AP8565	6	

Name	Formula	Supplier	Cat #	Quantity	Cabinet #
Artificial Selection—Advanced Inquiry Laboratory Kit		Flinn	FB2036		
Diffusion and Osmosis—Advanced Inquiry Laboratory Kit		Flinn	FB2030		
Cellular Respiration—Advanced Inquiry Laboratory Kit		Flinn	FB2045		
Beads, Glass, Pyrex, 25 g		Flinn	GP7033		
Sordaria Genetics—Advanced Student Laboratory Kit		Flinn	FB2001		
Gel Staining Trays, Pkg. 6		Flinn	FB2028		
Transpiration Laboratory Kit—AP* Biology Lab 9A, 3 Groups		Flinn	FB1845		
Simulated Urinalysis - Student Laboratory Kit		Flinn	FB0438		
Cancer and the Loss of Cell Cycle Control—Advanced Inquiry Activity Kit		Flinn	FB2033		
Peroxidase Enzyme Activity—Advanced Inquiry Laboratory Kit		Flinn	FB2039		
Bottles, Washing, Polyethylene, 125-mL		Flinn	AP8107		
Wisconsin Fast Plants®, Pkg. of 200		Flinn	FB2044		
Parafilm® M, 2" x 250', Roll		Flinn	AP1500	1	
Magnetic Stirring Bar with Molded-on Pivot Ring, 1" x 5/16"		Flinn	AP5396	1	
Scalpel, Student Quality		Flinn	AB1047	5	
Inoculating Loop, Nichrome Wire		Flinn	AP1051	15	
Student Ion Flash Cards, Set of 50		Flinn	AP5941	7	
Lewis Structures and Molecular Geometry - General, Organic and Biological Ch		Flinn	AP8021	1	
Fungal Cultures, Sordaria fimicola, Wild Type		Flinn	LM1150		
Fungal Cultures, Sordaria fimicola, Tan Mutant		Flinn	LM1219		
A Process to Dye for: Gel Electrophoresis—Student Laboratory Kit		Flinn	FB1736		
Gloves, Polyethylene, Disposable, Large, Pkg. of 100		Flinn	AP3216	1	
Gloves, Polyethylene, Disposable, Medium, Pkg. of 100		Flinn	AP3215	1	
Gloves, Polyethylene, Disposable, Small, Pkg. of 100		Flinn	AP3214	1	
Bulb, Rubber, 60-mL		Flinn	AP8608	1	
Bulb, Rubber, 15-mL		Flinn	AP8606	1	
Funnel, Buret Filling		Flinn	AP1876	6	
Glass burette, 25 ml, with PTFE stopcock		Syringa	84025	10	
AP chemistry labs mannual		Carolina		1	

Name	Formula	Supplier	Cat #	Quantity	Cabinet #
AP chem kit: Evaluating lemonade as a buffer		Carolina			
AP chem kit: concentration of acetic acid in vinegar		Carolina			
AP chem kit: chemical and physical charges		Carolina			
AP chem kit: Le Chatelier's principle and equilibrium shifts		Carolina			
AP chem kit: preparation of a buffered solution		Carolina			
AP chem kit: fundamentals of calorimetry		Carolina			
AP chem kit: stoichiometry of chemical reactions		Carolina			
AP chem kit: gravimetric analysis of a carbonate		Carolina			
AP chem kit: chemical kinetics		Carolina			
AP chem kit: types of chemical bonds		Carolina			
AP chem kit: molecular spectroscopy		Carolina			
AP chem kit: factors affecting reaction rates		Carolina			
AP chem kit: vitamin C in fruit juices by redox titration		Carolina			
AP chem kit: principles of chromatography		Carolina			
AP chem kit: spectrophotometric analysis of food dyes		Carolina			
micropipette, variable volume, 0.5-10 uL		Syringa			
Micropipet Tips, Nonsterile, 0.5–10 µL			AP8079		
Economy Electrophoresis Apparatus			FB0327		
Dual Power Supply			FB0316		
Flinn STEM Design Challenge™ Lab Manual			AP8333		
Digestion Connection—Flinn STEM Design Challenge			FB2122		
Fish Fitness—Flinn STEM Design Challenge			FB2129		
The Epidemic - Super Value Laboratory Kit			FB1796		
Enviro-Bond™ 403—An Oil Spill Cleanup Demonstration Kit			FB1025		
Enviro-Bond™ 403 Hydrocarbon Encapsulant, 100 g			E0058		
Effects of Chemical and Thermal Pollution - Student Laboratory Kit			AP7377		
Gibberellic Acid, 0.5 g			G0042		
Flinn Mini Centrifuge			FB2073		

RUI LIU

ruiliu@drba.org · 707-590-2409 (cell) · 2001 Talmage Road, Ukiah, CA 95482

SUMMARY OF EXPERIENCE AND QUALIFICATIONS

Dedicated team player. MS CS. 17 years of software development and user support, combined with extensive high performance computing (HPC), system (Linux), network, and security experience. Extensive application profiling/optimization, and system debugging experience.

- 7.5 years of software development in private sector: 1.5 years in ISP + 2.5 years in startup (Protego Networks) + 3.5 years in big company (Cisco Systems, who acquired Protego). About 85% in C/C++ under Linux, 10% Perl/shell, 5% Java.
- 7.5 years of open source software development and advanced user support at NCSA. Developed in C, Java, Scala, Python.
- Well-rounded experience in areas: software development, network admin, server admin, testing, and customer support. As the 1st employee and a core developer of Protego Networks, performed the above roles for company's survival and success.
- Deep knowledge and experience in C/C++ application development, profiling, optimization and debugging. Debugged areas included Linux kernel, STL, networking, CPU bottleneck, memory leak, multi-thread deadlock.
- Hands-on experience on network programming, management and troubleshooting.
- Hands-on experience on security devices, extensive knowledge in system and network security.
- Extensive experience with data structure, algorithm, performance improvement, high throughput Oracle.

PROFESSIONAL EXPERIENCE

IT Support 07/2016 – present
City of Ten Thousand Buddhas, Ukiah, CA

Main contact person of a 2.5-men team for CTTB IT support 11/2017 – present
2nd person of a 2.5-men team for CTTB IT support 07/2016 – 10/2017

- Maintain the network infrastructure for Internet access and internal network applications at CTTB: DHCP, DNS, Firewall, Switches;
- Maintain content filtering, web proxy;
- Manage hardware and perform system administration for IGDVS boy and girl school computer labs, DRBU computer labs;
- Maintain network account, network home folders using LDAP and NFS;
- Support printing and scanning at IGDVS and DRBU; maintain CUPS printer servers;
- Manage internal IP phones, electronic FAX service;
- Maintain network installations using PXE;
- Maintain GIT server, Ubuntu package mirror, Wiki server, log server, IGDVS library catalog and checkin/out Koha server;
- Perform network monitoring: Nagios, MRTG, sflow collection and analysis;
- Support IP needs of the Sangha and volunteers;
- Help GS to set up computers/headsets for AP Chinese tests.

Software Developer 08/2008 – 07/2016
National Center for Supercomputing Applications (NCSA), University of Illinois at Urbana-Champaign, Urbana, IL

Projects:
Blue Waters Performance Tool Support (PI: Bill Kramer) 09/2011 – 07/2016
NSF DIBBs Brown Dog Project (PI: Kenton McHenry) 10/2013 – 07/2016
NSF Earthcube Geosemantics Project (PI: Prof. Praveen Kumar, Luigi Marini) 10/2014 – 07/2016
NCSA PSP Profiling/Optimization Project (PI: Ahmed Taha) 03/2014 – 12/2014

SI2-SSI Eclipse PTP Project (NCSA co-PI: Jay Alameda)	09/2011 – 01/2014
XSEDE ECSS Support (Mgr: Jay Alameda)	09/2011 – 11/2013
HECURA Project (NCSA co-PI: Mark Straka)	07/2010 – 08/2011
TeraGrid performance tool software user support (Mgr: Jay Alameda)	08/2008 – 09/2011
NSF SDCI POINT Project (NCSA co-PI: Rick Kufrin)	08/2008 – 11/2011

Development

NSF DIBBs Brown Dog Project (10/2013 – 07/2016)

- Designed and implemented the VM elasticity module, as a significant part of the 18-month review. The module adds elasticity features to Brown Dog's two main building blocks: DTS and DAP. It uses the ISL OpenStack cloud to start, stop, suspend and resume VMs and adds/reduces the number of DTS/ DAP applications on the VMs, to adapt to changing user demands. Implemented deployment approaches are using VM images and OS services, now implementing the Docker container approach.
- Designed and implemented a web application – Tool Catalog – similar to Apple's AppStore and nanoHub, to allow Brown Dog users to browse, search, and upload tools.
  Designed and implemented the work flow of tool creation, file uploading, admin approval, tool retiring, user authentication, authorization, searching, email notification, display pagination, and association of icons with tools. Available at http://browndog.ncsa.illinois.edu:9000.
- Implemented the REST API endpoints in a Play framework application (Clowder) to add, remove and list tags for files, sections and datasets, and to identify the creator of such metadata.
- Technology used: OpenStack, RabbitMQ, Play framework, MongoDB, Elastic Search, Secure Social and Twitter Bootstrap.

NSF Earthcube Geosemantics Project (10/2014 – 07/2016)

- Developed a web application web service with RESTful APIs (GSIS: GeoSemantics Integration Service). Installed and administered a Semantic Media Wiki (SMW) for the project, using Postgrs as the database, and Apache Fuseki as its semantic data store. Configured nginx to proxy multiple applications on the server.
- One significant feature accomplished is the integration of GSIS, semantics data in SMW, and a data management web application (Clowder).
  Developed a RESTful endpoint in GSIS to provide a controlled vocabulary. In Clowder, added the web UI and backend handling to perform auto-completion in a form using the vocabulary for a file/dataset, and automatically retrieve metadata stored in SMW and adds it to the file/data set.
- Technology used: Play framework, Apache Jena RDF store, Fuseki, Semantic Media Wiki, Postgres, jQuery web UI.

PerfSuite (SDCI POINT Project, Blue Waters Project, 08/2008 – 07/2016)

- Developed a Java API for parsing PerfSuite-generated performance XML files using SAX and accessing the parsed data.
- Built the performance metric calculation API in Java for PerfSuite's post-processing tool: psprocess.
- Implemented a Java version of psprocess, to replace the Tcl-based version for long term maintenance.
- Ported PerfSuite to support POWER7, for the Blue Waters project.
- Designed and implemented a JVMTI-based agent, psjprof, which can profile unmodified Java applications using one or multiple hardware performance counters.

- Set up nightly regression tests of PAPI and PerfSuite on multiple platforms in NSF NMI Build and Test Lab at University of Wisconsin, later migrated to the BaTLab after the lab moved. Also did nightly tests on NCSA's Cobalt, Abe, Forge, iForge and Ember.

- Current maintainer of PerfSuite, hosted at SourceForge.
  Released PerfSuite versions 1.1.0, 1.1.1, 1.1.2, 1.1.3, 1.1.4 between 10/2011 and 12/2013 to the public.
  Gave the PerfSuite part of the POINT tutorial in TeraGrid 2009 and LCI 2010 conferences.

Eclipse Parallel Tool Platform (PTP) (SI2-SSI project, 09/2011 – 01/2014)

- Developed an Eclipse plugin in Java to integrate the correlation of the PerfSuite's profiling results with the source code, and the related help documentation plugin. Both went into official Eclipse PTP 8.0.
- Investigated how to integrate the support of RT system (an XSEDE ticketing system candidate) into Eclipse. Studied the code of an existing, out-of-date Mylyn RT connector. Installed and tested a RT instance, investigated its web, REST and CLI interfaces. Figured out and verified ways to use another existing Eclipse Mylyn connector – Generic Web Template Connector – to connect to the RT system from within Eclipse, and achieved reasonably useable results. Shared the findings with XSEDE staff.

User Support

Mr. Rick Kufrin and I had been NCSA's main user support personnel for performance tool software (PAPI, PerfSuite and TAU) for TeraGrid, XSEDE, and Blue Waters. After Mr. Kufrin retired in Aug 2008, I have been the main person.

- Helped numerous users to install and use performance tool software (PAPI, PerfSuite, TAU, mpiP) diagnosed and resolved the issues they had, helped them to interpret the performance measurement results, and answered their questions of different technical levels. This included TeraGrid/XSEDE/Blue Waters users and staff, NCSA staff, fellow project team members, and PerfSuite users around the world.

NSF Blue Waters Performance Tool Software Support (09/2011 – 07/2016)

- Provides support for performance analysis tools (TAU, PerfSuite, CPMAT and PAPI before production) to BW users. Did Acceptance Testing before Blue Waters went into production. After production, installed and verified TAU and PerfSuite for many versions, according to user requests and system upgrades. Helped user using TAU and PerfSuite to profile C/C++, Fortran, Java applications and GPU performance analysis.

TeraGrid/XSEDE Performance Tool User Support (08/2008 – 11/2013)

- Installed and provided user support for the performance tools on NCSA's Mercury (IBM), Cobalt (SGI), Abe (Dell), Ember (SGI), Forge (Dell), iForge (Dell).
  Helped Pittsburgh Supercomputing Center to install PerfSuite on Pople and Blacklight.

Some sample TeraGrid/XSEDE user support projects are:

TeraGrid ASTA project (Aug 2009 – June 2010, user institute: Virginia Tech)

The user complained that the run time of their application (GenIDLEST) increased substantially on NCSA's Cobalt machine. Identified an incompatibility in the default version of the Intel compiler with SGI's dplace, used a newer version, achieved a speedup of about 3x. Used PerfSuite to profile the application. With the profiling result, the user made data placement changes implementing the first-touch policy. Together with the compiler version change, achieved a speedup of 7x. Continued to work with the user regarding CPU and memory placement (dlook), memory bandwidth usage, weak and strong scaling analysis. The cooperation contributed to the publishing of a joint journal paper.

XSEDE ECSS Project (Nov 2012 – May 2013, user institute: Virginia Tech)

Together with the user, discovered that the large difference in run time between pure OpenMP and MPI runs was not due to different machines, but due to different problem input configurations. Found two ways to reduce the run time significantly. One was removing unnecessary data initialization of large arrays, which reduced the total run time of the "tall-fb" test case by 30%. The other was adjusting the memory access pattern of the data through changing the parameters in the input file, which reduced both OpenMP and MPI run times by another 30% for the "flat-fb-x16" case and 18% for the "flat-fb-x4" case.

XSEDE ECSS Project (Oct – Nov 2013, user institute: Univ. of Michigan)

Helped the user build and successfully run the latest version of LAMMPS to use Intel Xeon Phi's and NVIDIA GPUs on TACC Stampede. Analyzed the reason for the slower performance when using Phi's – they used only one Phi core. Helped them to use all the 61 Phi-cores on a node. The efforts enabled the user to run LAMMPS with Phi's and NVIDIA GPUs and achieved 2x and 3x performance, respectively.

Profiling and Other Projects

NCSA PSP Profiling/Optimization Project

- The user's main goals are to reduce the total running time and to help diagnose memory and scalability issues of their proprietary production computational fluid dynamics (CFD) application.
- Together with the team, created work item lists and time plan for the project.
- Using PerfSuite, profiled and found hotspots in the MPI Fortran application. Correlated them with the source code. Proposed changes in the source code to improve the memory access pattern, and the changes reduced the run time by 15-22%. The company put the changes in their worldwide production modeling.

HECURA Project (Testing of an academic OpenMP compiler, 07/2010 – 08/2011)
Used the Intel Fortran compiler and University of Houston's OpenUH compiler to build and perform weak-scaling and strong-scaling tests for a CFD application: GenIDLEST, on NCSA's Ember. Performed weak and strong scaling performance analysis by running on 1, 2, and up to 256 cores, and established a performance baseline for OpenUH's new features.

Discovered and resolved multiple issues in compiling, linking, and running the application:

- Discovered and resolved a severe issue in the file system (IBM GPFS) that caused an entire Ember compute node to hang, together with NCSA system admins and IBM. This resulted in a tuned, more stable configuration of the GPFS on Ember.
- Discovered three bugs (including an infinite loop and a deadlock) in OpenUH while building GenIDLEST, tested the fixes provided by the OpenUH team; implemented two Fortran intrinsic functions "srand" and "rand" that were missing in OpenUH so the linking step could succeed.
- Discovered that the use of a parallel file system (IBM GPFS) caused large runtime variation, used the compute nodes' local disks instead and obtained much more consistent run time.

Technical Leader 02/2008 – 08/2008
Senior Software Engineer 02/2005 – 02/2008
Cisco Systems, San Jose, CA (Cisco acquired Protego in 02/2005)
Technical Lead 10/2004 – 02/2005
Software Engineer 08/2002 – 10/2004
Protego Networks, Sunnyvale, CA

As a major contributor of Cisco Security Monitoring, Analysis & Response System (CS-MARS), a real-time high-throughput Security Information Management (SIM) appliance, my main contributions were:

- Event parsing module
  Architected and implemented event parsing, which provides a robust, flexible, high performance framework for parsing support of many device types and message types. This was a complex multi-threaded, high performance module, which processes 10k events per second, involving 60+ threads and many 3rd party libraries (such as CheckPoint Opsec, Net-SNMP, Oracle OCCI, samba). I was responsible for design, implementing, maintaining the entire framework, and implementing following components:

  - Protocols: syslog, SNMP trap, MSRPC, CheckPoint Opsec.
  - Devices types:

Routers:	Cisco IOS;	Firewalls:	Cisco PIX/ASA/FWSM, NetScreen, CheckPoint
Switch:	Cisco Catalyst, Extreme	VPN:	Cisco VPN 3000 concentrator
NIPS:	Cisco IPS, ISS RealSecure, IntruShield, improving support for Snort and Dragon		
HIPS:	Cisco CSA, ISS RealSecure, Entercept		
OS log:	Windows event log (using Snare or Samba), Solaris syslog, part of Linux syslog		

  Application log: Web log, NetCache proxy log, MS SQL server log, CICS log
  VA software: Nessus, FoundStone, eEye, improving Qualys support
  Syslog Relay: syslog-ng, Kiwi

- False positive analysis
  Designed and implemented the false positive analysis using static DB data and the results of dynamic Nessus test and 3rd party VA software (Nessus, FoundStone, eEye, Qualys) tests. It correlates security knowledge and network topology to automatically identify false alarms in incidents. This significantly reduces investigators' work load, and helps them prioritize the investigation order of incidents.

- System watchdog
  Designed and implemented a watchdog to check for MARS processes entering abnormal status, such as infinite loop, memory leak, zombie process, to maintain the robustness and availability of a MARS box.
- Incident notification (email, page, syslog, SNMP trap)
  Designed and implemented 4 types of incident notifications by using 3rd party software to deliver email, page (text), syslog and SNMP trap.

- Improved sessionizer performance
  The sessionizer module correlates events (from the same or different devices) belonging to the same flow together. Greatly improved its performance (5x) with large routes and specific traffic patterns by changing the route lookup algorithm and the data structure.

- Security event knowledge base, system rule knowledge base
  One of two creators (the other was CTO) of the MARS security event and rule knowledge-base (KB) framework. Major contributor of the content of the two KBs. Implementer for the event KB framework. I was in charge for the content of the event KB in early MARS releases.

- Other development related work:
  - Wrote a log agent to send web log data to MARS, in production use, put into public domain;
  - Registered private SNMP enterprise number for Protego Networks with IANA.

- Network management, system/testing work at company early days in addition to development work:
  - Managed network devices and servers in the first 6 months of the company, including DSL routers, IOS routers, PIX firewalls, Cisco IPS, Cisco CSPM software, NetScreen firewalls, ISS sensors, DNS servers, CVS servers, and an Oracle database server.
  - Did correctness, stress and performance testing for the parsing module I wrote;
  - Wrote many system facilities such as to start, stop, clean-up of MARS processes, and testing facilities such as to generate test syslogs/SNMP traps. Still in production use when Rui left.

- Sample of difficult issues debugged/done:
  - Identified and solved a deadlock scenario in the multi-threaded event parsing module
  - A string thread-safety bug in STL used by RedHat ES 2.1 g++ compiler caused program crashes
  - recvfrom() returned the msg "resource temporarily unavailable" when receiving a UDP packet containing a wrong checksum
  - Linux kernel complained of the Net-SNMP library using an obsolete macro
  - A DNS name resolver timeout in Glibc, which affected MARS module behavior
  - Email server capability in SMTP protocol caused emails not being delivered
  - Modified and improved a samba library for Windows event log pulling

Proxy Server Engineer
Excite@Home, Redwood City, CA 07/2000 – 12/2001

- Ported network applications written in C from SGI Irix to Linux;
- Improved Perl scripts to monitor and generate daily status reports for the web proxy servers;
- Tier-5 engineering support for ~800 web proxy servers in USA, Canada, Netherlands, Australia and Japan serving 4.1 million subscribers. Responsible in a team for
  - performance monitoring, capacity planning and deployment for web cache, DNS, and BOOTP;
  - OS installation/kickstart, hard drive cloning and OS hardening;
  - Hardware vendor evaluation among Dell, HP and IBM servers;
  - Technology used: IBM Tivoli, MRTG, SNMP, MySQL, Apache, PHP.

Research Assistant
Computer Science, University of Illinois at Urbana-Champaign 01/1999 – 07/2000
- Parallelized scientific computing software in Center for Simulation of Advanced Rockets (CSAR), using MPI, Fortran 90 and Charm++. Worked with Professor Laxmikant Kale in Parallel Programming Lab (PPL) in the CS Department.
- System administration of an 8-CPU Linux cluster. Supported the 12+ people in the PPL group.

Research Assistant
Mechanical Engineering, University of Illinois at Urbana-Champaign 08/1996 – 01/1999
- Implemented dynamic control algorithms in C on a hydraulic actuator for real-time data collection and control.

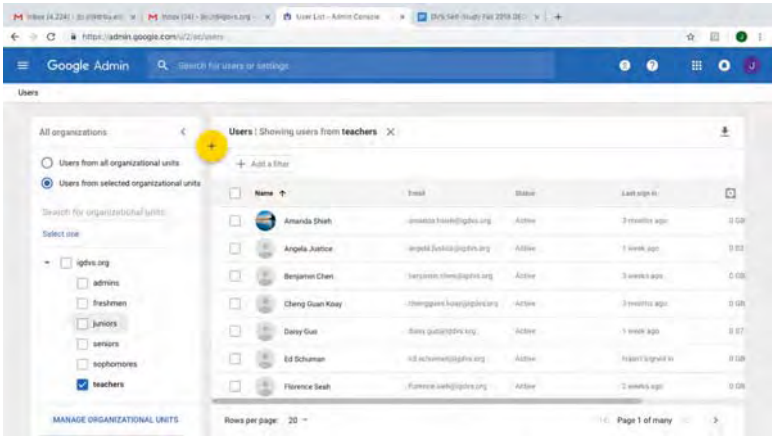
Research Assistant
Mechanical Engineering, Tsinghua University, Beijing, China 09/1994 – 04/1996
- Development, customer pre-sale/post-sale support of metal-casting solidification simulation software.

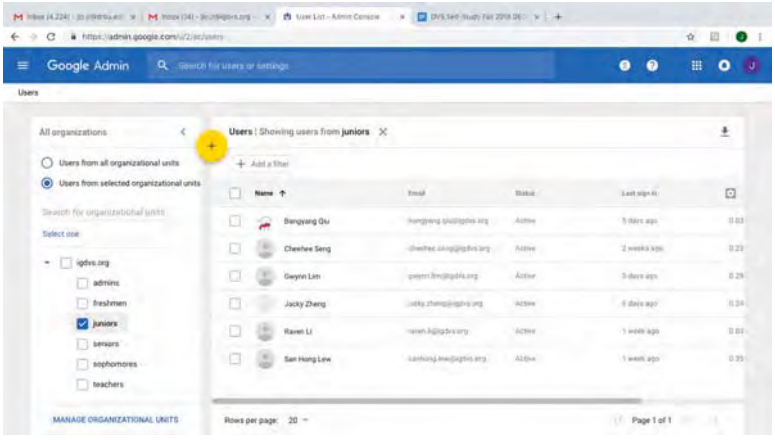
COMPUTER SKILL

Language	C/C++, Java, Python, Fortran 90, Perl, Scala, JavaScript, Shell Script, SQL, XML
Parallel Computing	MPI, OpenMP, Charm++
Networking	TCP/IP, HTTP, DNS, SNMP, DHCP, ASN.1, Ethernet
Database	MongoDB, Oracle, MS SQL, MySQL, PostgreSQL

EDUCATION
M. S., Computer Science, University of Illinois at Urbana-Champaign, 2000.
B. E., Mechanical Engineering, Tsinghua University, Beijing, China, 1994.

REFERENCES
Available upon request.


Google Admin
Users
All organizations
Users from all organizational units
Users from selected organizational units
Select one
igdvs.org
admins
freshmen
juniors
seniors
sophomores
teachers
MANAGE ORGANIZATIONAL UNITS
Users | Showing users from teachers
Add a filter
Name
Amanda Shieh
Angela Justice
Benjamin Chen
Cheng Guan Koay
Daisy Gui
Ed Schuman
Florence Seah
Rows per page: 20
Page 1 of many


Google Admin
Users
All organizations
Users from all organizational units
Users from selected organizational units
Select one
igdvs.org
admins
freshmen
juniors
seniors
sophomores
teachers
MANAGE ORGANIZATIONAL UNITS
Users | Showing users from juniors
Add a filter
Name
Bengyang Gu
Cherhee Seng
Gwynn Lim
Jacky Zheng
Raven Li
San Hong Lew
Rows per page: 20
Page 1 of 1

SUMMARY

Results-driven leader with significant experience instilling agility and innovation at big corporations and small startups alike; proficient in managing the interfaces among businesses and functions to maximize collaboration and value delivery; capable of switching freely between big picture thinking and critical detail examination

EXPERIENCE

Change Healthcare, Emeryville, CA, *Chief of Staff / VP of Strategic Initiatives,* 03/2017 – Present

One of the largest healthcare IT companies in North America, ~15K employees, multi-billion dollars revenue

- As Chief of Staff to the President/CEO, I manage the priority setting and performance measurement of Change Healthcare executive leadership team in alignment with key corporate goals / vision; I am also responsible for development and corporate-wide deployment of management frameworks / approach (based on agile / lean startup concepts) to greatly accelerate decision making and execution
- As head of strategic initiatives, I steer our Enterprise Strategy Council in enterprise strategy development and directly oversee the management and advancement of key strategic initiatives, e.g.,
  - Market-shaping new products/services development leveraging innovative and disruptive technologies such as artificial intelligence and blockchain, including business case development, implementation planning and execution oversight
  - Revamping of critical business processes, e.g., sources of revenue / financial forecasting, go-to-market/customer engagement model re-design, new sales channel development

Stephen A. Schwarzman Education Foundation (SASEF), New York, *Chief Administrative Officer,* 06/2015-03/2017

- Recommended by BCG CEO to work with Mr. Steve Schwarzman (Co-Founder/Chairman/CEO of Blackstone) and Ms. Amy Stursberg (SASEF CEO) on launching one of the most ambitious global leadership programs, Schwarzman College at Tsinghua University, in unprecedented timeframe
  - Drove establishment of governance, financial framework, program design, team formation, and completion of a state-of-the-art multi-functional building within 18 months
  - Developed and executed program budget, annual work plan, policies, and business processes for US and China operations
  - Coordinated financial management and reporting across Endowment investment team (at Blackstone) and SASEF finance team for a multi-hundred-million-dollar endowment fund
  - Supported key fundraising activities, meetings, and relationship management with global political/academic/business leaders

The Boston Consulting Group, New Jersey Office 08/2010 - 06/2015

Principal (08/2014 – 06/2015), Project Leader (08/2012 – 07/2014), Consultant (08/2010 – 07/2012)

- Core member of Strategy & Operations Practice Areas; designated expert in Global Operations
- Completed 20+ projects for multi-national companies, private equity firms, and non-profit organizations. Example project experiences include:
  - Technology: Successfully modelled impact from mobile platforms (tablets, smart phones) to inform strategy of a printed media company; evaluated and developed strategy for utilization of big data for two firms in finance & consumer goods industries
  - Global strategy: Developed scenario-based demand projection for multiple Fortune 100 companies to forecast revenue, test strategic options, and conduct long range planning

- Global operations: Designed worldwide product portfolio optimization, product development & sourcing strategy for top biopharma companies, leading to 10%+ profit growth in a year
- M&A execution: Led the business processes re-design in the IPO of a newly spun-off Fortune 500 consumer goods company, with stock price doubling in 2 years from IPO; led the post-merger integration of supply organizations for two biopharmaceutical giants with annual sales of $50+ billion
- Non-profit: Developed funding model on a global health topic for the Gates Foundation and orchestrated a global summit on Path to Impact with political, business, academics, & non-profit leaders

Novartis-MIT Center for Continuous Manufacturing, MIT *Research Scientist* 09/2007 - 07/2010

- As a founding member of the center, worked on transforming the biopharma manufacturing industry with disruptive technology and a sound economic case, leading to industrial wide efforts

Joslin Diabetes Center, Harvard Medical School *Research Scientist* 07/2005 - 07/2007

JFB Technology Center, General Mills, Inc., Minneapolis, MN *Project Consultant* 04/2005 - 06/2005

Novartis Pharmaceuticals Corporation, Suffern, NY *Project Consultant* 02/2005 - 04/2005

EDUCATION

Massachusetts Institute of Technology, Cambridge, USA
Ph.D. in Chemical Engineering with a Minor in Finance & Strategic Management (Sloan) 07/2010
Master in Chemical Engineering Practice 02/2006
Tsinghua University, Beijing, China
B.E. in Chemical Engineering 07/2003

SELECTED HONORS

BCG HCPA SciN Fellow (2013): *One of two innovation fellows selected from a BCG worldwide pool*
David H. Koch (1962) Practice School Fellowship (2007)
Haas Family Fellowship (2007)
Robert T. Haslam (1911) Fellowship (2004)
Scholarship for Most Distinguished Undergrad Study at Tsinghua Univ. (2001)

PERSONAL INTERESTS

Enthusiastic photographer - documentary style and portraits; competitive ballroom dancing /skating

DVSS Substitute Teacher List 2018-2019

Boys Division			**Girls Division**		
	E-mail address	Phone		E-mail address	Phone
Roger Kellerman	No Public E-mail	468-1138	Jin Jr Shi	jin.jr@drbu.edu	(650) 416-4314
Kim Ammerall		707-272-2448	Jin Xiang Shi	jin.xiang@igdvs.org	(707) 468-3847 or IP phone 5500; IP phone 3001 or 4350.
Helen Alencastro		380-4664	Yini Wang	ynwang@gmail.com	(612) 986-8466
Christine Ingram		949-702-2383	Tien Pham	tien13@gmail.com	GS office (707) 468-3847
Susan Summerford		234-2852	Dr. Shuchu Chang	shulee668@gmail.com	GS office (707) 468-3847
			Jenny Chang-chien	jenny.changchien@igdvs.org	GS office (707) 468-3847

DVSS Substitute Teacher List 2017-2018

Boys Division			**Girls Division**		
	E-mail address	Phone		E-mail address	Phone
Roger Kellerman	No Public E-mail	468-1138	Heng Yuan Shi	heng.yuan@drbu.org	HS office (707) 468-3847
Kim Ammerall		707-272-2448	Jin Xiang Shi	jin.xiang@drbu.org	(707) 468-3847
Helen Alencastro		380-4664	Dr. Shuchu Chang	shulee668@gmail.com	(707) 468-3847
Christine Ingram		949-702-2383	Yun Ye	yunye.leafy@gmail.com	
Susan Summerford		234-2852	Tien Pham	pntt815@gmail.com	(707) 468-3847
Heather Shatdal	heather.shatdal@gmail.com		Kelly		(707) 468-3847
			Lille Che	lh.che822@gmail.com	(707) 468-3847
			Yini Wang	ynwang@gmail.com	(612) 986-8466

DVSS Substitute Teacher List 2016-2017

Boys Division			Girls Division		
	E-mail address	Phone		E-mail address	Phone
Roger Kellerman	No Public E-mail	468-1138	Sewyi Tan	sewyi152@gmail.com	(707) 468-3847
Kim Ammerall		707-272-2448	Yini Wang	ynwang@gmail.com	(612) 986-8466
Helen Alencastro		380-4664	Dr. Shuchu Chang	shulee668@gmail.com	(707) 468-3847
Christine Ingram		949-702-2383			
Susan Summerford		234-2852			
Carola Lustig	amritacharan04@yahoo.com				

Instilling Goodness Developing Virtue Schools
March 23, 2018
School Plan: Shifts in ELA and Habits of Mind
Agenda
12:15-1:30

1. Overview of the school plan for ELA for 2017-18: Note what has /has not been accomplished

2. ELA Shifts: Increase Informational Text and Text-based Evidence , modeled by ELA Team, did not include a strategy to collect evidence of these practices

3. The work today is to gather evidence of how you have implemented these shifts in your practice

4. Task: Reflect and then respond by writing your thoughts on post-its, to the questions below.

Informational Text

- Of the materials students read in your class, what percentage is informational text?
- Has this percentage increased since the CACCSS were implemented?
- Has this percentage increased since the beginning of this school year? If so, by about how much?

Text-based Evidence

- How often in a month, do your students use text-based evidence in class discussions?
- How often in a month, do your students use text-based evidence in written work?
- Have these percentages increased since the CACCSS were implemented?
- Have these percentages increased since the beginning of this school year? If so, by about how much?

Support for the Above

- What support would you like in order to increase informational text and the implementation of text-based evidence in speaking and writing in your classroom?

5. Summary: After gathering the written reflections, we will discuss.

Preview for April 24: ELA Habits of Mind: Strategies for students to develop awareness of the ELA habits of mind in order to apply them in their work

Instilling Goodness Developing Virtue Schools
Friday, September 29: Draft Plan: 12:30-2:45

12:30-12:40	Introduction: Purpose,Schedule Community Building with Meditation & Chinese lesson	Me?	Slide show HoM posters
12:40-1:30	ELA Two Year School Plan. Read and discuss. Briefly describe how it was developed. Page 1: Model instructional strategies for close reading: annotation, think aloud.	Nikki	Project Page 1 of School Plan 20 copies of School Plan
12:45-1:15	Teachers read & annotate plan	Teachers	
1:15-1:30	Discussion	Teachers & Leadership	Lynn takes notes on chart paper
1:30-1:45	Brea		
1:45- 1:50	Revisit Habits of Mind: -Community building: common framework /language -Critical thinking skills for literacy:	Julia & Jennifer	Modavi & Amelia's HoM posters??? 20 copies small thinking map HoM
1:50-2:45 Intro: 5-10 mins	HoM: Build Strong content Knowledge Introduce Activity: Teachers work in pairs; share how they build strong content knowledge. From their discussion they will write 2-3 sentences describing the best strategy discussed.	Julia & Jennifer	
2:00-2:15	Teachers discuss and write	Teachers	Post-its, paper
2:15-2:30	Travel session: Read each others summaries, written comments	Teachers	
2:30-2:40	Teachers review comments on their summaries	Teachers	
2:40-2:45	Preview of next session 10/30: Shift #1: Informational Text Exit ticket : Take -away	Lynn?	strategy to build content knowledge

IGDVS
CA CCSS Language Standards
ELA Workshop
Monday, April 24, 2017
12:15-1:45

Prior to meeting: In meeting announcement Jin Jr Shi will ask teachers to bring any lesson they'd like to share on the Language Standards.

Welcome and Purpose: To celebrate and share the work we've done on the CA CCSS Language Standards.

Activity: Teacher share out with colleagues at tables: lessons on the Language Standards

Activity: Gallery walk of artifacts* posted on walls: strategies to teach language standards that have been presented over the year by ELA Team

Activity: In pairs, triads or small groups, select one of the Language Standards to brainstorm/create a draft lesson using the enlarged IGDV lesson plan format(s). This is meant to be playful and fun.

Activity: Gallery walk of lessons brainstormed/created.

Activity: Exit Ticket: Reflection: Think of one strategy you will commit to trying in your subject area within the next two weeks, to see how it might work in your teaching in Fall 2017.

Activity: Share out your reflection ticket.

*Artifacts for the six language standards:

Standards 1,2, 3	Conventions: Conventions Check List (Jennifer and Julia)
Standard 2	Sentence Combining: Fan Boy (Nikki)
Standard 4	Multiple Meaning Words: Posters (Laura)
Standard 5	Figurative Language: Similes, Frayer Model (Nikki)
Standard 6	Academic Vocabulary: The A List (Jennifer and Julia)

Jin Xiang Shi <jin.xiang@igdvs.org>

Some DATA & Information on ESLRs - Reference & Prep for Tomorrow

Heng Shün <hengshun@drba.org> Tue, Aug 21, 2018 at 10:18 PM
To: teachers-all@igdvs.org

Dear Teachers,

I have attached some documents that are good references for the ESLR on the 8 Core Virtues as well as the ESLR on Spirituality. I had sent these out in previous years, but I figured that it would be a good idea to send them out again for the sake of some of the new teachers and others who may wish to read them again.

In addition to these reference materials for all teachers, I have included the 3 reports that were done after the year-end ESLR Folder/Binder evaluations for the high school teachers in 2014-2015, 2015-2016, and 2016-2017. This will be discussed a bit tomorrow morning when we review Chapter Two.

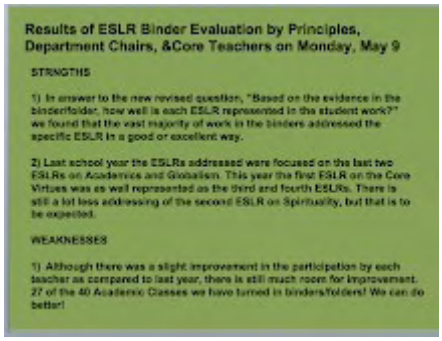
And I have attached the current documents on how all high school teachers need to collect lessons/assessments and samples of student work every year that address the ESLRs into their ESLR Binder/Folders for each class, which should be turned in at the end of the school year + the process at the end of the year by which department chairs, core teachers, and other administrative staff evaluate the ESLR Binder/Folders.

The last five documents are the reference materials and the first six documents are on the procedure and the reports from the three years starting with 2014-2015.

I just added one more document, which shows the results from the ESLR Survey that the high school teachers just did for the 2017-2018 school year.

Sincerely, in Dharma, Heng Shün 恆順

12 attachments


Results of ESLR Binder Evaluation by Principles, Department Chairs, &Core Teachers on Monday, May 9

STRENGTHS

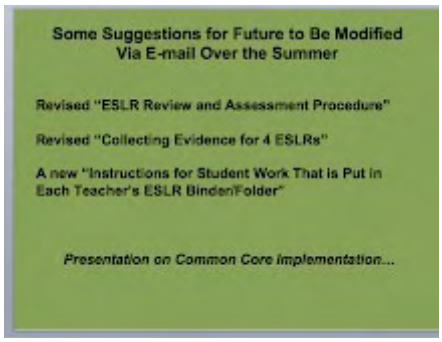
1) In answer to the new revised question, "Based on the evidence in the binder/folder, how well is each ESLR represented in the student work?" we found that the vast majority of work in the binders addressed the specific ESLR in a good or excellent way.

2) Last school year the ESLRs addressed were focused on the last two ESLRs on Academics and Globalism. This year the first ESLR on the Core Virtues was as well represented as the third and fourth ESLRs. There is still a lot less addressing of the second ESLR on Spirituality, but that is to be expected.

WEAKNESSES

1) Although there was a slight improvement in the participation by each teacher as compared to last year, there is still much room for improvement. 27 of the 40 Academic Classes we have turned in binders/folders! We can do better!

ESLR Evaluation Results May 20 2016 Annual Meeting.png
126K



ESLR Evaluation Suggestions - May 20 2016 Annual Meeting..png
68K

Collecting Evidence for the 4 ESLR's August 2018 copy.doc
37K

ESLR Assessment Procedure-August 2018 copy.docx
159K

Report Summarizing the Collection and Assessment of ESLRs May 21 2015 copy.docx
150K

ESLR Assessment Report for 2016-2017 School Year- May 2017.docx
164K

Final Mission & ESLRs- 2018.doc
29K

Defining the Eight Core Virtues w Chinese- 2018.doc
54K

The Meaning of Inherent Spiritual Wisdom copy.doc
36K

How Do Children Develop a Commitment to Ethical Values copy.doc
34K

Comparing 8 Virtues- Confucius & DVSS 2018.doc
34K

2017-2018 ESLR Survey - DVS - 25 Responses.pdf
150K

Collecting Evidence for the Four ESLRs
(Updated Version, August 2018)

1) The process of gathering evidence for addressing the Four Expected School-wide Learning Results/Outcomes (ESLRs) is the responsibility of the individual teacher, not the student.

Each teacher creates his/her own curriculum, instruction, and assessment on the ESLRs and then collects sample work, lesson plans, etc. in his/her own binders/folders. The materials in the ESLR binder should include one or more major assignments, tests, presentations, or other type of major work the teacher has given in class. There should be an explanation of the assignment, what ESLR/s it addresses, and the teacher's own evaluation of the work. The teacher may also have the student do his/her own evaluation of the work. Each assignment in the ESLR binder should have a sample of a student who did very well, a student who did average, and a student who did below average.

The teacher can have a binder/folder for each ESLR for each year or a binder/folder that has all four ESLRs clearly delineated. Department chairs should check to make sure that each teacher is collecting material in this way at the end of each semester. Teachers may wish to keep these folders from year to year or they can store them in some common area designated by the school at the end of each year.

2) In the past teachers have brought up some of the difficulties in addressing ESLR #1 and #2. The following is a *suggestion* for teachers in the Religious Studies Department (9th grade Ethics, World Religions, and Buddhist Studies). Please note that this does not in anyway restrict or limit other teachers from doing their own instruction and assessment in these two ESLRs. Nor does it restrict the Religious Studies teachers from doing the same. The suggestion is that Religious Studies teachers should at least do something like the proposed assignment sometime during the school year.

Evaluating the Eight Core Virtues & Spirituality

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

It would be important to be flexible in choosing the topics the students would like to have for these yearly self-reflection essays. It is also essential that these topics are truly meaningful to the students and that they are topics the student has chosen by himself/herself. 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

Current Expected School-wide Learning Results/Outcomes (ESLR)
Review and Assessment Procedure- August 2018
(Adopted in the beginning of the 2014-2015 School Year & Revised Aug 2015 & Aug 2016)

Purpose:

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

Assessment Process for Each Teacher:

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.

* *This would include one or more major assignments, tests, presentations, or other type of major work the teacher requires in his/her class. The teacher should include an explanation of the assignment, which ESLR/ESLRs it addresses, and the teacher's own evaluation (grade) for the assignment. The teacher may also wish to have the student do his/her own self-evaluation of the assignment. Typically the samples of student work would include a student who did very well, one who did average, and one who did below average.*

Preparation for the Annual Review:

- The ESLR Committee, which consists of the high school Principals, 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*.
- 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?
- During the last week of January, which is 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.

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 a 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 a 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.

<u>Preliminary Discussion, Friday, May 22, 2:00</u>

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.

Report Summarizing the Collection and Assessment of Student Assignments and Work that Addressed the Four School-Wide Learning Results (ESLRs) for Developing Virtue Secondary School
2016-2017 School Year by Heng Shün 恒順

On May 26, 2017 all the department chairs and administrative staff met in the DVSS- Boys Division 8th Grade Classroom to review and evaluate all the teacher binders for all DVSS courses that had been turned in to the department chairs.

The following are some results of the evaluation that was conducted by the chairs and staff:

1) **Were all teachers able to complete the binders/folders?**

Data by Department:

English 5 of 8 courses had binders. Missing were 9th grade Girls Division, 10th grade Boys Division, and (Non-AP) English 11-12 Boys Division.
Social Studies 5 of 6 courses had binders. Only missing US Government Girls Division.
Visual & Performing Arts 1 of 2 courses had binders. Missing 10th Theatre Arts Boys Division
Science 7 of 9 courses had binders. Missing Chemistry for Boys Division and Girls Division (same teacher)
Chinese 6 of 10 courses had binders. Chinese teachers in Boys Division failed to turn in binders.
Math 6 of 8 courses had binders. Missing Algebra I for Girls Division and Geometry for Boys Division.
Religious Studies 6 of 6 courses had binders

TOTAL: 36 of 49 = 74%. This is an improvement over the 67.5% that we had for the 2015-2016, but there is still plenty of room for improvement here!

2) **Did most students demonstrate progress**?

In looking at the evaluations a slight majority were rated as exemplary and the rest as good or proficient. If I were to give a grade for all work as a whole it looks like a "B," which means the lessons and student work that was demonstrated in the binders was pretty good.

3) **Which ESLRs receiving the most attention? Which received the least attention?**

Please note that some assignments and student work addressed more than one ESLR. In my approximate calculations 31 lessons addressed Academics (ESLR #3), 18 lessons addressed the Core Virtues (ESLR #1), 18 lessons addressed Globalism (ESLR #4, and 12 lessons addressed Spirituality (ESLR #2). Given the fact that there were binders for 36 courses, that means that of the binders that were turned in 86% addressed Academic Achievement, 50% addressed the Core Virtues, 50% addressed Globalism, and 33% addressed Spirituality. I think that is actually better than I would have expected. I noted that the Math and Science Departments in particular were generally lacking in addressing the Spirituality (ESLR #2), which is to be expected. Although the fact that 50% of the lessons and student work specific addressed the Core Virtues (ESLR #1), I think we should strive for a percentage more in the 75% range.

Conclusions and Recommendations:

Although there was some improvement from previous years, we still need better teacher participation and responsibility for keeping binders/folders of lesson plans and student work that address the teaching and assessment of the Four ESLRs. 74% participation is a "C." I believe we should have at least 90% participation.

The lessons and student work in the ESLR binders was pretty good.

There was significant improvement from previous years in addressing all four of the school's ESLRs, but the hope is that the addressing of the first two ESLRs can still have further development in future years.

juan.gracia@gmail.com

Edit this form

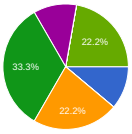
9 responses

Publish analytics

Summary

DVS Teachers, please complete a different survey for each High School class you teach.

Select your subject area

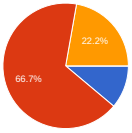


Math	1	11.1%
Science	0	0%
English	2	22.2%
Social Studies	3	33.3%
Chinese/Spanish	1	11.1%
P.E.	0	0%
Visual / Performing Arts	0	0%
Religious Studies	2	22.2%

Based on your binder, for each one of the ESLRs, how well was each ESLR addressed in your curriculum this school year?

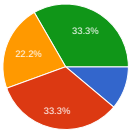
ESLR 1: Manifests the core virtues of kindness, filial piety, respect,

trustworthiness, fairness, citizenship, integrity and humility.



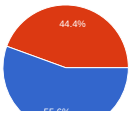
Excellent	1	11.1%
Good	6	66.7%
Average	2	22.2%
Needs Improvement	0	0%

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



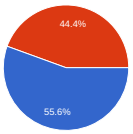
Excellent	1	11.1%
Good	3	33.3%
Average	2	22.2%
Needs Improvement	3	33.3%

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



Excellent	5	55.6%
Good	4	44.4%
Average	0	0%
Needs Improvement	0	0%

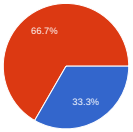
ESLR 4: Expresses a multinational, global awareness and understanding; and shows an appreciation and respect for a variety of cultures and religions.



Excellent	5	55.6%
Good	4	44.4%
Average	0	0%
Needs Improvement	0	0%

Areas of Improvement

Based on the evidence in your binder, which one of the ESLRs do you feel needs the most improvement



ESLR 1. Core Virtues	3	33.3%
ESLR 2. Spiritual Wisdom	6	66.7%
ESLR 3. Academic	0	0%
ESLR 4. Global Awareness	0	0%

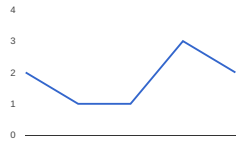
Please add any comments/suggestions to the ESLR process

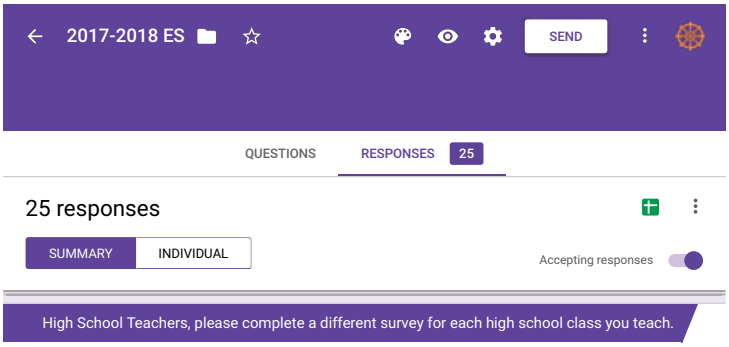
This survey is helpful for me in practicing a quick reflection of my ESLR curriculum. Thank you.

What is meant by 'most improvement'? OK, this is a required question, but makes little sense in reference to the course material.

This question does not pertain to the subject material of Microeconomics

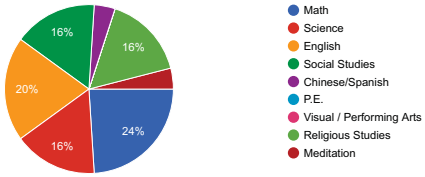
Number of daily responses





Select your subject area

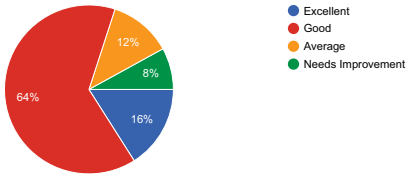
25 responses



Based on your folder/binder, for each one of the ESLRs, how well was each ESLR addressed in your curriculum this school year?

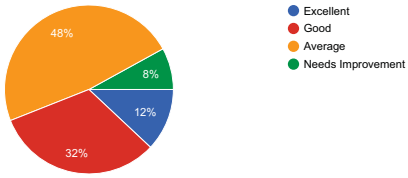
ESLR 1: Manifests the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility.

25 responses



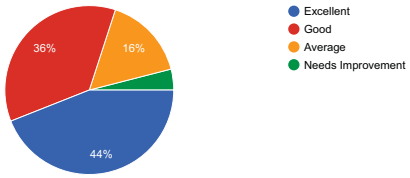
ESLR 2: Has gained a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings.

25 responses



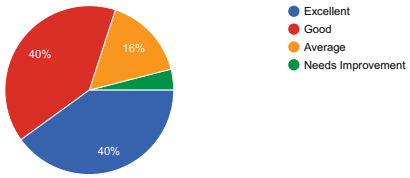
ESLR 3: Has explored and developed their individual academic potential and talents in the humanities, sciences or arts.

25 responses



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

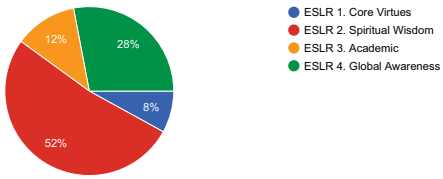
25 responses



Areas of Improvement

Based on the evidence in your binder, which one of the ESLRs do you feel needs the most improvement

25 responses



Please add any comments/suggestions to the ESLR process

3 responses

I feel that spiritual wisdom is addressed well in other classes and activities of the school.

ESLR #3 & #4 would not apply to this class. They all did quite well in addressing ESLR #1 and ESLR #2 - probably would be good to have a 5th option of "None."

AP Physics is a challenging subject and students who have completed the course (all of them have) have made great effort in working on the three non-academic ESLRs.

DVGS TA & Tutoring Summary --Review





1

DVGS TA & Tutoring Summary 2017-2018 --SAT Prep



3

DVGS TA & Tutoring Summary 2017-2018 --Schedule

DVGS TA/Tutoring Schedule_Fall 2017

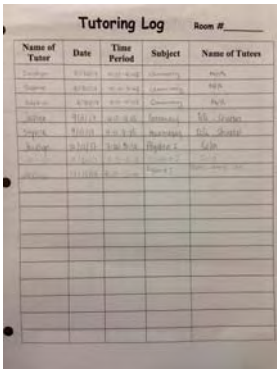
Dear students,

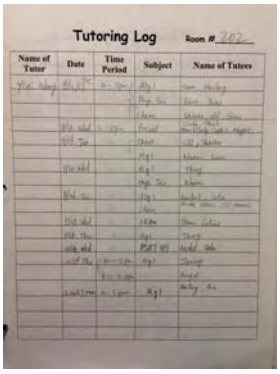
In order to reduce time mismatches between students and tutors, our **tutoring services are now offered By APPOINTMENT, except for the sessions specified in the time schedule below**. If you need help with tutoring, please contact the tutors in advance to make an appointment. Without an appointment, the tutor may not be present at the tutoring room.

Class	Teacher	TA	Peer Tutor (By appointment)	Mon	Tue	Wed	Thu	Fri
Pre-Alg	Dr. Chang		Betty	Dr. Chang (by appointment)				
Alg 1	Ms. Wang		Sophia, Jocelyn, Sophia, Thanh	Ms. Wang (by appointment)			Ms. Brenda (Rm 202)	
Geometry	Dr. Chang	Jasmine	Sophia, Jocelyn, Sophia	Dr. Chang (by appointment)				
Alg 2	Ms. Wang	Christina	Thanh	Ms. Wang (by appointment)				
Precal	Ms. Tran	Betty	Christina		4-5 pm (Rm 209) Ms. Tran		4-5 pm (Rm 209) Ms. Tran	
AP Calculus	Mr. Gracia	Brandy						
Eng 9	Ms. Krovitz	Maggie						
ELD	Ms. Krovitz	Ocasmine						
World History	Ms. Krovitz	Ocasmine						
Spanish 1	Ms. Power		Emily					
Chinese 1 & 2	Ms. Liu		Emily					
AP World History	Dr. Patterson	Sinna						
Painting II	Ms. Clarke	Sophy						
Physical Science	Ms. Wang	Betty	Sinna	Ms. Wang (by appointment)				
Biology	DR Yuan	Kuadi	Denise, Thanh	DR Yuan (by appointment)				
Chemistry	Ms. Wang	Kylie	Cindy	Ms. Wang (by appointment)			Ms. Brenda (Rm 202)	
AP Physics	Dr. Zhang	Brandy						

2

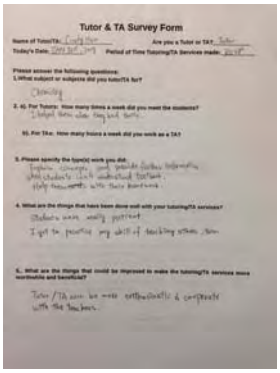
DVGS TA & Tutoring Summary 2017-2018 --Samples





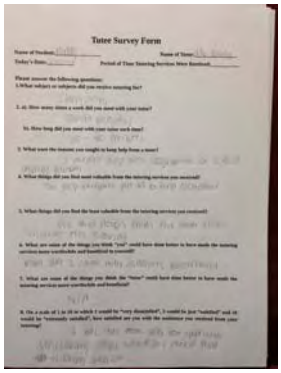
4

DVGS TA & Tutoring Summary 2017-2018 --Samples


Tutor & TA Survey Form

Chemistry

Tutor/TA were be more enthusiastic & confident with the teachers.


Tutee Survey Form

5

DVGS TA & Tutoring Summary 2017-2018

- **Subjects that need most help:**
  Math (Pre-algebra through Precalculus)
  Chemistry
  Physics

- **What's valuable:**
  Students have been helped
  TA/Tutors have been generously helping the community and peers

- **Issues to solve:**
  Noisy
  Not enough after-school tutors
  Time conflicts for both tutees and tutors

6

	Type	Date	Num	Name	Memo
5050 · Continuing Education					
	Check	07/20/2015	18953	Jin Lian Shi & Angela Morelli	Restorative Schl. Community
	Check	08/04/2015	18982	Zhang Min	AP Summer Institute - San Diego (7/27-7/30/15)
	Check	10/09/2015	19161	Laura L. Furlong	Wells Fargo Center for the Arts 2 days Workshop
	Check	11/06/2015	19242	Niki E. Clarke	B2549, Regist. Fee for Close Reading Strategies-Bureau of Education & Research
	Check	12/01/2015	19312	Zhang Min	AP Physics Conference Due
	Check	03/10/2016	19586	Leonie Tan	ANCCS-Chinese Teacher Workshop
	Check	03/24/2016	19607	Niki E. Clarke	B#2593-For Niki E. Clarke-Institute for Educational Development
	Check	04/21/2016	19699	Heng Tsung Shi	Deposit 50%-Geometry 10 Day Course-Making Math Real Institute
	Check	04/21/2016	19704	Roger Kellerman	Reimb. Nature Education Retreat
	Check	05/26/2016	19814	Heng Jiao Shi	Career Track-1 Day Seminar
	Check	05/26/2016	19814	Leonie Tan	Career Track-1 Day Seminar
	Check	06/10/2016	19878	Laura Furlong	Laura Furlong PD Workshop-Luther Burbank Center for the Arts
	General Journa	06/30/2016	JV#060316	ZhangMin	National Board Certif.
	General Journa	06/30/2016	JV#060316	Leonie Tan	HR Annual Training Fee
Total 5050 · Continuing Education					
TOTAL					

Type	Date	Num	Name	Memo
5050 · Continuing Education				
Check	10/01/2016	20194	Myphuong Do	NGSS training
Check	10/06/2016	20203	Heng Tsung Shi	B2683, Regist. Fee for Math Teacher Training Program
Check	11/10/2016	20289	Niki E. Clarke	Institute for Educational Development-Priority ID926990
Check	11/24/2016	20313	Koo William	B 2708 Conference at UC Davis
Check	01/18/2017	20450	Zhang Min	NB Application
Check	01/24/2017	20459	Heng Tsung Shi	Making Math Real InstituteB2724-Final 50% Geometry 10 Day Course
Check	02/02/2017	20508	Carola Lustig	B2728 Winter Workshop
Check	02/13/2017	20521	Zhang Min	Credential Renewal
Check	02/22/2017	20533	Zhang Min	National Board Certification
Check	04/20/2017	20704	Laura Furlong	workshop
Check	05/17/2017	20794	Wei Xue	6-8th foundational session
Check	06/01/2017	20857	Poon Kit	Eureka Math
Check	06/04/2017	20869	Niki Clarke	B 2765&2779 great mind institute```
Check	06/25/2017	20903	Leonie Tan	HR/Finance Workshop
Total 5050 · Continuing Education				
TOTAL				

Type	Date	Num	Name	Memo
5050 · Continuing Education				
Check	07/06/2017	20961	Gracia Juan	B2794 Biology Workshop
Check	07/26/2017	20976	Hertz Rasapriya	Math workshop
Check	08/09/2017	21008	Roger Kellerman	B 2803 workshop
Check	09/21/2017	21134	Glenda Preston	Psychology of Development class & Book Rental
Check	10/02/2017	21190	Yini Wang	NGSS Science Workshop Registration Fee (10/12/17 to 5/3/18)MCOE
Check	11/06/2017	21296	Lai Theng Leong	Teachers' Professional Development
Check	11/06/2017	21294	Yini Wang	Teacher Professional Development
Check	01/20/2018	21456	Heng Tsung Shi	Algebra II Advance
Check	03/06/2018	21613	Candie Dickinson	TOOLBOX Regional Training ~ Jan 26, 2018
Check	05/15/2018	21785	Heng Yuan Shi	Sonoma County Office of Education/North-Inv# IN18-03112 Cust# 001103 - DM Heng Yuan
Check	06/07/2018	21860	Heng Shun+ John Pegan	B 2944, UC Counselor Conf UC Regents
Check	06/28/2018	21891	Lai Theng Leong	2018 Parliment of World Religion
Check	06/28/2018	21892	Victoria D. Patterson	2018 Parliment of World Religion
General Journa	06/30/2018	JV#060218	Glenda Preston	Read Naturally Seminar
General Journa	06/30/2018	JV#060218	Glenda Preston/ Jacky Farley/Jin Jr Shi/Jin xiang Shi/Victoria Patterson/Jin Shan Shi/Heng Yuan S	2018 Beauty Ink Art Class-DRBU
General Journa	06/30/2018	JV#060218	Victoria Patterson	2018 Parliament of the World Religions
Total 5050 · Continuing Education				
TOTAL				

Date: 4-23-18

Three new pieces of learning for me are...

1. Conflict in CA between Methodist & Catholic missionization of Indians
2. New interpretation of play "A Raisin in the Sun"
3. New info re partition of India
4. Mass killing - African colonies, Indian partition, Rwandan historical continuity

Ideas that squared with me are..

the role of family in combatting racism

A question going around in my head is...

What is the original source of violence in human communities (throughout history)

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

to learn more about promoting peace

IGDVS Teacher Professional Development Reflection Form

Date: 4/23/18.

Three new pieces of learning for me are...

1. Let students read ahead for the class materials, textbooks...

2. Survey from alumini, parents for feed back

3. Bodhisattva - Paradigm

Ideas that squared with me are..

- Make Students learning more efficient and effective.

- Let students explore more, with teachers guidence on the side

A question going around in my head is...

How to keep students actively involved in & after classes upon learning and self development

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

Wisdom in teaching

IGDVS Teacher Professional Development Reflection Form

Date: 4/23/18

Three new pieces of learning for me are...



Ideas that squared with me are..



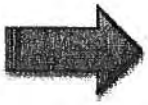
Making students more accountable in their verbal / written responses. Using the habits of mind to help them detail their understanding.

A question going around in my head is...



How to make the students feel more responsible for retaining their learning. Exit tickets? Pair / share rehearsals? Tests?

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



to be more specific in my questions to the students based on the "habits of mind" - Perhaps a daily focus on one thing.

IGDVS TEACHER PROFESSIONAL DEVELOPMENT REFLECTION FORM
Three new pieces of learning for me are:
2018 ▲▲▲

IGDVS TEACHER PROFESSIONAL DEVELOPMENT REFLECTION FORM
A question going around in my head is:
2018
What is the original source of violence in human communities (throughout history)
How to make the students feel more responsible for retaining their learning. Exit tickets? Share rehearsal? Tests?
How to keep students actively involved in group works? How to help students do their best they can?
I wonder how are these insights taken to the scenario of the living classroom. Has anyone made a survey of how the particular ideas found their way to the students? What was the success rate? What work greatly and what did not?
How to keep students actively involved in and after classes upon learning and self development?
2017
How to do this for 7th graders - do I need to make it more challenging, or is this format ok?
In what ways can I use higher learning activity in the class
How can I incorporate Horizontal alignment into my lessons more frequently?
Have people seen Duck Tales the cartoons from the 90's? Tons of word play from Scrooge McDuck - amazing.
Can we create a vertically aligned list of grade appropriate root/base word, prefixes, and suffixes? K-12
How do you teach the difference between showing and telling in evidence
There are multiple ways to start drafting an essay, which may [be] a fairly rigid convention. For example, scientific essay may have the following format: Intro, Methods, Results, Discussion, and Conclusion.
How to practice those questions in class?
How to apply the different reading levels in calculus; Can I incorporate multiple-meaning words in calculus lessons? How to involve parents in school?
The unusual expressions that strongly British, which may be hard for the non-native English speaker to grasp.
2016
Today's workshop was the first in which I've felt a level of comfort. Good sharing with World Religion's Group (DM Shun, Naku la, Dr. Setera & Kiu Lian Shr.) Everyone especially Nakula and DM Shun, shared some of the techniques used in their classes (e.g. individual/group presentation in Nakula's class. Metta/Loving kindness Meditation.) This gave me good validation since I also use loving-kindness in JH meditation & good to hear from DM Shun also uses it as well.
Why do I still start to sweat when I present?
I just completed a 21 day fast. The question that came up: Can you live off of water/cayenne/lemon/maple syrup? The answer is "no"
How came the paper for the lesson plan is so big?
How many of the elementary school teachers/classrooms are using common core standards?
How to carry out these ideas in later teaching?
It is difficult to introduce some of the ESLRs in calculus class.
2015
Our students' multi-languistic skills sometimes manifest in ways that make them appear low performing (when in actuality, they are not) e.g. Grace comments that students need to be more time so they skip or answer incorrectly, which is ultimately puts them at a disadvantage.
Do parents have the right to view their child's behavior in the classroom? Why wouldn't the teachers use the Eight core virtues to solve bullying?
Why is science so influential?
If the guy picks up the $100 bill as a reaction without any contemplation or thought because he lives in a capitalistic world & there is no such thing as enough money, outside of the 5th consciousness is the workings of the 8th consciousness. When do I get to hear another talk from this DM on mindfulness?
Why is computer skills/typing skills on the 4th grade report card?
Does thoroughly defining bullying with students plant ideas in their heads?
How can I encourage students to go through the prewriting stages? They are often lazy and do not want to write things more than once. How to apply the things I've learned today to the classes teaching?
One person skipped this part.

IGDVS TEACHER PROFESSIONAL DEVELOPMENT REFLECTION FORM
Ideas that squared with me are:
2018
The role of family in combating racism. Making students more accountable in their verbal/written responses. Using the habits of mind to help them detail their understanding.
Through these meetings groups learning takes places. The presenter encourages his/her audience to interact. We learned how one issue applies across the curriculum and virtually through the grade levels.
Make students learning more efficiently and effectively; Let students explore more, with teacher's guidance on the side.
2017
Ways to increase interaction with text
Using Academic vocabulary to satisfy language standard
Giving students explanation of direction and academic vocab synonyms. Academic expressions.
Different techniques to teach multiple meaning words
Front-loading vocabulary in both literature and informational text; One word-three ways.
Using the text
Language standards convention.
Before you can use the evidence in the text, it is a good idea to evaluate the credibility of the evidence Adapt to new PSAT test style
Present the same article written at different reading levels. Use of Ms Ackley's handout as a bookmark - very useful words for daily use.
Using text structure and forms to help students evaluate reading. The usefulness of the list of academic keywords that are applicable across grades.
2016
Text Features: diagram/illustration, caption, sub-headings, headings, bold print word increase the comprehension of student, especially ELL students. We learned how one issue applies across the curriculum and virtually through the grade levels.
The thinking maps that go with each of the non-fiction text structures; Cool POEM!
Let the students design which A-list; Convenience of A-list.
Giving students multiple options to enter an assignment so that they have room to explore themselves and express something meaningful.
Text structure anchor charts; talking more about author's purpose.
THIEVES' Brace Map; Anchor chart.
Use of tree map to state examples fro different key concepts.
2015
Juan does not have the scroll bar, so he has to go with the mouse; The College Board makes $225mil plus per year on students taking standardized AP tests. (Just AP, not SAT/SAT II/ACT) WHOA!; We learned how one issue applies across the curriculum and virtually through the grade levels. Ms. Aranow's father had to enlist in the war....& made it.
Languages grow; Psychology is taught differently from 40 years ago; You only need the text in from of you to answer text dependent questions.
Karmic seeds being planted in the 8th consciousness and then the 8th consciousness traveling to the next life; The 8th consciousness entering at the moment of conception. R.I.P guidelines for bullying; Our school generally performs high on AP tests. Reading Rockets – webpage that is good for reading comprehension strategies.
Definition of Bullying: Repetitive; imbalanced power; purposely.
"Reading like detectives" - try to find evidences vs "critics"

Being able to use Text Dependent Questions in Math.
IGDVS TEACHER PROFESSIONAL DEVELOPMENT REFLECTION FORM
Based on my learning today, my next steps are: ⇨⇨⇨
2018 ⇨⇨⇨

Number of entry completed

≤ 3	4 ≥ 6	7 ≥ 8
2018		
Shu-Chu Chang (2)	Yini Wang	
Juan Garcia	V. Patterson	
	Ms.Power	
2017		
Jin Kai	Reed Smith	Juan Garcia
	J. Ackley	Yini Wang
	Nabula Hertz	C-G Koay
	Louisa Arcrew	Nikki Clark
	Rianne Kravitz	
	V. Power	
	Nick Reid	
2016		
	Juan Garcia	J. Ackley
	Yini Wang	
	Nikki Clark	
	Jin Kai Shi	
2015		
	Juan Garcia	Nikki Clark
	Yini Wang	J. Ackley
Min Zhang (0)		

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 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

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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?**

In my opinion, I think that it was very interesting and it makes me think about my career in the future.

Developing Virtue Boys and Girls High School
Career Exploration Program
Student Feedback

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1. **Attending the Career Exploration Workshops.**

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Very Important	Important	Okay	Somewhat Important	Not Important

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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 got to learn a lot about a career I'm interested in, as well as other possible careers so it was cool.

2017-2018

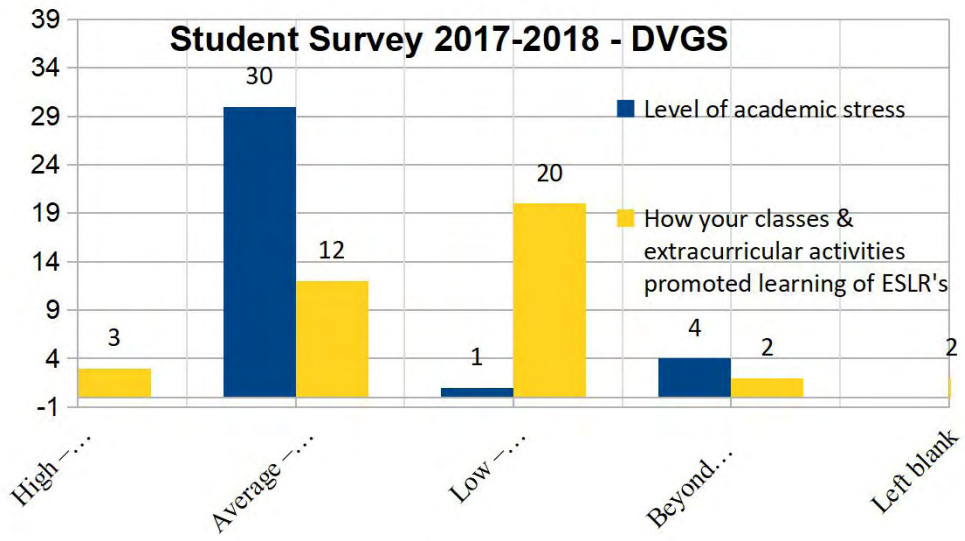
STUDENT SURVEY 2017-2018
Survey pool: 39 students, 9-12 grade

Level of academic stress

High – Excellent	Average – Good	Low – Average	Beyond limit – Weak	Left blank
5	30	1	4	

How your classes & extracurricular activities promoted learning of ESLR's

Excellent	Good	Average	Weak	Left blank
3	12	20	2	2



What you appreciate about the school

9	Friendship
21	Teachers and their effort and caring for the students
6	School environment: simple, small & surrounded by nature, safe, no distraction, no electronic devices,
4	Food/drinks
9	School features: hardship, academic, strong math dept, 8 core virtues, focus on characters, community service, team-building, leadership
1	School knows how to appeal to the outside

1	Everything about the school
2	No comment, nothing comes to mind at the moment

Suggestions for a better school

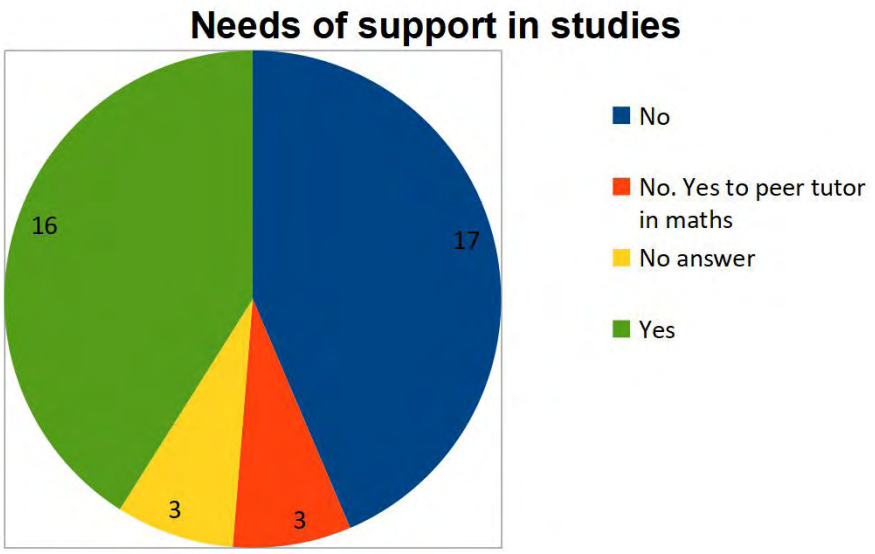
5	More understanding teachers, teachers who will listen to understand
5	Avoid making announcements last minutes or same day and be clear about rules and student's responsibilities and expectations
6	More flexible, lower expectations, less pressure, freedom, less controlling
4	More activities; Engage students to make them more proactive; more clubs
5	Commodities: a vending machine, a gym, student lounge, more supplies, more electronic devices
2	Make language & some courses optional, offer more variety of courses
1	Increase challenge in English course
2	Field trip funded by school
2	More staff for supervision, better fair treatment
2	Hoodie instead of fleece; People clean up after themselves
1	Hold Graduation Ceremony on Weekend
1	More core virtue applications
1	Put in practice what's being told to newcomers
1	End school after AP exams or do something else more productive than current "study hall"
2	More time for clubs or just 1 club/day
1	Clean up bathroom after oneself
1	Can't be better
1	Left blank

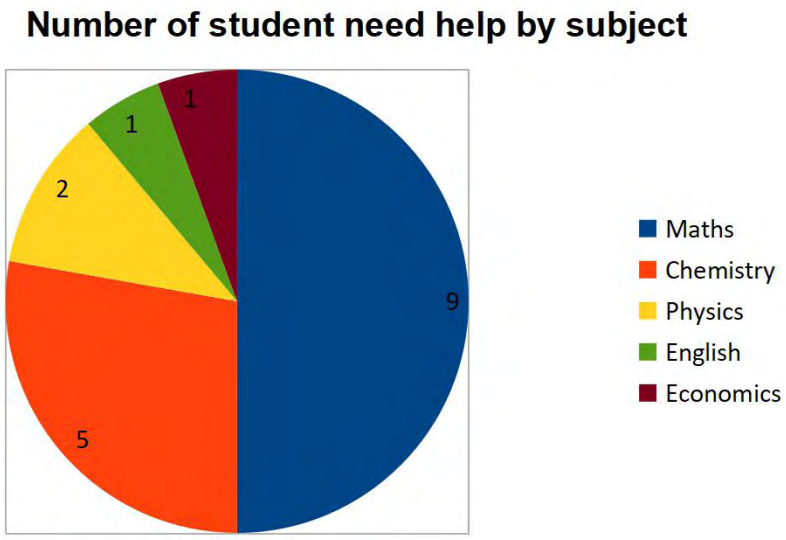
Suggestions regarding extracurricular activities

20	No comment
4	Music/art/dance/Entertainment
4	Soccer/More team sports
2	Self-defense/martial art
1	"lack enthusiasm"
2	Proper guidance/Better leadership
2	Extracurricular activities be optional – not forced
1	Too many fund-raising clubs
2	Need better equipments
1	1 club/day - more time

2017-2018

	Support needed in your studies					
No	No. Yes to peer tutor in maths	No answer	Yes		Maths	9
17	3	3	16		Chemistry	5
					Physics	2
					English	1
					Economics	1





Student Name (Optional): _____ Grade: 9

Student Survey 2017-2018

Please answer the following questions. Write on the back if you need additional space to answer these questions.

Academic Support

1. How many hours do you spend on average doing homework each day?

a) 0-2 hours b) 2-3 hours c) 3-4 hours d) more than 4 hours

Comments: e.g. which subject (s) is more demanding for you?

2. My level of academic stress:

a) high b) average c) low d) beyond my limit

Comments: e.g. any particular subject (s)?

3. Do you need some support or assistance in your studies (tutoring, etc.)? Yes/No. If so, in which subjects could you use some help? Would you like to be a peer tutor; if yes, which subject?

No

School Environment

5. Do you feel that you understand the rules and discipline policy of the school? Do you have any suggestions or comments about these? For example, do you feel the enforcement of these policies is too lenient or too strict?

Yes, No

6. Do you have any difficulties in being a student here? If so, please explain and be specific (e.g. friends, teachers, academics, a particular rule, etc.) so we can better understand.

No

7. What do you appreciate about the school?

It is small and surrounded by nature, unlike congested cities. We have opportunities to help out and give back to the community by cleaning and helping in the kitchen.

8. Please give suggestions for making the school better.

More facilities, such as a small gym, a student lounge.

Extra-Curricular Activities

9. How many extra-curricular activities are you involved?

three clubs = orchestra, track & field, boys & girls club

10. Do you have problems balancing extra-curricular activities and academics? If yes, explain if you have taken any steps to resolve the problem or what support do you need to resolve the imbalance?

no

11. Any other suggestions regarding extra-curricular activities? For example, are there any activities you would like to add or eliminate?

gardening club so that we can plant vegetables (help out)

Expected School-Wide Learning Results

12. As a whole, how well did your classes and extra-curricular activities promote the learning of the ESLR's?

a) Excellent b) Good c) Average d) Weak

Student Name: _____ Grade: 12th I have attended this school since (Semester/Year): 2009

Student Survey

Please answer the following questions and make comments where you see fit.

1. How many hours do you spend on average doing homework each day?

a) less than 1 hour b) 1-2 hours c) 2-3 hours d) 3-4 hours e) more than 4 hours

Comments:

2. My level of academic stress:

a) very stressed b) manageable c) seldom get stressed

Explain:

3. Do you need some support or assistance in your studies (tutoring etc.)? If so, in which subjects could you use some help?

English

4. Do you understand the requirements for graduation from Developing Virtue Secondary School? If not, which areas or subjects are you not so clear about?

Clear

5. Do you have a general understanding of the requirements (test scores, GPA, classes, etc) for admission into the universities that you would like to apply to in the future? If not, which universities are you interested in learning more about?

Cal Poly SLO

6. Do you want additional guidance in choosing colleges and exploring career options? Explain.

Yes

7. Do you feel that you understand the rules and discipline policy of the school? Do you have any suggestions or comments about these?

Better authority execution. Ex: Gum eating, cursing Cleanliness.

8. Do you have any suggestions or comments on how the school can improve its AP Program or better prepare you for AP courses?

It's good.

9. Have you had any difficulties in being a student here? If so, please explain and be specific (e.g. friends, teachers, academics, a particular rule, etc.) so we can better understand.

Mostly just cursing and some attitude between students

10. What is/are the thing/s you like the most about the school?

The program, the special events we have.

11. Please give us any suggestions you have for making the school better.

Have more teachers (certified & experienced).

Student Name (Optional): _____ Grade: 11

Student Survey 2017-2018

Please answer the following questions. Write on the back if you need additional space to answer these questions.

Academic Support

1. How many hours do you spend on average doing homework each day?

a) 0-2 hours b) 2-3 hours c) 3-4 hours d) more than 4 hours

Comments: e.g. which subject (s) is more demanding for you?

Math

2. My level of academic stress:

a) high b) average c) low d) beyond my limit

Comments: e.g. any particular subject (s)?

Math

3. Do you need some support or assistance in your studies (tutoring, etc.)? Yes/No. If so, in which subjects could you use some help? Would you like to be a peer tutor; if yes, which subject?

Yes; Math

School Environment

5. Do you feel that you understand the rules and discipline policy of the school? Do you have any suggestions or comments about these? For example, do you feel the enforcement of these policies is too lenient or too strict?

Yes, I understand. I think the enforcement is a little too lenient compared to my freshman year.

6. Do you have any difficulties in being a student here? If so, please explain and be specific (e.g. friends, teachers, academics, a particular rule, etc.) so we can better understand.

Yes; Friends.

7. What do you appreciate about the school?

I appreciate how much the teachers care about us and the fact that we focus on character.

8. Please give suggestions for making the school better.

More staff to supervise students; sometimes there are no supervisors for certain classes & they become a little chaotic.

Extra-Curricular Activities

9. How many extra-curricular activities are you involved?

TWO

10. Do you have problems balancing extra-curricular activities and academics? If yes, explain if you have taken any steps to resolve the problem or what support do you need to resolve the imbalance?

NO.

11. Any other suggestions regarding extra-curricular activities? For example, are there any activities you would like to add or eliminate?

NO.

Expected School-Wide Learning Results

12. As a whole, how well did your classes and extra-curricular activities promote the learning of the ESLR's?

a) Excellent b) Good c) Average d) Weak

Instilling Goodness Elementary School
Developing Virtue Secondary School
育良小學 培德中學
2001 Talmage Road, Ukiah, California, 95482 USA www.igdvs.org
Boys Division (707) 468-1138 dvbs@drba.org
Girls Division (707) 468-3847 dvgs@drba.org

Instilling Goodness Developing Virtue Schools Financial Summary
July 2015-December 2018

	2015-2016 Annual Review	Income/ Total Income	2016-2017 Annual Review	Income/ Total Income	2017-2018 Annual Review	Income/ Total Income	2018-2019 Mid-Term Review	Income/ Total Income
Tuition and Fees *	753,938	**89%**	793,542	**86%**	717,483	**83%**	377,377	**87%**
Donation	81,028	**10%**	96,444	**11%**	124,878	**14%**	47,931	**11%**
Income-others	8,526	**1%**	28,711	**3%**	23,283	**3%**	8,605	**2%**
Total Income	843,492		918,697		865,644		433,913	
Total Expenses	737,103		748,049		777,291		402,057	

*Tuition & Fees include Tuition, Summer Tuition, Registration, and Dorm Fee.

2015-2016 Annual Review Summary
Tuition & Fees plus donation income consist of 99% of total Income.

2016-2017 Annual Review Summary
Tuition & Fees plus donation income consist of 97% of total Income.

2017-2018 Annual Review Summary
Tuition & Fees plus donation income consist of 97% of total Income.

July 1, 2018 to January 1, 2019 Mid-Term Review
Tuition & Fees plus donation income consist of 98% of total income.

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DRBA established Instilling Goodness Developing Virtue Schools to further its educational mission. To this end, DRBA will continue to furnish IGDVS with resources to sustain its short- and long-term operations. These resources include certain DRBA-owned buildings and grounds at its Ukiah, California, location that are designated for IGDVS to use. The DRBA Board also reviews IGDVS annual budget and is prepared to cover budgetary shortfall should the need arise.

IGDVS has been operating with sound financial results. Total income is greater than total expenses for the last three years.

Summary Prepared by and Submitted for WASC Evidence,

Heng Jiao
IGDVS
Director of Financial Office

A Proposal for
A New Highschool Science Laboratory Facility

Recommended size from NSTA

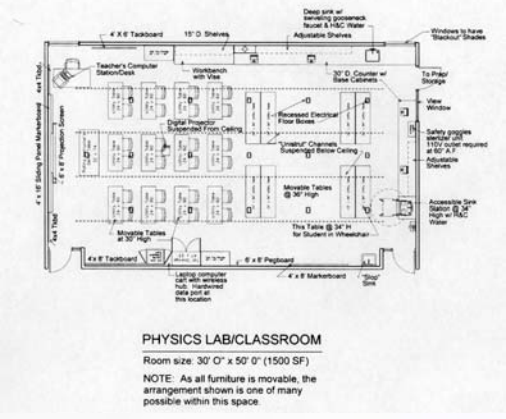
- Maximum number of students per classroom/lab: 24
- Minimum space: 60sqft/student
  1440sqft/24student (CSTA requires ≥1300 sqft)
  (i.e. 36ft x 40ft or 11m x 12.2m)

- *Projected/current student body: 100 students (both genders)*
- *Projected total space: 5000sqft*

***** Our curriculum and how we teach will be the main decision-making factors in the core design of our science laboratory facility.**

Objective

To provide long-term quality laboratory experience to accommodate with the upcoming new science standard, NGSS, for Developing Virtue Secondary School
(and potentially DRBU, if feasible).



SAMPLE

FLOOR

PLANS

Ref:
https://www.flickr.com/photos/97658976@N00/3258527690/in/photostream/

THOUGHTS/COMMENTS/INPUTS

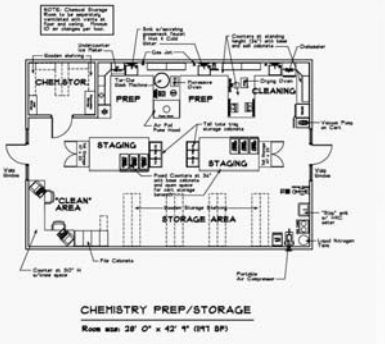
- Lab bench location - by the wall or off the wall?
- Storage room - cabinate against the wall or separate area?
- Prep room - shared or separate?

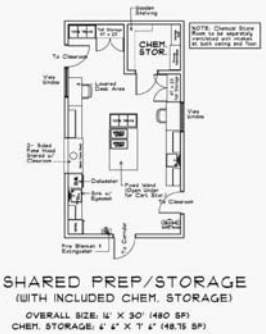
Chemistry Prep/Storage and Open Bin Storage



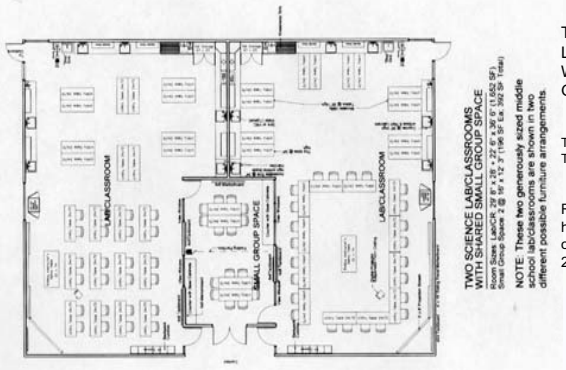


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https://www.flickr.com/photos/97658976@N00/3251340022/in/photostream/





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https://www.flickr.com/photos/97658976@N00/3258415308/in/photostream/



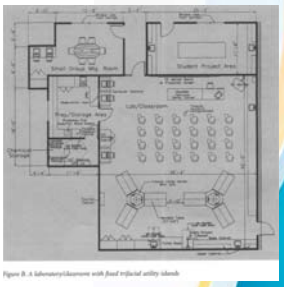
TWO SCIENCE LAB/CLASSROOMS WITH SHARED SMALL GROUP SPACE

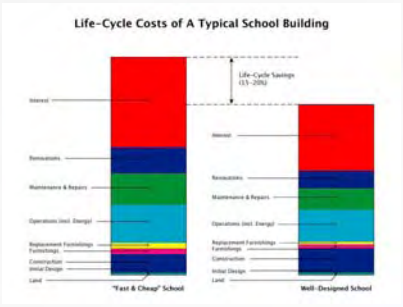
Total room size: 1652 SF
Total group space: 392 SF

Ref:
https://www.flickr.com/photos/97658976@N00/3258527690/in/photostream/



Design of interest





Ref:
https://www.flickr.com/photos/97658976@N00/3264819400/in/photostream/

Rough estimated cost - Budget

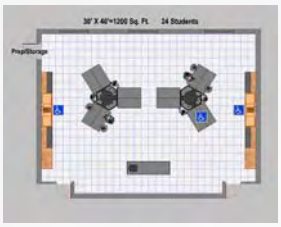
Some statistics:

- K-12 biology/chemistry teaching labs. Cost increase from 2012: 3.8%. **$364-$450 per Ground SF - 2013** Report by John Gering, AIA and Carlie Campesi www.labdesignnews.com
- Estimated cost at conceptual level in 2013 -- **~$250,000 base - not taking profit into account.**
- Taking other factors i.e. overhead & profit, design contigency, environmental allowance would bring up total cost to be **$323,000.** (Demolition: around 20k)

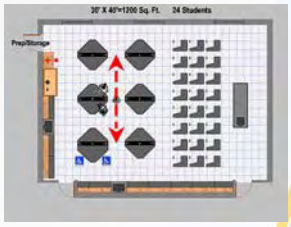
****These number are only for infrastructure. Actual lab equipments and chemicals, etc. can potential add another $100,000 to be fully stocked for Physic, Chemistry, and Biology per standard recommendation from NSTA.**

- **From Gen7School**
  - Upward cost $360/sqft - same as cost statistic in 2013 - Modular models.
  - Some of their pictures - unable to copy from website
  - https://www.gen7schools.com/buildings/gen7-specialty/
- **In accordance to our plan**
  - **For 5000sqft >> $1,800,000**

Sheldon Laboratory Designs



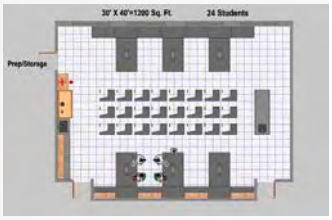
Typical Biology lab design



Typical Chemistry lab design

Sheldon Labs (cont')

Multipurpose lab designs





CONSTRUCTION COMPANIES

	Gen7Schools	Enviroplex	Impact	Design Space Modular Building	PSC Lab Furniture	Willsott
	415-336-6469	209-466-8000		866-889-7777		707-719-7619
Building lifespan	50 years*					
Maintenance	Minimal; no exterior repainting needed	Standard commercial exterior (upgrade available)				
Specifications	5" concrete slab foundation; 10 - 12ft height	Concrete foundation (optional for science lab); 9ft height				
Avg. cost per sqft	$290 - $390**					
Time line	10-12 months from initial date of project discussion , depending on level complexity and desired floorplan. Pre-designed plans would take less time.	3 – 12 months				
Experience	30+ years, statewide	27 years, nationwide				63 years in business, nationwide
Design features	modern, eco-friendly, focused on educational facilities. Have a design concept dedicated for Science and Technology (STEM)	simple, conventional, eco-friendly, build a wide variety of building types (admin, school, daycare, etc.)	Turn-key service for Educational Facility. Familiar to local area. Specialized in modular constructions.	Wide variety of modulars, no floor plans for labs available	Basic science lab floor plan available.	They do a lot of different size classroom, office space, cafeteria, etc but no listing of science labs.
* This depends on the desired specifications and usage	***fees not including Permits and misc. admin fees. All costs will be discussed clearly upon starting project.	3 floor plan available – not suite style	Have basic pre-designed modulars for science lab – not suite style	***Note: Spoke to Bert, can do customized projects. No pre-designed suite style	In contact with Maryjoe via email	Haven't been able to contact Rep. Dave. Call goes straight to vm.

Schedule for August 22 to 24, 2017

Unless stated otherwise, all activities are for K-12 teachers

Tuesday, August 22

8:30-9:00 Welcome & Introduction (Principal/s)

9:00 to 10:30 ESLRs- Introducing, Discussing & Modifying New ESLR Rubric & Reviewing Assessment Strategies (Jin Jr Shr)

11:00 to 12:00 Teacher Luncheon

12:30-2:00 Child Development Stages & Classroom Management (Reed Smith)

2:00-2:15 Break

2:15-3:30 Math Common Core State Standards- CCSS (Heng Tsung Shr)

Wednesday, August 23

9:00 to 10:30 ELA: Building Community (ELA Team- see attached schedule)

9:00 to 10:30 Math Modules: Ratios and Functions (7th-12th Grade Math Teachers only)

12:30 to 1:30 Presentation of 2-year ELA Plan (Lynn Zimmerman- 2 docs attached)

1:45 to 3:00 Department Meetings for 7th to 12th Grade Teachers

Thursday, August 24

Morning: Girls School Teachers Meeting

Afternoon: Boys School Teachers Meeting

When not attending meetings, teachers can use this time for class prep on their own.

CCSS Math FALL 2017 In-service

Aug 22nd Tuesday (2pm – 3:30pm)

Agendas:

Section 1 –

Revisit CCSS - CA Mathematics Framework (K – 12)
(Your New best Friend Forever)

Presenters: Ms. Xue and team.

If you have a device, please go to the new (2016) CCSS - CA Mathematics Framework.
http://www.cde.ca. gov/ci/ma/cf/draftsmathfwchapters.asp or cde.ca.gov. and search Math Framework Chapter

PS – Don't forget to bring a copy of your grade level CCSS - CA Mathematics Framework (either hardcopy or a PDF download) to the 22nd Aug. In-service study session!

Section 2 –

Launch *EUREKA MATH*/engage ny (K – 12)

Eureka Math was written as a trilogy: *A Story of Units* (Grades PK-5); *A Story of Ratios* (G6-8) and *A Story of Functions* (G9-12).

Presenters: Mrs. Hertz (Rasa) and team.

PS – Don't forget to bring a copy of your grade level Module 1 (either hardcopy or a PDF download) to the 22nd Aug. In-service Module 1 study session!

Aug 23rd Wednesday (9:00am – 10:30am) – **tentative schedule (6th – 12th grade only)**

Module Study:

A Story of Ratios (G6-8 Accelerated) and
A Story of Functions (G9-12) – Algebra 1, Geometry, and Algebra 2.

PS – Don't forget to bring a copy of your grade level Module 1 (either hardcopy or a PDF download) to the 23rd Aug. In-service Module 1 study session!

Presenters: Heng Tsung and team.

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

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**
Core Virtues *Manifests the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity, and humility.*	*Demonstrates limited intellectual understanding of the core virtues. * Cannot articulate their experiences of practicing the cores virtues.	*Demonstrates an intellectual understanding of the core virtues. *Able to articulate their experiences of practicing the cores virtues to a limited extent.	*Demonstrates a good intellectual understanding of the core virtues. *Able to articulate their experiences of practicing the cores virtues to a good extent.	Demonstrates an excellent intellectual understanding of the core virtues. * Able to articulate their experiences of practicing the cores virtues to a great extent and is a model of these virtues for other students.
Types of Evidence	Teacher Observation Student narratives Student Reflections on practice Student Work that shows knowledge and experiences of actual practice (Art work, logs, video clips, PPT, audio files, websites, travel logs, screencast, etc.) Letter/s of commendation			
Teacher Choice and/or Student Choice (guided by teacher as necessary)	No evidence found	Limited evidence	Good evidence	Excellent evidence
Core Teacher and Junior interview on practice element	Student cannot share their core virtue and/or spiritual practices with evidence.	Student can discuss their experiences of practicing the core virtues and/or spirituality with limited evidence.	Student can discuss their experiences of practicing the core virtues and/or spirituality with good evidence.	Student can discuss their experiences of practicing the core virtues and/or spirituality with excellent evidence.
Spirituality *Has gained a deep appreciation of their own inherent spiritual wisdom*	*Shows little interest or respect for Buddhist or spiritual practices and teachings. *Does not	*Demonstrates some interest and respect for Buddhist or spiritual practices and teachings.	*Demonstrates a good interest and respect for Buddhist or spiritual practices and teachings.	Shows a deep interest and respect for Buddhist or spiritual practices and teachings.

through meditation and other spiritual practices and teachings. *Spiritual practices: various meditation practices, bowing, public and/or private rituals/ceremonies, memorization of Buddhist or other religious sacred texts, mantras, etc..*	engage in spiritual practices.	*Engages in spiritual practices to a very limited extent.	*Engages in spiritual practices with sincerity beyond what is required.	* Engages in spiritual practices with sincerity to an excellent degree and is a model for other students.
Types of Evidence	1. Documentation/ attendance for spiritual practices e.g. Buddha Hall sessions and ceremonies; participation in churches, synagogues, temples, or mosques, and other types of religious or spiritual practices; 2. Reflection or essay that compares and contrasts different religious practices. 3. Memorization logs 4. Other?			
Teacher Choice and/or Student Choice (guided by teacher as necessary)	No evidence	Limited evidence	Good evidence	Excellent evidence
<u>Academics</u> *Has explored and developed their individual academic potential and talents in the humanities, sciences or arts.*	Participates in the required schoolwork and activities only to a very limited extent that does not meet the expectations of the teacher and class.	*Participates in the required schoolwork and activities to a limited extent that at least meets the expectations of the teacher and class.	*Participates in the schoolwork and activities beyond what is required. *Demonstrates good knowledge across multiple subjects.	*Participates in the required schoolwork and activities far beyond expectations. *Demonstrates exceptional knowledge in multiple subjects.
Types of Evidence	Tests, quizzes, essays, awards, club leadership and participation, performances, competition, teacher recommendation, etc.			
Teacher Choice and/or Student Choice (guided by teacher as necessary	No evidence or very little evidence	Some evidence, but limited	Good evidence	Excellent evidence
<u>Globalism</u> *Expresses a multinational, global awareness and understanding; and shows an appreciation and respect for a variety of cultures and religions.*	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.

Types of Evidence	Essay, travel logs, volunteer work log, reflections, art work, attendance to cultural activities, etc.			
Teacher Choice and/or Student Choice (guided by teacher as necessary	No evidence	Limited evidence	Good evidence	Excellent evidence

Can one artifact be used for multiple categories of ESLR?

DVS ESLR Curriculum MAP

	Core Virtues	**Inherent Wisdom**	**Academics**	**Globalism**
English		X	X	X
Social Science	X		X	X
Mathematics			X	X
Science	X		X	
Languages	X		X	X
Arts	X	X	X	X
Physical Education	X			
Ethics	X	X	X	X
	6	4	7	6

Ethics in Religion and Philosophy

Developing Virtue Secondary School (053483)

Submitted: Aug 1, 2017
Decision: Sep 13, 2017
APPROVED

Basic Course Information

Title:	Ethics in Religion and Philosophy
Transcript abbreviations:	ETHICS
Length of course:	Full Year
Subject area:	College-Preparatory Elective ("g") / History / Social Science
Integrated (Academics / CTE)?	No
Grade levels:	9th
UC honors designation?	No
Course learning environment:	Classroom Based

Course Description

Course overview:

Ethics in Religion and Philosophy will explore various religious and philosophical perspectives, traditions, and actions that lead to a more thoughtful and virtuous way of life for the betterment of one's own self and society as a whole. The course will cover a spectrum of ideas and practices such as the *Eight Virtues* in Confucian teachings, *The Six Great Principles* (based on the moral teachings of Buddhism) introduced by Venerable Master Hsuan Hua, the ethical ideas of some of the major religions, and the ethical teachings of various ancient and modern philosophers. These ethical foundations will be researched, analyzed, discussed, and used as a framework to tackle some of the world's most important ethical issues. The class will examine some of the complexities of different contemporary social issues such as the economy, global warming, euthanasia, suicide, war, the environment, animal rights, and digital citizenship. There will be discussions of practical issues in our daily lives such as, happiness, freedom, dreams, contentment, morality, fulfillment, and purpose. The students will also have many opportunities throughout the course to participate in meaningful community and social service activities.

Prerequisites:

None

Co-requisites:

None

Course content:

Introduction To Ethics (4 weeks)
The students will begin discussion on their understandings of virtue, morality, ethical choices, and happiness. This will begin the journey into exploring how choices and actions can have ripple effects in our life journey as well as society as a whole. In order to gain some foundational knowledge of ethical systems the students will read selections of Aristotle, Socrates, Venerable Master Hsuan Hua, and Leo Tolstoy and compare these systems in a Socratic circle with their own ethical systems and class discussions.

Assignment: They key assignment will be a two-page essay connecting Ethical ideals with Happiness. From the lectures, discussions, readings, and question and answer sessions the students will be writing quick writes on the conclusions or questions of the day, and will use these as notes for their essay. The students will learn that there are different ethical systems that have been practiced and studied to lead to the ideal human life, and they can use these systems to guide their own life to reach great fulfillment and happiness.

Ethics in World Religions (10 weeks)
This unit will introduce the students to the Religious Ethical Systems of Buddhism, Hinduism, Confucianism, Judaism, Christianity, and Islam. There will be short lessons on the history of the religion, the essential commandments or moral teachings/precepts, and the societal impact these religions have on their communities and the world. The students will connect the lessons with their own research and will provide oral presentations on the founders and other inspirational personalities who exemplify the ethical ideals of each of these major religions.

Assignment: The key assignment will be a comparative essay and presentation of one eastern religion with one western religion. The student will use their notes from the lessons and oral presentations, and perform their own research to compare the ethical values of the two religions of their choice. The student learning outcome is that religions from different parts of the world and founded at different historical periods of time follow similar values, and the exemplary founders of the major religions stressed service, harmony, and happiness.

Inspirational Speeches and Talks (4 weeks)

This section the students will hear, read, interpret, and comment on inspirational speeches from world leaders, social rights activists, spiritual practitioners, and other talks on ethics, happiness, and human existence. The students will be introduced to the speaker, the speech, and the ethical values addressed. After interpreting the speeches in groups and analyzing the speakers message the class will discuss the broader narrative of the speaker and the issues that are raised. The class discussions will allow for the exploration of different view points, and multiple perspectives on the solutions to the speakers topic.

Assignment: The main assignment will be a 15 minute speech that will continue the dialogue of one of the inspirational speeches they had studied. Depending on the speaker, the speech, or the message that the student appreciated the student will use their speech to express their understanding of the topic and relate it to their life story making sure to give many personal examples. The students will have heard, read, and interpreted, and discussed a number of inspirational speeches, and will have begun to share how the topic relates to the student personally. The students will learn how various people in our present modern age have themselves been inspired to a life that has brought more meaning for themselves and others. And hopefully this will have a positive impact on their own lives and perspective of what a meaningful life can entail.

Current Ethical Issues (4 weeks)

This unit will utilize the study of the ethical systems in the previous units and the discussions throughout the course to discuss and explore solutions to current and local ethical issues. The students will explore the ethical topics in regards to the economy, global warming, euthanasia, suicide, war, the environment, and animal rights. From the issues that are brought up and the overall study of the topic, the students will research, explore, and discuss into possible solutions.

One of the key assignments will be a concluding presentation by the students on one of the Ethical topics discussed. The students will supplement the class lectures, their research, the student notes, their quick writes, and discussions to form an oral informative presentation on the ethical issue chosen. The students will learn to focus in on one particular ethical topic, understand the nuances to the discussion, and to formulate possible solutions.

Digital Citizenship 6 weeks

"Being a good digital citizen is more than knowing your way around the web. It's about connecting and collaborating in ways you didn't even know were possible."

This unit will focus on the increasing involvement that students have with the digital world which is available to them at all times 24/7, and how to develop wholesome and beneficial social values in their engagement with digital media and technologies. They will also learn the basic vocabulary of and gain knowledge of the media landscape. The primary topics will be Internet safety, privacy and security, relationships and communications, cyberbullying, digital drama, digital footprint and reputation, self image and identity, information literacy, and creative credit and copyright. The students will use the Digital Citizenship program and activities to be aware of how to maneuver in the digital universe.

The main assignment will be a lesson from Digital Literacy, an example will be: Students will watch the video “Digital Life 101,” which shows the 24/7, social nature of digital media — a change from the media consumption culture of the past. Then in a presentation to the class, they will relate this to examples in their own digital lives demonstrating that they understand that because media connect us in more social and interactive ways than ever before, it is important to always be prudent and aware, and that they have gained insight into the consequences of their on-line activities. They will also compare the possible differences between personal "happiness" and their own ethical values and how to reconcile them in a harmonious way. Thus, again, the students will learn to carry out their online relationships with prudence and discretion.

Course Materials

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
Great Short Works of Leo Tolstoy	Leo Tolstoy	Perennial Classics	2004	[empty]	No
The Nicomachean Ethics	Aristotle	Oxford University Press	1980	[empty]	No
Holy Bible: New Revised Standard Version	American Bible Association	American Bible Society	1997	[empty]	No
The Bhagavad Gita As It Is	A.C. Bhaktivedanta Swami Prabhupada	BBT	1972	[empty]	No
The Analects	Confucius Translated by D.C. Lau	Penguin Classics	1979	[empty]	No
Being Good	Simon Blackburn	Oxford University Press	2004	[empty]	No
Talks on Dharma, Volumes One to Eleven	Venerable Master Hsuan Hua	BTTS	1984 to 2004	[empty]	No
Moral Traditions: An Introduction to World Religious Ethics	Mari Rapela Heidt	Anselm Academic	2010 (3rd Edition)	[empty]	No
Ethics: A Beginner's Guide (Beginner's Guides)	Peter Cave	Oneworld Publications	2015	[empty]	No



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Mondays:	9:00 am – 2:00 pm
Dates:	ongoing, every Monday
Member Fee:	$4 per class
Non-Member Fee:	$5 per class
Location:	Anton Stadium Recreation Room 506 Park Blvd., Ukiah

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Focus on Education

INSTILLING GOODNESS SCHOOL



PHOTOS SUBMITTED

Receiving abundant harvest from Mother Earth with gratitude.

Learning and living with purpose

Submitted

After the pouring rain, up in the clear sky at night, you can see the bright twinkling stars against the deep dark backdrop. Reflecting on the pouring events of the past three months, locally and globally, we can see the impact of the caring acts of our students at Instilling Goodness Elementary School (IGES) and Developing Virtue Secondary School (DVSS). Against the deep backdrop of engaged experiences—giving solace to and connecting with the needy, students see their bright potentials that give them purpose—the purpose of learning and living and an appreciation of each life.

Against the deep backdrop of engaged experiences—giving solace to and connecting with the needy, students see their bright potentials that give them purpose—the purpose of learning and living and an appreciation of each life.

In addition to promoting academic excellence, these experiences are intended to enhance "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." In K through 12, small class sizes with conservative use of technology allow optimum interface with fellow students and teachers.

Nestled on the grounds of a world multicultural center, City of Ten Thousand Buddhas (CTTB), IGES and DVSS offer safe places where students are nurtured in unique ways. Boys and girls are educated separately, creating an environment conducive to academic and personal growth. DVSS has been accredited through the Western Association of Schools and Colleges since 2007. For more information, please contact the following: Boys School (707) 468-1138 dvbs@drba.org; Girls School (707) 468-3847 dvgs@drba.org.

PLEASE RECYCLE THIS NEWSPAPER.

Thank you!

TOOLS

Education tools to help succeed at school in 2018

Submitted

(StatePoint) In today's tech-driven world, the classroom is evolving rapidly. Students equipped with the right tools will get a leg up on their studies and long-term success.

So, what's effective in the world of educational tools today? Check out these innovative items.

Music made easier

Music has always helped children learn and succeed in their other classes. However, it can now be easier than ever before, as new tools have made learning to play easier. For example, the LK-265 keyboard from Casio has 61 full-size, touch-sensitive keys with a Key Lighting System that illuminates keys to indicate which notes to play, making learning easier. Combined with its intuitive Step-Up Lessons, kids can quickly learn to play both built-in songs, as well as favorites downloaded through a free compatible app called Chordana.

Science on your phone

The scientific process has never been so user-friendly. Check out free apps for Android and iPhone that support science education — from tools that give young scientists an opportunity to organize their hypothesis, notes and observations on self-driven scientific trials, to those that offer step-by-step directions and video demonstrations of experiments.

Math support

To not only survive today's math classes but to thrive in them, students will need the advanced features of a next-generation graphing calculator, such as Casio's fx-CG50 Prizm, which will support their education through middle school, high school and into college. With Natural Textbook Display and an intuitive icon-based menu, students will find it easy-to-use, and its brand-new 3D Graph Drawing and improved catalog function allow for greater engagement and real-life application in the classroom.

Taking it down

Notetaking, a once manual often disordered endeavor, has gotten a facelift thanks to the modern age. New desktop and mobile apps make it easier for students to organize, sort and share notes, as well as quickly reference them later when it's time to cram for that exam. Many platforms offer free basic accounts, with the option of upgrading for more features. However, doing so may come with a subscription fee, which may be worth it depending on a student's note-taking style and needs.

Keeping up with the classmates is often like keeping up with the Joneses. Having the latest educational tools can mean a better learning experience.

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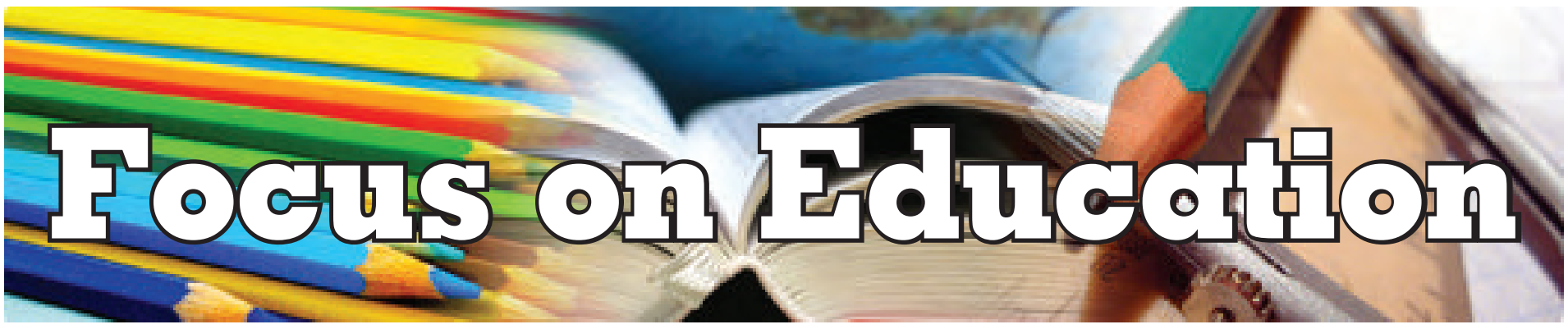
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Upper Lake - 2nd Street
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Lakeport - Howard Ave.
Clearlake - Pearl Ave.
Clearlake - Meadowbrook Dr.
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MATH, SCIENCE, ART

Fun ways to help kids enjoy math, science and art outside of school

Submitted

(StatePoint) Science, technology, engineering, arts and mathematics (STEAM) concepts are especially important for young minds. While these are among the most challenging school subjects, at home, these topics can be brought to life through play.

"Children should be encouraged to endlessly explore their creativity and be provided outlets to continuously discover through creative play," says Hiu Lee, senior VP of Horizon Group USA, a leader in the creative DIY marketplace.

Consider these items that allow children to put real-world science theories to the test while learning fun facts along the way.

Lab work

A kid's activity kit gives little scientists an opportunity to start creating. With the Project MC2 Lip Balm Lab, kids can create single- or multi-layer lip balms. This kit includes all of the ingredients required, plus kids can decorate the finished product with science-themed stickers.

Chemistry connection

Transform your kitchen into a scientific laboratory with the 40 fun and interactive experiments and simple chemical reactions found in the Discovery Extreme Chemistry Set. From creating temperature reactions to testing your taste buds, these hands-on experiments are great for parents and kids to do together. Create liquid ice, work through color-changing litmus experiments, create creepy, crawly, slimy worms and more to show children just how connected to chemistry the world around them is.

Science that glows

Illuminate your child's knowledge by combining simple chemistry with glowing power. With the Think Box Glowing Science Lab, kids can explore the basics of chemical compounds and reactions, while creating their own glow-in-the-dark toys and science experiments. The kit includes a ball mold, glow-in-the-dark power ball crystals, zinc sulfate, baking soda, citric acid, guar gum, sodium tetra borate, resealable bags, glow-in-the-dark paint, a mixing stick and a fun poster with instructions.

Bath time bubbles

Mix together compounds, add color and shimmer, and create a molded bath bomb in the shape of your choice with YOUniverse Galactic Bath Bombs. Once you have made your creations, pop them into the bath tub and watch as they fizz and bubble.

By giving kids the tools they need to explore the world around them, you can make the most of play time.

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Bhikshuni Heng Yin (legal name: Elaine Y. Yeh)
2001 Talmage Road, Ukiah, CA 95482
heng.yin@drbu.edu

EDUCATION

M.A. in Asian Studies, University of California, Berkeley, 2015

Master in Buddhist Classics, Dharma Realm Buddhist University, 2013

M.A. in Translation of Buddhist Texts, Dharma Realm Buddhist University, 1994

Entered the Ph.D. program at UT, in Computer Science, for one semester, Spring 1990

B.S. Computer Science: University of Texas at Austin, December 1989

PROFESSIONAL ACTIVITIES

Instructor, Dharma Realm Buddhist University, 2015 – present

Instructor, Sangha and Laity Training Program, 2015 – present

Translator, Editor, Secretary, Buddhist Text Translation Society
1992-present

Translator:

Flower Adornment Sutra: A Commentary by Ven. Master Hsuan Hua, Chapters Thirteen and Fourteen (2009)
Timely Teachings (2008)
Flower Adornment Sutra: A Commentary by Ven. Master Hsuan Hua, Chapter Two (2006)
Talks on Dharma by the Venerable Master Hua, Vol. 1-11 (1994-2000)
Dharma Talks in Europe Given by the Venerable Master Hua (1998)

Co-translator:

Flower Adornment Sutra: A Commentary by Ven. Master Hsuan Hua, Chapters Twenty-eight and Twenty-nine (2012)
Flower Adornment Sutra: A Commentary by Ven. Master Hsuan Hua, Chapter Ten (2008)
Flower Adornment Sutra: A Commentary by Ven. Master Hsuan Hua, Chapters Three and Four (2006)
Flower Adornment Sutra: A Commentary by Ven. Master Hsuan Hua, Chapter One, Parts Four and Five (2006)
Flower Adornment Sutra: A Commentary by Ven. Master Hsuan Hua, Chapter One, Part Three (2004)
Flower Adornment Sutra: A Commentary by Ven. Master Hsuan Hua, Chapter One, Part Two (2004)
Flower Adornment Sutra: A Commentary by Ven. Master Hsuan Hua, Chapter One, Part One (2004)

Co-editor:

Wonderful Dharma Lotus Flower Sutra, Vol. XI-XVI (1998)
Medicine Master Sutra (1997)
Shurangama Sutra, Vol. 8, "Fifty Skandha-demons" (1996)
Sutra in 42 Sections (1994)

Translator, English Editor, *Vajra Bodhi Sea Monthly Journal*, 1992 – 2011

Principal and Teacher, Instilling Goodness Elementary School, Girls Division, Ukiah, California, September 1999 – 2013

Principal and Teacher, Developing Virtue Secondary School, Girls Division, Ukiah, California, September 2000 – 2013

- taught World Religions, Ethics
- During my ten years as principal, due to the collaborative efforts of the faculty and board of education, the high school became accredited, doubled its enrollment, built a solid college prep curriculum coupled with a unique mission of Buddhist education, and maintained a 100% college acceptance rate.

Assistant Secretary, Women's Sangha Coordinating Committee, Dharma Realm Buddhist Association, 2006-present

Member, Board of Directors, Dharma Realm Buddhist Association (DRBA), 2000-present

Secretary, DRBA Board of Education, 2013 - present

Member, Master Planning & Facilities Committee, City of Ten Thousand Buddhas, 2011-present

Co-coordinator, C.A.R.E. (Compassion for Animals, Respect for the Earth) of Mendocino County, California, 2008-2011

Conferences Attended

- Parliament of the World's Religions, Salt Lake City, October 15-19, 2015. Organized and presented on three panel presentations
- American Academy of Religions Annual Meeting, November 2011, San Francisco
- Parliament of the World's Religions, Melbourne, Australia, December 3-9, 2009
- The First International Congress on Buddhist Women's Role in the Sangha, Hamburg, Germany, July 18 – 20, 2007
- Parliament of the World's Religions, Barcelona, Spain, July 7-13, 2004
- Western Buddhist Monastic Gatherings – 2006, 2008 (presenter), 2009 (presenter)

Du "John" Van Vu

Distinguished Career Professor of Computer Science
Director MS Program in Biotechnology Innovation and Computation
Carnegie Mellon University
Technical Fellow and Chief Engineer (Retired 2010) The Boeing Company
Phone: (206) 650 6709
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CONNECTIONS WITH BUDDHISM & DRBA

- Director, DRBA Board of Directors, since January 2016

- Member of Project Managing Team, Wonderful Enlightenment Buddhist Institute, 2015-2018.

- Member, DRBA Board of Education, since November 2018

- Editor and translator of fourteen books on Buddhism into Vietnamese, including the biographies of Dharma Master Xu Yun and Dharma Master Han Shan

RESEARCH AND ACADEMIC WORK

- **2010 – Current:** Director of the MS program in Biotechnology Innovation and Computation. Duties include develop new academic program, manage faculty, provide instruction and oversee research in the application of computing technology to the Biotechnology industry. Professor of Biotechnology and Computer Science. Establish research collaboration between Carnegie Mellon and Bio-science and Pharmaceuticals companies.

- **2000 – 2010:** Senior Scientist at the Institute for Software Research (ISR). Conduct benchmarking studies on software trends and global sourcing. Created and taught several executive training programs and seminars. Supported the development of Carnegie Mellon University Branch Campus at Silicon Valley. Teaching several courses at CMU Silicon Valley, and Seattle University.

- **2001 – 2010:** Co-founder of the Center for Entrepreneur and Innovation at University of Washington. Collaborate with the Bio-technology industry to develop courses and mentor several successful starts ups in the state of Washington.

- **1987 – 2006**: Visiting Scientist at the Software Engineering Institute (SEI): Participated in the development of several Capability Maturity

Models (Software, People, and Acquisition) and the IDEAL framework for process improvement.

- **1997 – 2008** Member of the Technical Advisory Board of IEEE Software.

INDUSTRY EXPERIENCE
THE BOEING COMPANY

- **Global Strategist and Sourcing Executive, Engineering, Operation & Technology (2003-2010):** Duties included leading Boeing's Globalization Program and the 21st Century Technology Plan; Create and managed IT sourcing activities with global IT suppliers. Responsible for an annual budget of over $650M.

- **Technical Fellow and Chief Engineer, Commercial Airplanes (2000-2003):**

Duties included: evaluate and implement software technologies for next-generation airplane programs (The Sonic Cruiser and 787); Developed a major technology breakthrough for airplane designs (patent pending). Managed Boeing's e-commerce to sells airplane parts to airlines. Responsible for an annual budget of over $1B.

PROFESSIONAL ACTIVITIES

- Member Institute for Electrical and Electronics Engineer (IEEE – computer society)
- Member of Industry Advisory Board IEEE Software - 2004 - 2008
- Member of Technical Advisory Board for the Software Engineering Institute
- Founder of Seattle Software Process Improvement Network (SPIN)
- Co-Founder of the Center for Entrepreneurship and Innovation at the University of Washington
- Author of 8 Computer Science and Management Textbooks

EDUCATION

- MS – Software Engineering at Carnegie Mellon University
- MS – Biology at University of Nevada
- BS – Biology at Ohio University
- BS – Computer Science at Seattle Pacific University

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EdD, Teachers' College Columbia University, New York, 2017
Emphasis in Religion and Education

M.A., Stanford University, 2006
Summa cum Laude in Education, Curriculum & Instruction
Teaching Credential in English, K-12

B.A., San Francisco State University, 2005
Magna cum Laude in English Literature

A.A., Foothill College, 2004
Honors College Summa cum Laude in Linguistics

Dissertation
Returning the Light to Shine Within:
A Buddhist Moral-Democratic *Currere* in Third Space

Experience
Dharma Realm Buddhist University, Talmage, CA
Associate Dean of Academic Affairs, 2012- Assistant Professor, 2010- Instructor, 2006-2009

Instilling Goodness Developing Virtue Schools, Talmage, CA
Principal, 2014- Teacher, 2007-

Dominican College, Ukiah, CA
Member of Advisory Committee, 2006-

Scholarship
Eighth International Conference on Religion & Spirituality in Society
[Focused Discussion] *The Intersection of Buddhist and Educational Theoretical Frameworks: Buddhist Principles as a Hermeneutical Tool in Academic Scholarship and Research*

6th World Conference on Curriculum Studies
[Presentation] *Embodied-Transformative Scholarship: Curriculum Theorizing in a Buddhist Moral-Democratic Third Space*

Education Board Meeting Minutes

February 28, 2018, Room 8 Guest House

Present: DM Liang*, DM Yin, DM Jiao*, Jin Jr, Jin Rou Shr, Dr Verhoven, Dr Akpinar, Mr. Kellerman, Mr. Gracia, Mr. Doug Power, Ms Donna Farmer (school nurse practitioner), Ms. Leonie Tan (*online)

1. A group of boys dorm students request to be able to swim at Redwood Health Club. Currently not covered under international student insurance, so tabled.
2. Day student health insurance – A day student dislocated shoulder and needs MRI etc but has no insurance and parents cannot afford it. Donna says it's important for him to get treatment. And it is the law for students to have insurance. Boys school needs to send health information to Donna. From the standpoint of concern for students, should require parents to get health insurance.

MOTION: Make it a school policy that: Every child show proof of insurance as a condition of enrollment. If that coverage lapses, they must inform the school immediately. (effective now) Motion made by Dr Verhoeven, seconded Jin Jr Shr (unanimously approved)

Administration will inform day students and come back to Ed Board if any families cannot get insurance. Donna recommends that student with dislocated shoulder not be allowed to participate in school activities without orthopedic doctor's approval. Otherwise DRBA is liable. Ed Board fully supports this. Mr. Gracia can require family to get clearance from Donna.

3. Leonie reports on insurance coverage for accident in which a student fell off truck. Insurance company raised individual student rates by $200 due to several accidents last year.

4. See WASC Midterm Review powerpoint by Jin Jr Shr.

EB meeting Nov 28, 2018 5:30-7:00 pm

Present: DMs Shun, Jin Yan, Heng Liang, Heng Yin, Heng Jiao, Jin Jr, Jin Rou, Marty, Doug, Mr. Gracia, Prof Vu, Leonie

1. Short term needs - facilities

Boys School Odyssey classrooms – B&G will install heat over winter break

Girls Dorm heat – B&G fixing now.

Soccer field – TM doesn't want have soccer field next to them. (or track)

That area cannot be graded or irrigated as a proper soccer field.

Boys school can look at other areas and give proposal to MPFC.

For now - Just need to remove rocks and/or cover with dirt. (B&G has budget for that)

Rocks are from old topsoil. WEBI soil is rockfree, ask if it is available.

Communicate so boys understand why this soccer field cannot be graded.

2. Science Lab proposal – modular classrooms

AP Bio/Chem/Env Sci/Physics – 3 classrooms,

This is in response to feedback from alumni to have better equipped science classrooms.

Required for AP and regular bio/chem. In last 3-6 years schools have bought materials for demo and small scale labs, not real labs due to space restriction and lack of vent.

Many classes are 8-15 students, current lab size comfortably and safely accommodates 6-8.

One of the main areas pointed out by WASC in 2007.

Possible locations: art center/cannery, Randy Peterson thought having an existing structure is better; prefab lab in the current scrap metal storage area

Total $2.5M - maybe phase II

Phase I – spend on equipment and equip a larger classroom space in girls school.

Some classes are crammed. Teachers cannot do collaborative work; use one of IITBT large rooms $150-250K

Boys division could develop in new DRBU library later?

Girls division – larger Bio and Chem labs needed

Boys division - size is not an issue

Jin Yan Shi – cannery is nice location for lab for both schools.

Any time pressure from WASC? As long as we make steady progress, we should be OK.

Our last WASC action plan included development in science facilities.

At this point this may serve; but should find facility that serves both divisions – 10 year vision.

Could include DRBU, too, although it has a different science model.

Prof. Vu: Science lab should be part of longterm plan to completely renovate classrooms, include computer lab, science labs. 10 year plan

DM Shun – immediate needs – insulate/replace windows in existing building and library building, replace wood stove heaters – not practical/polluting; maybe change over to central heating; roof leaks; same renovations needed in dorm. Daoyuan Hall needs renovation.

MOTION: To form the School Facilities Subcommittee– members: Reed Smith, Juan Gracia, John Vu, Leonie Tan, DM Dzu, Nakula (?), Randy Peterson (?)

3. Student – boy Ylias Zajac in our school for several years, homeschooled 5th grade, enrolled again 8th grade, knew he might be a behavior problem but gave him a chance. Behavior contract, 4-5 teachers complained. Senior students bought a $250 GoPro camera for another senior, who left it in the classroom. Camera was found in Ylias' backpack; he showed no remorse. Has many absences. Boys Division Committee voted not to accept him formally since he did not pass probation.

   EB votes to support Boys Division decision. Marty, Prof Vu

4. DVBS Propriety Program – DM Shun

Modification – teacher first talks to student to try to resolve; then if not resolved, goes to Discipline Coordinator who hears both sides using restorative practice; only if it's serious do demerits come in.

5. Some discussion on five year plan – need to raise tuition, manage staffing, and work on development, ask Prof Vu for advice and get alumni involved.

Instilling Goodness Elementary &
Developing Virtue Secondary Schools

Propriety Program

Boys Division 7-12 Grade Supplement to Parent/Student Handbook Dec 13, 2018

Introduction

We want to be a school that promotes virtue and good character above all else with the hope that students can become role models of goodness who benefit society. Ideally these virtues come from within from students that truly want to be here and believe in the values of this school. To this end, we want to consistently and predictably address inappropriate behavior and reinforce exemplary conduct by empowering students, teachers and parents through a compassionate and transparent process.

Outcomes:

- A safer, more caring environment.
- A more effective teaching and learning environment.
- A greater commitment by everyone to taking the time to listen to one another.
- Greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people.
- Exemplars of good character who benefit society.

This document comes in two parts:

1. Addressing inappropriate behavior: We are combining Restorative Practices (RP) with a disciplinary referral system. Our preference as a school is to restore relationships through learning how to self-manage behavior and choose positive solutions to challenging situations. We also value the need to have a clearly defined and communicated discipline continuum with understood consequences.
2. Rewarding exemplary behavior: We have an Excellence Referral program to recognize students who have made an amazing contribution to the school.

This program is part of our broader character education program—which ultimately should make this program unnecessary.

Incorporating Restorative Practices

The benefit of Restorative Practices (RP) is that those participating in this program learn about strengthening relationships and developing a safer and more caring environment. It fosters connectedness between teachers, students and parents. It is a process that effectively corrects behavior, improve communication, and reduce conflicts.

The school's goals regarding character education and community are reflected in the core beliefs of Restorative Practices. These practices encourage personal responsibility, trust, cooperation, skill building, and allows all members of our community to feel valued and heard.

Shift From Punitive to Restorative
What is fundamental about restorative justice (practices) is a shift away from thinking about rules being broken, who broke the rule, and how we punish the people who broke the rules. The shift is to figuring out who was harmed, who did the harming that caused the disagreement, dispute or conflict. Then, how do we repair the harm, address the conflict, meet the needs, so that relationships and community can be repaired and restored.

Learning about Restorative Practices allows people to mature and develop empathy through understanding the consequences of their actions.

The school believes that the vast majority of cases of inappropriate behavior can be addressed through restorative practices should always be the first step in addressing student behavior.

Learn more from the SF Unified School District Restorative Practices program
or at the International Institute of Restorative Practices.

Affective Statements & Questions, Informal Conferences

The following methods can be used by anyone:

- Teacher → Student
- Student → Student
- Student → Teacher

In the future, we'd like to see the development of a student led peer jury system.

The Restorative Approach: Affective Statements
Use affective statements to teach empathy:

"I feel frustrated when you berate me in front of the class because I worked hard on the assignment."
"I am impressed with your answer to this assignment."
"I am disappointed that you turned in this paper late because you are always so good at turning assignment on time."
"I'm concerned that you've been skipping lunch duty because we need everyone to pitch in."

The Restorative Approach: Affective Questions
Use affective questions for reflection & repair

To respond to challenging behavior:

- What happened?
- What were you thinking at that time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

To help those harmed by others actions:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

See Appendix A for more details.

Inappropriate Behavior

Provide a predictable and consistent way to address inappropriate behavior.

Disciplinary Referral Procedure

1. When minor inappropriate behavior is observed, teachers should address it in a calm manner with restorative practices.
2. For other behavior, submit a disciplinary referral.
3. In general, teachers should not be deciding consequences (in restorative practices, the consequences are proposed by those causing harm and decided by those who were affected by the action).
4. Faculty giving and students receiving a disciplinary referral should report to the school administration at the appointed time. It's important for any faculty members involved in a referral to appear with the student so a conversation about their relationship can be facilitated.

5. A school administrator will facilitate the conversation via restorative conferencing to:
    a. Before the restorative conference, all participants in the conference are prepared for the conference by having a chance to know exactly what questions will be asked.
    b. Give everyone an opportunity to explain what happened,
    c. Hear who was affected and what harm was caused (this often can include the school administration because often times school community is affected as well)
    d. Have the group collaboratively come up with agreed upon way(s) to repair the harm.
    e. If necessary, create a contract of the agreements that everyone signs.
    f. Document the incident & outcomes,
    g. and communicate with parents.
6. It's ideal that restorative conferencing can handle most issues. But when necessary, demerits may be given based on the guidelines below.

At a Restorative Conference, the whole character and underlying intentions of each party should be considered. Restorative consequences should be valued above punitive ones. Examples:

- Intentions matter. It's understandable that those with good intentions can make mistakes.
- A student that truly acknowledges the issue and comes up with a logical consequence to make amends should not be given demerits.
- The same inappropriate behavior done by an outstanding student vs a student with a history of issues may result in different outcomes.
- An inappropriate behavior done by someone may have a root cause that is very understandable and need to be addressed in a unique way that doesn't demand punitive measures.
- An inappropriate behavior done for the first time may deserve more forgiveness than repeated incidents.

Inappropriate Behaviors

Types of inappropriate behaviors

The goal of this table is to provide a consistent classification and treatment of inappropriate behaviors. These are guidelines that warrant reflection for each incident.

Minor	Moderate	Major	Extreme	Unacceptable
Understandable, needs to be addressed	Clear violations		Immediate suspension	Possible immediate expulsion
Teasing Non-compliance Inappropriate school uniform Food left over Being late Inappropriate classroom behavior In unsupervised location on campus or school function Bringing external food Play fighting .. and like behavior.	Chronic minor behavior Skipping duties, class, ceremony Disrespectful to others Disrespectful to teachers Disrespectful to school property .. and like behavior.	Chronic middle behavior Unapproved electronics or network access Fighting Bullying Stealing Vandalism Consuming or bringing inappropriate content Lying Avoiding school supervision .. and like behavior.	Chronic major behavior Communication with IGDVS student of opposite sex Cheating/ plagiarism Extreme Major or Moderate behavior .. and like behavior.	Intoxicants Sexual misconduct Unapproved travel to female only area of campus Weapons .. and like behavior.

It's important that the principles behind these rules are understood: If the "Why?" is unclear, misunderstands will arise. For more detail, see APPENDIX B.

Demerits

Demerits allow for students, parents and teachers to see where the student stands in the discipline continuum. It provides a consistent and predictable way for teachers and students to address issues.

Different inappropriate behaviors result in different demerits:

Minor	Middle	Major	Extreme	Unacceptable
0 demerits + restorative practices*	Up to 3 demerits + restorative practices*	Up to 5 demerits + restorative practices*	Up to 15 demerits + restorative practices*	Up to 25 demerits + restorative practices*

* consequences determined through restorative practices

Every year, students are allowed up to 15 demerits. Demerits are confidential between the school, parents and the school administration.

Demerits do not carry over year to year. But the potential for a inappropriate behavior to be considered chronic does. So if it a student violates rules consistently across school years, then more severe consequences should be given.

It is possible to get multiple demerits per disciplinary referral. For example if a student is found disrespecting school property and is abusive to the teacher, that may warrant 8 demerits.

Consequences Based on Disciplinary Referrals and Demerits

The following outlines the process when a referral is received based on a student's demerit score:

- For all inappropriate behaviors, teachers should attempt restorative justice before submitting a disciplinary referral.
- For each referral with a Middle inappropriate behavior or above, students may be asked to write a one-page essay of self reflection (see below for details). The student may also be asked to meet with a school administrator to discuss the matter.
- When 5, 10, 15, 20, 25 demerits are reached, a letter explaining our program and where the student stands will should be sent to the parents.
- At 10 demerits, the administrator must convene a parent teacher conference. Student may lose extracurricular activities.
- At 15 demerits, the student is automatically suspended for a day.
- At 20 demerits, the student is automatically suspended again.
- At 25 demerits, the student should be strongly considered for expulsion.
- If a student accrues 40 or more demerits over his high school career, expulsion should be considered.

Table 2: Demerits & Consequences

25 demerits	Potential expulsion, Restorative Conference w/ parents, Letter to parents.
20 demerits	Suspension, Restorative Conference w/ Parents, Letter to parents,
15 demerits	Suspension, Restorative Conference, Letter to parents, Loss of extracurriculars
10 demerits	Restorative Conference w/ Parents, Letter to parents
5 demerits	Restorative Conference, Letter to parents

Every key decision should include consideration of the positive things the student has done for the school and the intentions behind his actions.

Every referral with a Middle misbehavior or above requires student to write a 1-page handwritten, signed self-reflection letter and possibly meet with school administrator

One-Page Self Reflection Letter

The goal of letter is to encourage students to spend time understanding the impact of their behavior. For Middle inappropriate behaviors and above, a student must write a one-page handwritten letter. It's due the next school day. It should contain a description of the events that occured, how they impacted others and how the student plans to restore relationships and move forward. This must be signed by the student.

The one-page letter should be reviewed and used to understand if the student is going to make positive changes in his life. If not satisfactory, the letter should be rewritten by the student.

Appeal

Students & parents may appeal disciplinary consequences as they see fit with the school administration. This must be done within a week upon receiving notification.

Excellence Referrals

In general we believe virtue is its own reward. But to set a positive example for others and reinforce good behavior, we want to call out and document exemplary behavior only. Minor or middle positive behavior can be complimented verbally or via other means.

Receiving an Excellence Referral

Excellence referrals are given by school faculty members to students for going above and beyond to help others, the school, the faculty and community.

Students can nominate each other for an excellence referral. Just inform a member of the school Administrative committee.

Types of exemplary behavior

- Teaching others how to be good
- Showing restraint under pressure
- Tutoring students for an extended period
- Completing a public service project
- Leading a major positive change in the community.
- Not receiving any demerits for an entire school year.
- Other like accomplishments

Use of Excellence Referrals

Excellence referrals should be taken into strong consideration when considering severe punitive measures. Not necessarily to counteract any consequences for negative behavior but to remember the whole student.

Excellence Referrals should be included in transcripts.

Updates

As this program evolves, updates will be posted in the school.

APPENDIX A: Restorative Practices Continuum

Affective Statement Structure

"I feel/am ___(emotion)___ when/that you ___(behavior)___

OR

"I feel/am ___(emotion)___ when/that you ___(behavior)___ because ___(reason)___."

Restorative Justice Discussion Flow

1. Remain calm and speak in a respectful tone.
2. For each person, ask him to explain what happened from his perspective.
3. Ask why he acted that way. Try to find the underlying reason.
4. Ask if he has done this before, on purpose, by accident, etc. "Has this happened before? And what were the circumstances?"
5. Help him understand why the behavior is was not appropriate, how it benefits him and others to behave better.
6. If the issue warrants, ask him to explain if his actions affect his relationships with others.
7. Allow the him that was harmed to understand the full impact of his actions.
8. Assess if he now feels the need to improve himself (this is critical). "How do you feel about this? What would you do differently?"
9. Ask him what he would like to do to restore the relationships harmed and move forward. "What do you think you can do to make this right?"
10. Help him decide what should be the logical consequences for his actions.
11. Gain consensus with all parties affected. Follow up as needed.

For more info, see a sample scenario.

More details here:
https://www.ocde.us/HealthyMinds/Documents/RP_Continuum_Packet_FINAL.pdf

Formal restorative conferencing scripts

Recommended ways on how to conduct a formal meeting between students, parents, teachers are here: https://www.iirp.edu/eforum-archive/restorative-conference-facilitator-script. These methods allow for a safe environment to effectively address problem behavior.

APPENDIX B: Rules

The following rules apply on campus or at any school related function (e.g., class, club, field trip, ceremony, or event). It's important to understand the principles behind the rules over the details. Students should remember that the school and Residence Hall are within a Buddhist monastery.All students should follow the 6 guiding principles and 8 core virtues. Day students should remember that when they interact with Residence Hall students, they should honor the standard of their living by following the same rules. All students should remember how their actions may harm the special environment many students come to the school for.

Teasing
While it's fine to joke around. When the recipient starts to feel uncomfortable that's when it has gone too far.

Non-compliance
We believe that students need to listen to and follow the instructions of faculty members.

Inappropriate school uniform
We believe that a school uniform helps maintain a simple and non-distracting school experience free of fashion trends or the need to impress others. Black shoes, navy blue slacks or cords (not jeans), plain white dress shirts (not T-shirts), navy blue ties, solid navy blue sweaters and jackets (no logos or patterns). All clothing must be appropriate in size, and all pants must be hemmed and fit at the waist. No long hair, unless for specifically religious purposes. No jewelry (other than a watch or religious pendants). Neat appearance – clean clothes and body, shirt tails in, shoes shined.

Students must arrive in the morning in proper attire and have a clean personal appearance. Those who do not wear the proper clothing may be sent home.

See Parent/Teacher handbook for more details.

Food left over
We believe in cherishing your resources. Avoid wasting food and the effort by our volunteer kitchen staff. You are welcome to take what food you need but should eat what you take.

Being late
We believe it's important for students to follow their schedule so they can maximize their learning. Students should make every effort to be on time or bring a good reason why he is late.

Inappropriate classroom behavior
We believe students should be able to learn in a harmonious environment. It's important to be respectful and kind in class.

Avoiding school supervision
The law requires students to be supervised. Students must remain under faculty supervision at all times. Students cannot leave the school campus, function or be in a place without faculty supervision or permission.

Bringing external food or drink
It is our goal to build a healthy meal plan for students based on a lacto-vegetarian diet to reduce harming of life. Bringing food without permission can distract other students or violate the rules of the City of Ten Thousand Buddhas.

Skipping duties, class, ceremony
We believe students should fulfill their obligations as a student. If students start skipping, it creates an environment where students feel less motivated and are encouraged to skip as well.

Disrespectful to others
We believe people should respect each other. Name calling, insensitive slurs, yelling, being confrontational, ignoring, and like behavior creates a poor environment in the school. The impact can be reduced self esteem, feeling helpless, etc. Older students should pay extra attention on how they talk in front of younger students since this last group sees the older boys as role models.

Disrespectful to teachers
We know teachers are not perfect. But there is a process to address any concerns you have: either by talking to them calmly or speaking with their supervisor. Avoid rude behavior towards teachers.

Disrespectful to school property
We believe in cherishing our resources. Many items in our school are donations from people devoted to supporting our school . The school property includes not only the main physical building but also sports equipment and facilities, dining facilities and any building in CTTB that the school might be using or sharing with the rest of the CTTB community. Accidents do occur but misuse of school property or behaving inappropriately in a school space shows a lack of respect towards the school and its donors.

Unapproved electronics, unapproved network access
We believe that electronics can be a powerful tool for good or bad. It's important to avoid the addictive nature and dangers of such devices when young.

As a general rule, students must use the computers and electronic devices provided by the school. Students are expected to use computers, electronic devices and the Internet responsibly and for school-related purposes only. Students should not bring their own electronic devices. If they do, they will leave them at the school office before 8 a.m. and pick them up after school.

If there is a school function on or off campus (e.g., after school hours, class, club, field trip, ceremony, event), students are not allowed to use their electronic devices and must leave them turned off in their bag (not on their person). They may also check them in with a supervisor.

Devices that only work as cameras are allowed to be used for approved purposes such as documenting a school event.

Students may not connect personal devices to the campus wifi/internet network without approval from the school. Students may not bypass the network content filters. Students can access the Internet ONLY through the school network with devices approved specifically for the student. Every student who attends the school will need to sign the Student Internet Access Agreement (see Appendix V of Parent Teacher Handbook). This agreement is not optional but a requirement to attend the school.

Fighting
We believe students should learn to control their tempers and be in a safe environment. The physical nature of a fight could include but is not limited to hitting, punching, slapping, poking, grabbing, pulling, tripping, kicking, and pinching. Fighting can be an attempt to start a fight as well.

Bullying
Bullying may consist of physical violence, such as punching, shoving and hitting; or verbal assaults, such as spreading gossip about a classmate, mean spirited broadcasts or communication (cyber-bullying, paper), calling the classmate names, teasing the classmate or excluding.

Stealing
Stealing is taking what is not given to you.

Vandalism
We believe in respecting others property. Any action involving deliberate destruction of or damage to public or private property of others is prohibited.

Consuming or bringing inappropriate content
We believe in respecting the values of the monastery. Improper magazines, books, photographs,

music, video games are prohibited. Examples include movies, comics with sexual content, music. Any material deemed inappropriate will be confiscated.

Lying

We believe students should be trustworthy and live up to their words. Our actions should be sincere and respectful, and we should not cause others to lose faith in us.

Communication with IGDVS student of opposite sex

During these formative years, this environment allows students to concentrate on their studies and develop strong moral characters. Students should wait until they have graduated from high school before establishing romantic relationships. To attend Instilling Goodness and Developing Virtue Schools, students must agree to refrain from such relationships while they are students at this school. We realize that this is a unique policy. However, we feel that it is important to protect those students who have chosen to come here in order to study in an environment free of these distractions, and to show respect for ourselves, for others, and for the monastic community within which the schools are located.

Thus, students are prohibited with communicating with IGDVS students of the opposite sex to avoid distractions. Family communication is allowed so long as it does not enable inappropriate communication. There may be instances when the school has approved supervised joint activities where minimal public communication is allowed.

Cheating / plagiarism

We believe integrity of academic work allows a student to truly learn. The practice of obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means.

Intoxicants

We believe respecting one's own body allows students to be successful. Consuming, selling, creating, delivering, storing any type of intoxicants such as alcohol, illicit drugs, cigarettes are prohibited.

Sexual misconduct

We believe students should avoid sexual and/or romantic relationships while in high school so they can focus on developing a firm foundation as moral leaders. Any type of attempt or commiting of sexual activity by a student on campus or at a school function, is prohibited.

Unapproved travel to female only area of campus

Since the monastery is home to monks and nuns who have taken vows of celibacy, as students we need to be respectful and mindful of their lifestyle; hence, men and women are separated. Be mindful of the areas designated for men and women.

Weapons

We believe in not fighting or killing. It is a violation of state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities. Dangerous weapons include but are not limited to firearms, slung shots, sand clubs, metal knuckles, daggers, dirks, spring blade knives, nun-chu-ka sticks, throwing stars, air guns, stun guns, and devices intended to injure a person by an electric shock.

Chronic Inappropriate Behavior

Chronic Minors: Minor behaviors that occur more than 3 times a month.
Chronic Middles: Minor behaviors that occur more than 3 times a 6 months.
Chronic Majors: Minor behaviors that occur more than 3 times every 12 months.

Extreme Major or Moderate behavior

Any type of inappropriate behavior that is done to the extreme may warrant a stronger outcome. This is at the discretion for the administration to decide but in general, the behavior should be considered extreme. For example, stealing a $250 item would be considered extreme since the Major inappropriate behavior of stealing is more intended for less valuable items.

Like Behavior

Every type of inappropriate behavior is not listed. Unlisted inappropriate behavior will be categorized appropriately as they come up.



DEVELOPING VIRTUE SECONDARY SCHOOL
MID-YEAR REVIEW
February 16, 2018



Goal 1: The school will develop formal procedures to address the school's Action Plan

- Collect, analyze and communicate student profile data and use it to evaluate admissions and guide local recruitment
  *Summary PSAT Scores
- Establish teacher and volunteer instructor evaluation process
  * Teacher Evaluations Progress Update



STUDENT ENROLLMENT
2018

GIRLS DIVISION: 100
Caucasian : 32
Asian: 60
Hispanic: 5
Others: 1
African American: 2
International: 28 (Malaysia, China, Canada, Vietnam, Singapore, Taiwan/Japan)

BOYS DIVISION: 96
Caucasian: 34
Asian: 52
Hispanic: 1
Native American:1
African American: 1
Pacific Islander: 1
Others: 6
International: 23 (Malaysia, China, Canada, Mexico, Singapore, France)



Jul 1, 2017 – Feb 18, 2018
Annual Expense Budget

Total Expenditures: $
Annual Expense Budget: $

SEE SPREADSHEET



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

Library Progress Report

- **Furniture updates**
- **Catalog and acquisitions**



Science Laboratory Improvement Report

Physics Lab
PASCO Ballistic Pendulum
Electric Ring Thrower
Diverse equipment for the study of Newton's laws

Chem & Bio Lab
chemicals and cultures
glassware and lab equipment
chemistry kit: Lewis structures and molecular geometry



Technology Improvement Report



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

Develop assessment to gauge students'ESLR achievement
❖Progress report byDM Shun

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

❖Report by divisions
❖Feedback on tutoring survey



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

Teacher CollaborationDevelopment

❖ELA PLC, Science PLC, Math PLC,& Ethics PLC

To organize discussion forums on school's core virtues, spirituality, and multi-cultural topics.

To offer teacher professional development based on individual needs

❖*CCSS*



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

Provide career guidance training for counselors and core teachers



Goal 8: Increase student involvement in community service

Increase opportunities for student community service learning.



Goal 9: Create a Development Plan

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



DEVELOPING VIRTUE SECONDARY SCHOOL
FINAL REVIEW
May 19, 2017

Goal 2: The school leadership will develop and implement a program for:

- Recruiting, mentoring, supporting, and retaining volunteers;



•Establish teacher and volunteer support, mentoring, and evaluation process

*Teacher Evaluation—Once in two years
*New Teacher Mentor/Support/Evaluation: Mr. Reed Smith & Ms. Vivian Power



Technology Report – Boy & Girls Division

***Purchase**
***Survey of teacher needs**



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

Develop a system to monitor and evaluate students struggling with academic content and/or language so as to promote academic success
❖Report by divisions
❖Feedback on tutoring survey



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

Teacher Collaboration Development
❖Ethics PLC

To organize discussion forums on school's core virtues, spirituality, and multi-cultural topics.
❖ Merton's Spirituality Forum

To offer teacher professional development based on individual needs.
❖*CCSS ELA*
❖*CSSS Math*
❖ *NGSS training*
❖*National Board Certification*
❖*MCOE—Beginning Teachers & Volunteer Teacher Workshop*



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

Student Services, Activities, & Opportunities

www.igdvs.org

Goal 8: Increase student involvement in community service

Increase opportunities for student community service learning.

www.igdvs.org

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EDUCATION

Humboldt State University, Arcata, California — June 1967
BA, Psychology
Humboldt State University, Arcata, California — June 1970
MA, Psychology

CREDENTIALS

Pupil Personnel Services Counseling Credential, HSU (Valid for Life) — June 1970
Standard Elementary Teaching Credential, HSU (Valid for Life) — June 1970
California Community College, **Instructor Credential** (Valid for Life) — Dec. 1977
California Community College, **Limited Service Credential** (Valid for Life) — Dec. 1977
(Subject Matter Area: **Health and Physical Care Services & Related Technologies)**
California Community College**, Counseling Credential** (Valid for Life) — Sept. 1984
California Community College, **Supervisor Credential** (Valid for Life) — Sept. 1989
College Board, CEU .60, **Advanced Placement Course, Psychology** — Feb. 2014

TEACHING EXPERIENCE

Elementary Teacher (FT), Second Grade-Bloomfield Elementary, Arcata, CA — 1971-1973
College Instructor (PT), Expectant Parent Education-Butte Community College — 1978-1982
College Instructor (PT), Cooperative Education-Mendocino College, CA — 1984-1986
College Instructor (PT), Study Skills Intercollegiate Success, Master Student, Career/Life Planning, Student Success, Test Anxiety/Test Taking, Orientation To College, Effective Communication, Assertive Communication, Self-Appraisal, College Survival Skills, Introduction to Psychology-Mendocino College — 1984-2013
School High School, Elementary Teacher (PT), Career Exploration, Study Skills/Test Taking-Test Anxiety, Leadership, Gardening-IGDV — 2013-2019

COUNSELING EXPERIENCE

Middle School Counselor (FT), Willows Intermediate School, Willows. CA — 1974-1978
College Counselor (PT), Butte Community College, Oroville, CA — 1980-1982
College Counselor (PT 1984-1986 & 2013-2016, FT 1986-2013), Mendocino College, Ukiah, Ukiah, CA — 1984-2016
High School, Elementary School Counselor (PT), IGDV, Ukiah, CA — 2013-2019
Career & Disability Services Counselor (PT) DRBU, Ukiah CA — 2018-2019

FACILITATED WORKSHOPS, TRAININGS AND PRESENTATIONS

(Private organizations, community agencies, businesses, & educational settings)

Topics:

- Sexual Harassment

- Time Management
- Classroom Management
- Mandatory Reporting
- FERPA
- Bullying
- Communication Skills in the Workplace
- Anxiety and Stress
- Goal Setting
- Career Life Planning
- Study Skills (college, high school, & elementary school students)
- Building Self-Esteem
- Managing Your Behavior
- Becoming a Master Student
- Career Connection Panels
- Career Exploration
- Stimulating Infant Environments
- Resume` Writing
- Interviewing Techniques & Coaching
- Decision Making/Problem Solving
- Choosing A Major

PROFESSIONAL DEVELOPMENT
Trainings/Conferences

- Restorative Practices Workshops (DRBU)
- TOOLBOX training (building resilience, self-master, & empathy for others for grades K-6 Students)
- Psychological First Aid (PFA) training, National Child Traumatic Stress Network, National Center for PTSD (attending two different trainings).
- Conflict Resolution for Middle & High School Students Workshop.
- Expanding Horizons: An Appreciative Approach to Career Development (two trainings)
- Becoming a Master Student Training
- Art Therapy (Two weekends)
- KUDER Career Planning System Training
- CTE Symposium
- Foundation Skills Symposium
- AP Training for High School Psychology
- Transfer Center Training Workshop

Classes Attended

- Negotiation & Mediation Skills Training Seminar (eight weeks, Mendocino Dispute Resolution Services)
- Interactive Brief Therapy (Sonoma State University)
- Career Exploration (Chico State University, class for training counselors)
- Indian Cultures (SOC 241, Mendocino College, three units)
- Mexican American Culture (SOC 235, Mendocino College, 3 units)
- Spanish 100 & 101 (Mendocino College, 2 units each)
- Online Teaching & Learning (eight online, one unit classes, Cerro Cosa College)

- Drugs and the Athlete (University of the Pacific, 3 units)
- Parent Effectiveness Training Class (Chico State University, 3 units)

Supervisory, Director, and other Positions

- Outreach & Recruitment Coordinator (2018 - Current)
- Director of the Career & Transfer Center (supervised Center Specialist, Clerical workers, Student workers & Ambassadors, managed Career & Transfer Budget and Annual Reports (5 years).
- Served on the Chancellor's Office Committee for Career development as Region I Coordinator (4 years)
- Online Advisor (5 years)
- Transfer Center Director's Association & Region II Committee Member (5 years)
- Developed & Implemented the following programs
    - Career Connections Panels
    - Ambassador Program
    - Kuder Career Planning System
    - University Fast Track Program (incoming freshmen)
    - Super Saturday Breakout Sessions
    - High School Outreach Program
    - Coordinated Region l Career Connection Workshops
    - Nursing Students Mock Interview Panel

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WORKING EXPERIENCE

Teacher, Developing Virtue Secondary School, Ukiah, CA	01/2015 – present
Research scientist, MicroSurfaces, Inc., Englewood, NJ	11/2005 – 12/2014
Research assistant, University of Minnesota, Twin Cities, MN	9/2004 – 11/2005
Teaching assistant, University of Minnesota, Twin Cities, MN	9/2002 – 8/2004
Teaching assistant, University of Minnesota, Duluth, MN	9/2000 – 8/2002

EDUCATION

Ph.D. Candidate in Organic Chemistry, University of Minnesota. Twin Cities, MN 9/2002 – 11/2005
Projects: 1. Towards the Total Synthesis of (+)-Peloruside A: C(13)-C(19) Fragment
2. Synthesis of Zirconia Chiral Stationary Phase (CSP) for HPLC

M. S. Degree in Organic Chemistry, University of Minnesota. Duluth, MN 9/2000 – 8/2002
Thesis: Use of O, C-Polyanions in the Synthesis of Naturally-Occurring Lactones

B. S. Degree in Polymer Chemistry, Lanzhou University, Lanzhou, Gansu, China 9/1995 – 7/1999

SKILLS AND ACCOMPLISHMENTS

- **At Developing Virtue Secondary School**
  Courses taught: algebra I, geometry, algebra II, physical sciences, chemistry
  Tutoring coordinator

- **At MicroSurfaces, Inc.**
  Nine years of experiences as a main scientist at MicroSurfaces, a biotechnology company
  Multitasked on research, development and production of surface coating technologies
  Polymer and nanomaterial synthesis, small organic molecule synthesis, glycan-lipid conjugation
  Functionalized surface coating on various standard and customized substrates
  Surface and molecules characterization, analysis and QC using XPS, SPR, MALDI, ESI-MS, NMR, FTIR, MPLC, GC-MS
  Protein staining techniques and examinations using fluorescence microscope
  Collaborations with universities on protein, lipid, nanomaterial and other surface related projects
  Communicating with customers on product orders and providing technical support
  Training and overseeing new peer scientists
  Lab and product data documentation, inventory, experimental protocol writing, customer log

Lab management, operation, chemical and lab supplies purchasing and inventory, safety maintenance and hazardous waste processing

- **At University of Minnesota**

1. Towards the Total Synthesis of (+)-Peloruside A: C(13)-C(19) Fragment

   Completed the synthesis of C(13)-C(19) fragment of (+)-peloruside A
   Developed a relay ring-closing olefin metathesis strategy for macrocyclization

2. Synthesis of Zirconia Chiral Stationary Phase (CSP) for HPLC

   Synthesized the α-Burke 2 chiral selector

3. Use of O, C-Polyanions in the Synthesis of Naturally-Occurring Lactones (M.S. thesis)

   Developed a strategy of *in situ* generation of O, C-polyanions for naturally-occurring α, β-unsaturated lactones synthesis

PUBLICATIONS AND PATENTS

1. “Membrane Environment Can Enhance the Interaction of Glycan Binding Protein to Cell Surface Glycan Receptors,” Shen, L.; Wang, Y.; Lin, C.- I.; Liu, H.-W. ; Guo, A.; Zhu, X.-Y. *ACS Chem. Biol.* **2014**, *9*, 1877-1884.
2. “Two Dimensional Nanoarrays of Individual Protein Molecules,” Shen, L.; Garland, A.; Wang, Y.; Li, Z.; Bielawski, C. W.; Guo, A.; Zhu, X. Y. *Small*, **2012**, *8 (20)*, 3169-3174.
3. “Total Synthesis of Peloruside A through Kinetic Lactonization and Relay Ring-Closing Metathesis Cyclization Reactions,” Hoye, T. R.; Jeon, J.; Kopel, L.; Ryba, T. D.; Tennakoon, M. A.; Wang, Y. *Angew. Chem. International Ed.* **2010**, *49*, 6151-6155.
4. “Quantitative Glycomics from Fluidic Glycan Microarrays,” Zhu, X. Y.; Holtz, B.; Wang, Y.; Wang, L. X.; Orndorff, P. E.; Guo, A. *J. Am. Chem. Soc.*, **2009**, *131 (38)*, 13646–13650.
5. “Fluidic and Air-Stable Supported Lipid Bilayer and Cell-Mimicking Microarrays,” Deng, Y.; Wang, Y.; Holtz, B.; Li, J.; Traaseth, N.; Veglia, G.; Stottrup, B. J.; Elde, R.; Pei, D.; Guo, A.; Zhu, X. Y. *J. Am. Chem. Soc.*, **2008,** *130 (19)*, 6267–6271.
6. “Air-Stable Supported Lipid Bilayer Membranes,” **2008**, Patent No. WO/2008/118688.
7. “Denaturing and Refolding of Protein Molecules on Surfaces,” Holtz, B.; Wang, Y.; Zhu, X. Y.; Guo, A. Proteomics, **2007**, *7 (11)*, 1771-1774.

Cheng Guan Koay

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Ukiah, CA 95482
Home Telephone: 707-234-3291
Emails: cgkoay@uwalumni.com

EDUCATION

June 2002-Aug. 2005	Ph.D. in Physics, University of Wisconsin-Madison
Aug. 1998-May 2002	B.A. in Mathematics, Berea College

EMPLOYMENT

Oct. 2014 - Aug. 2016	Senior Image Data Analyst, National Intrepid Center of Excellence (NICoE), Walter Reed National Military Medical Center
Aug. 2010 - Sept. 2014	Assistant Scientist, Department of Medical Physics, UW-Madison
Sept. 2005 - Aug. 2010	IRTA Fellow, NICHD, National Institutes of Health Postdoctoral advisors: Drs. Peter J. Basser and Carlo Pierpaoli

ADJUNCT, VISITING AND OTHER POSITIONS

Aug. 2016 - Present	Volunteer Teacher, Instilling Goodness Elementary and Developing Virtue Secondary Boys School, Ukiah, CA
Nov 2014-Nov 2016	Special Volunteer, NICHD, National Institutes of Health, US
May 2014	Visiting Scientist, Boğaziçi Üniversitesi, Turkey
Nov. 2012	Visiting Scientist, NICHD, National Institutes of Health, US
Dec. 2011	Visiting Scientist, NICHD, National Institutes of Health, US
Mar. 2011	Visiting Scientist, CNRM, Uniformed Services University of the Health Sciences, US
2010 - 2011	Adjunct Scientist, NICHD, National Institutes of Health, US
Nov. 2009 - Dec. 2009	Visiting Scientist, INRIA Sophia Antipolis, France
Oct. 2009	Visiting Scientist, Université de Sherbrooke, Canada

AWARDS, FELLOWSHIPS AND HONORS

2017	*Magnetic Resonance in Medicine* Distinguished Reviewer Award
2016	*Magnetic Resonance in Medicine* Distinguished Reviewer Award
2015	*Magnetic Resonance in Medicine* Distinguished Reviewer Award
2014	One article in the *Top 25 Most Cited Articles* from Journal of Magnetic Resonance between 2009 and 2014 (JMR 2009; 197: 108-119)
2014	*Magnetic Resonance in Medicine* Distinguished Reviewer Award
2013	*Magnetic Resonance in Medicine* Distinguished Reviewer Award
2013	Two articles in the *Top 25 Most Cited Articles* from Journal of Computational Science between 2008 and 2013 (for Journal of Computational Science 2011; 2: 88-91 and Journal of Computational Science 2011; 2: 376-380)
2012	Mathematics/Computer Science Annual Alumni Lecture, Berea College.
2011	Two articles in the top 5 of the *Top 25 Most Cited Articles* from Journal of Magnetic Resonance between 2006 and 2011 (for Koay et al. JMR 2006; 179: 317-322 and Koay et al. 2006; 182: 115-125).
2007-2010	NIH Intramural Research Training (IRTA) Fellowship Award.

2005-2007	NIH Visiting Postdoctoral Fellowship Award.
2005	University of Wisconsin Research Fellowship Award.
2005	ISMRM 13th Scientific Meeting & Exhibition Educational Stipend Award.
2003	ISMRM 11th Scientific Meeting & Exhibition Educational Stipend Award.
2002-2005	University of Wisconsin Research Assistantship Award.
2002	Berea College Service Award.
2001	Pi Mu Epsilon, Mathematics Honor Society.
2001	Berea College Cosmopolitan Club Service Award.
2001	Ballard-McConnell-Willis Mathematics Award.
2001	Physics REU Summer Fellowship, The Los Alamos Summer School in Physics.
2000	Phi Kappa Phi Honor Society.
2000	Physics REU Summer Fellowship, Kansas State University.
1999	Berea College Special Labor Award.
1999	Physics REU Summer Fellowship, University of Kentucky & Berea College.
1998	Berea College Freshman Mathematics Award.

PATENTS

2016 Koay CG. System and method for determining k-space views and diffusion weighting directions using centroidal voronoi tessellations. US Patent No. 9234952. Granted: January 12, 2016

2013 Koay CG and Hurley SA. Method for determining and ordering K-space views and diffusion weighting directions. US Patent No. 8482284. Granted: July 9, 2013.

2011 Koay CG. Methods and apparatuses for estimating the elliptical cone of uncertainty. US Patent No. 7906965. Granted: March 15, 2011.

BOOK CHAPTERS

2013 Özarslan E, Koay CG, Basser PJ. Simple harmonic oscillator based reconstruction and estimation for one-dimensional q-space magnetic resonance (1D-SHORE). Excursions in Harmonic Analysis: The February Fourier Talks at the Norbert Wiener Center, ed. Andrews TD, Balan R, Benedetto JJ, Czaja W, and Okoudjou KA, New York: Springer, 2013, Volume 2, 373–400.

2010 Koay CG. (2010) Least squares approaches to diffusion tensor estimation. In Derek K. Jones, PhD (Ed.), Diffusion MRI: Theory, Methods and Applications. Oxford University Press.

PUBLICATIONS

2017 Yeh PH, Koay CG, Wang B, Morissette J, Sham E, Senseney J, Joy D, Kubli A, Yeh CH, Eskay V, Liu W, French LM, Oakes TR, Riedy G, Ollinger J. Compromised Neurocircuitry in Chronic Blast-Related Mild Traumatic Brain Injury. Human Brain Mapping 2017; 38(1):352-369.

Hutchinson EB, Avram AV, Irfanoglu MO, Koay CG, Barnett AS, Komlosh ME, Özarslan E, Schwerin SC, Juliano SL, Pierpaoli C. *Analysis of the effects of noise, DWI sampling, and value of assumed parameters in diffusion MRI models*. Magnetic Resonance in Medicine 2017; 78(5):1767-1780.

2016 Koay CG, Yeh PH, Ollinger JM, İrfanoğlu MO, Pierpaoli C, Basser PJ, Oakes TR, Riedy G. *T*ract *O*rientation and *A*ngular *D*ispersion *D*eviation *I*ndicator (*TOADDI*): A framework for single-subject analysis in diffusion tensor imaging. NeuroImage 2016; 126: 151-163.

Lewis CM, Hurley SA, Meyerand ME, Koay CG. Data-driven optimized flip angle selection for T1 estimation from spoiled gradient echo acquisitions. Magnetic Resonance in Medicine 2016; 76(3): 792-802.

2015 Hosseinbor AP, Chung MK, Koay CG, Schaefer SM, van Reekum CM, Schmitz LP, Sutterer M, Alexander AL and Davidson RJ. 4D Hyperspherical Harmonic (HyperSPHARM) Representation of Surface Anatomy: A Holistic Treatment of Multiple Disconnected Anatomical Structures. Medical Image Analysis 2015; 22: 89-101.

The Brain Development Cooperative Group. Prediction of brain maturity based on cortical thickness at different spatial resolutions. NeuroImage 2015; 111: 350-9.

2014 Hoy AR, Koay CG, Kecskemeti SR, Alexander AL. Optimization of a Free Water Elimination Two-Compartment Model for Diffusion Tensor Imaging. NeuroImage 2014; 103: 323-333.

Koay CG. Distributing points uniformly on the unit sphere under a mirror reflection symmetry constraint. Journal of Computational Science 2014; 5: 696-700.

Bai R, Koay CG, Hutchinson EB, Basser PJ. A framework for accurate determination of the T2-distribution from multiple echo magnitude MRI images. Journal of Magnetic Resonance 2014; 244: 53–63.

Koay CG. Pseudometrically Constrained Centroidal Voronoi Tessellations: Generating uniform antipodally symmetric points on the unit sphere with a novel acceleration strategy and its applications to diffusion and 3D radial MRI. Magnetic Resonance in Medicine 2014; 71: 723-734.

The Brain Development Cooperative Group. Anxious/depressed symptoms are linked to right ventromedial prefrontal cortical thickness maturation in healthy children and young adults. Cerebral Cortex 2014;24(11):2941-50.

2013 Koay CG, Özarslan E. Conceptual foundations of diffusion in magnetic resonance.

Concepts in Magnetic Resonance 2013; 42: 116–129.

Özarslan E, Koay CG, Shepherd TM, Komlosh ME, İrfanoğlu MO, Pierpaoli C, Basser PJ. Mean Apparent Propagator (MAP) MRI: A novel diffusion imaging method for mapping tissue microstructure. NeuroImage 2013; 78: 16-32.

The Brain Development Cooperative Group. Developmental changes in organization of structural brain networks. Celebral Cortex 2013; 23: 2072-2085.

2012 Koay CG, Özarslan E, Johnson KM, Meyerand ME. Sparse and optimal acquisition design for diffusion MRI and Beyond. Medical Physics 2012; 39(5):2499-2511.

Özarslan E, Shepherd TM, Koay CG, Blackband SJ, Basser PJ. Temporal scaling characteristics of diffusion as a new MRI contrast: Findings in rat hippocampus. NeuroImage 2012; 60 (2):1380-1393.

The Brain Development Cooperative Group. Decreased regional cortical thickness and thinning rate are associated with inattention symptoms in healthy children. Journal of the American Academy of Child & Adolescent Psychiatry, 2012; 51 (1): 18-27.

2011 Koay CG. A simple scheme for generating nearly uniform distribution of antipodally symmetric points on the unit sphere. Journal of Computational Science 2011; 2: 376-380.

The Brain Development Cooperative Group. Negative associations between corpus callosum midsagittal area and IQ in a representative sample of healthy children and adolescents. PLoS ONE 2011; 6(5): e19698.

Koay CG, Hurley SA, Meyerand ME. Extremely efficient and deterministic approach to generating optimal ordering of Diffusion MRI measurements. Medical Physics 2011; 38(8): 4795-4801.

The Brain Development Cooperative Group. Right anterior cingulate cortical thickness and bilateral striatal volume correlate with child behavior checklist aggressive behavior scores in healthy children. Biological Psychiatry 2011; 70(3): 283-290.

Özarslan E, Shemesh N, Koay CG, Cohen Y, Basser PJ. NMR characterization of general compartment size distributions. New Journal of Physics 2011; 13: 015010.

The Brain Development Cooperative Group. Cortical thickness correlates of specific cognitive performance accounted for by the general factor of intelligence in healthy children aged 6 to 18, NeuroImage 2011; 55(4): 1443-1453.

Koay CG. Analytically exact spiral scheme for generating uniformly distributed points on the unit sphere. Journal of Computational Science 2011; 2: 88-91.

The Brain Development Cooperative Group. Unbiased average age-appropriate atlases for pediatric studies. Neuroimage 2011; 54(1): 313-327.

Walker L, Chang L-C, Koay CG, Sharma N, Cohen L, Verma R, Pierpaoli C. Effects of physiological noise in population analysis of diffusion tensor MRI data. NeuroImage 2011; 54(2): 1168-1177.

2010 The Brain Development Cooperative Group. Associations between IQ, total and regional brain volumes and demography in a large normative sample of healthy children and adolescents. Developmental Neuropsychology 2010; 35(3): 296–317.

Nevo U, Özarslan E, Komlosh ME, Koay CG, Sarlls JE and Basser PJ. A system and mathematical framework to model shear flow effects in biomedical DW-imaging and spectroscopy. NMR in Biomedicine 2010; 23(7): 734-744.

2009 Koay CG, Özarslan E, Pierpaoli C. Probabilistic Identification and Estimation of Noise (PIESNO): A self-consistent approach and its applications in MRI. Journal of Magnetic Resonance 2009; 199: 94-103.

Özarslan E, Koay CG, Basser PJ. Remarks on q-space MR propagator in partially restricted, axially-symmetric, and isotropic environments. Magnetic Resonance Imaging. 2009; 27(6): 834-844.

The Brain Development Cooperative Group, Positive association between cognitive ability and cortical thickness in a representative US sample of healthy 6 to 18 year-olds, Intelligence 2009; 37(2): 145-155.

İrfanoğlu MO, Koay CG, Pajevic S, Machiraju R, and Basser PJ. Diffusion tensor field registration in the presence of uncertainty. MICCAI 2009; Part I, LNCS 5761:181–189.

The Brain Development Cooperative Group. The effect of template choice on morphometric analysis of pediatric data. NeuroImage 2009; 45 (3): 769-777.

Koay CG. On the six-dimensional orthogonal tensor representation of the rotation in three dimensions: A simplified approach. Mechanics of Materials. 2009; 41: 951-953.

Koay CG, Özarslan E, Basser PJ. A signal transformational framework for breaking the noise floor and its applications in MRI. Journal of Magnetic Resonance. 2009;

197: 108-119.

The Brain Development Cooperative Group. T2 relaxometry of normal pediatric brain development. Journal of Magnetic Resonance Imaging. 2009; 29: 258-267.

2008 Chang LC, Koay CG, Basser PJ, Pierpaoli C. A linear least squares method for unbiased estimation of T1 from SPGR signals. Magnetic Resonance in Medicine 2008; 60: 496-501.

Koay CG, Nevo U, Chang LC, Pierpaoli C, Basser PJ. The elliptical cone of uncertainty and its normalized measures in diffusion tensor imaging. IEEE Transactions on Medical Imaging 2008; 27(6): 834-846.

2007 Freidlin RZ, Özarslan E, Komlosh ME, Chang LC, Koay CG, Jones DK, Basser PJ. Parsimonious model selection for tissue segmentation and classification applications: A study using simulated and experimental DTI data. IEEE Transactions on Medical Imaging 2007; 26(11): 1576-1584.

Koay CG, Sarlls JE, Özarslan E. Three dimensional analytical magnetic resonance imaging phantom in the Fourier domain. Magnetic Resonance in Medicine 2007; 58: 430-436.

Koay CG, Chang LC, Pierpaoli C, Basser PJ. Error propagation framework for diffusion tensor imaging via diffusion tensor representations. IEEE Transactions on Medical Imaging 2007; 26(8): 1017-1034. Erratum in 2007; 26(10): 1424.

McMillan KM, Rogers BP, Koay CG, Laird AR, Price RR, Meyerand ME. An objective method for combining multi-parametric MRI datasets to characterize malignant tumors. Medical Physics 2007; 34(3): 1053-1061.

Chang LC, Koay CG, Pierpaoli C, Basser PJ. The variance of estimated DTI-derived parameters via first-order perturbation methods. Magnetic Resonance in Medicine 2007; 57: 141-149.

2006 Koay CG, Chang LC, Carew JD, Pierpaoli C, Basser PJ. A unifying theoretical and algorithmic framework for least squares methods of estimation in diffusion tensor imaging. Journal of Magnetic Resonance 2006; 182: 115-125.

Koay CG, Carew JD, Alexander AL, Basser PJ, Meyerand ME. Investigation of anomalous estimates of some tensor-derived quantities in diffusion tensor imaging. Magnetic Resonance in Medicine 2006; 55: 930-936.

Koay CG, Basser PJ. Analytically exact correction scheme for signal extraction from noisy magnitude MR signals. Journal of Magnetic Resonance 2006; 179: 317-322.

Koay CG. Advances in data analysis of diffusion tensor imaging. ProQuest (UMI), 2006. ISBN 0542283069. http://wwwlib.umi.com/dissertations/fullcit/3186244

2000 Crescimanno M, Koay CG, Peterson R, and Walsworth R. Analytical estimate of the critical velocity for vortex pair creation in trapped Bose condensates. Physics Review A. 2000; 62 (6): 063612. (preprint: arXiv.org: cond-mat/0001163)

Crescimanno M, Koay CG, Peterson R, Limits to sympathetic evaporative cooling of a two-component Fermi gas, Physics Review A. 2000; 61 (5): 053602. (preprint: arXiv.org: cond-mat/9909014)

INVITED SEMINARS AND TALKS

2016 **SIAM Conference on Discrete Mathematics, Georgia State University, Atlanta, Georgia**. Title: Pseudometrically Constrained Centroidal Voronoi Tessellations and its application to acquisition design in MRI. (June 06-10, 2016)

Dagstuhl Seminar 16142 on Multidisciplinary Approaches to Multivalued Data: Modeling, Visualization, Analysis, Schloss Dagstuhl – Leibniz Center for Informatics, Wadern, Germany. Title: *T*ract *O*rientation and *A*ngular *D*ispersion *D*eviation *I*ndicator (*TOADDI*) in diffusion tensor imaging. (April 03-08, 2016)

2015 **12th Annual World Congress of the Society for Brain Mapping and Therapeutics, LA Convention Center, Los Angeles, California.** Assessing Uncertainty and Data Quality in Diffusion Tensor Imaging (DTI). (March 7, 2015)

Program on Pediatric Imaging and Tissue Sciences (PPITS) seminar, NIH, Bethesda, Maryland. Uniformity and Symmetry in Sampling Design for MRI Data. (February 11, 2015)

National Intrepid Center of Excellence, Walter Reed National Military Medical Center, Bethesda, Maryland. Exploring Some Facets of Placing Points Uniformly On the Unit Sphere. (February 3, 2015)

System and Mathematical Engineering Department, Shizuoka University, Japan. Considerations of symmetry and uniformity in Magnetic Resonance Imaging (January 23, 2015)

2014 **Third Magnetic Resonance Outreach Workshop, ISMRM Global Outreach Program, Ankara, Turkey**. Basics of Diffusion MRI (May 23, 2014)

Physics Seminar, Boğaziçi University, Istanbul, Turkey. Considerations of symmetry and uniformity of radial diffusion and 3D Magnetic Resonance Imaging (May 21, 2014)

Applied Algebra Seminar, University of Wisconsin-Madison, Madison, Wisconsin. Symmetry and uniformity considerations in Magnetic Resonance Imaging acquisitions (February 14, 2014)

2013 **Computation and Informatics in Biology and Medicine Seminar, University of Wisconsin-Madison, Madison, Wisconsin.** Pseudometrically Constrained Centroidal Voronoi Tessellations and Its Application to Sampling Designs in MR Imaging (November 12, 2013)

2012 **Mathematics/Computer Science Annual Alumni Lecture, Berea College, Berea, Kentucky.** Diffusion Tensor Imaging: Through the eyes of a math enthusiast. (November 9, 2012)

SIAM Conference on Imaging Science 2012, Philadelphia, Pennsylvania. Optimal Acquisition Design for Diffusion MRI: A Case of Searching for a Needle in the Universe. (May 22, 2012)

The Department of Physics and Astronomy Colloquium, University of Western Ontario, Canada. Diffusion MRI: From optimal acquisition design to signal extraction. (February 9, 2012)

2011 **The Singapore Bioimaging Consortium Seminar, The Singapore Bioimaging Consortium (SBIC), Singapore**. Diffusion Tensor Magnetic Resonance Imaging: Recent advances in acquisition design, estimation and uncertainty assessment (September 27, 2011)

Department of Electrical and Electronic Engineering, The University of Hong Kong, Hong Kong. A self-consistent framework for the analysis of signal and noise in MRI and its applications to diffusion MRI (June 01, 2011)

2010 **Department of Medical Physics, University of Wisconsin-Madison, Madison, WI.** New approaches to the analysis of noisy MR signals (May 18, 2010)

Condensed Matter Seminar, Department of Physics, Case Western Reserve University, Cleveland, OH. Diffusion Tensor Imaging: A Guided Tour (April 15, 2010)

SIAM Conference on Imaging Science 2010, Chicago, Illinois. Probabilistic Identification and Estimation of Noise (PIESNO): Mathematical features and challenges. (April 13, 2010)

Division of Imaging and Applied Mathematics and Division of Physics Seminar, Food and Drug Administration, White Oak, MD. Construction of a

DT-MRI data-processing pipeline: theory and practice. (February 22, 2010)

2009 **Odyssée Project Team Seminar, INRIA-Sophia Antipolis, Sophia Antipolis, France**. A personal odyssey through a diffusion MRI data processing pipeline. (December 08, 2009)

Workshop on Biomedical Image Analysis Algorithms, National Institutes of Health, Bethesda, MD. New perspectives on the analysis of signal and noise in MRI and diffusion MRI. (August 20, 2009)

Program in Physical Biology Seminar, National Institutes of Health, Bethesda, MD. Towards a Quantitative Processing Pipeline for Diffusion MRI Data: From the perspective of a bird, a frog, and a beaver. (June 19, 2009)

Electrical Engineering Seminar, UW-Milwaukee, Milwaukee, Wisconsin. Diffusion Tensor Magnetic Resonance Imaging: A quest for a quantitative data-processing pipeline and its spin-offs. (January 26, 2009)

2008 **Tissue Biophysics and Biomimetics (Closed) Seminar, NIH, Bethesda, MD**. Probabilistic Identification and Estimation of Noise (PIESNO). (Jul. 25, 2008)

2007 **Tissue Biophysics and Biomimetics Seminar, NIH, Bethesda, MD**. Ideas and problems in error propagation framework for diffusion tensor imaging. (Feb. 16, 2007)

2005 **Medical Physics Seminar, University of Wisconsin, Madison, WI**. Recent advances in DTI data analysis. (Nov. 7, 2005)

2005 **Tissue Biophysics and Biomimetics Seminar, NIH, Bethesda, MD**. Recent advances in data analysis of diffusion tensor imaging. (Oct. 25, 2005)

2002 **Berea College Mathematics Seminar, Berea College, Berea, KY**. Several ways to sum a series including a complex analytic approach. (Spring 2002)

2000 **27th Annual Pi Mu Epsilon Student Conference, Miami University, Oxford, OH**. Correlation effects in Bose-Einstein condensate with "realistic" potential. (Sept. 29-30, 2000)

REU Physics Seminar, Kansas State University, Manhattan, KS. Correlation study in Bose-Einstein condensate. (Summer 2000)

Berea College Science Seminar, Berea College, Berea, KY. Complex integrals and their uses in Bose-Einstein condensate. (Fall 1999)

PROFESSIONAL MEMBERSHIPS AND SERVICE

MEMBERSHIPS

2000 - 2018	Member, American Mathematical Society (AMS)
2002 - 2017	Member, International Society of Magnetic Resonance in Medicine (ISMRM).
2003 - 2016	Member, American Physical Society (APS).
2004 - 2016	Member, Society for Industrial and Applied Mathematics (SIAM).

PROFESSIONAL, EDITORIAL AND ADVISORY SERVICE

2016	Review Editor, Frontiers in Physics, Specialty Section on Biomedical Physics Member of the Advisory Council of the Department of Electrical Engineering and Computer Science at the Catholic University of America International Program Committee Member at BIOIMAGING: International Conference on Bioimaging (BIOSTEC 2017).
2015	Member of the Advisory Council of the Department of Electrical Engineering and Computer Science at the Catholic University of America International Program Committee Member at BIOIMAGING: International Conference on Bioimaging (BIOSTEC 2016).
2014	International Program Committee Member at BIOIMAGING: International Conference on Bioimaging (BIOSTEC 2015).
2012	Session Chair at SIAM Conference on Imaging Science.
2010	Guest Associate Editor, Medical Physics.
2010	Member of the International Advisory Committee, IEEE Conference on Sustainable Utilization and Development in Engineering and Technology.

PEER REVIEW

Proposal review for:	The Agency for Innovation by Science and Technology (IWT) (Belgium funding/grant agency), Czech Science Foundation (Czech Republic funding/grant agency), Technology Foundation STW (Dutch funding/grant agency).
Review for:	NeuroImage, IEEE Transactions on Medical Imaging, Medical Image Analysis, IEEE Transactions on Computational Imaging, Journal of Mathematical Imaging and Vision, IEEE Signal Processing Letters, Journal of Magnetic Resonance, Magnetic Resonance in Medicine, Medical Physics, Physics in Medicine and Biology, Journal of Neuroscience Methods, Measurement Science and Technology, Journal Optimization Methods and Software, Magnetic Resonance Materials in Physics, Biology and Medicine (MAGMA), Texts in Algorithmics, Journal of Real-Time Image Processing, Concepts in Magnetic Resonance, Fellows Award for Research Excellence 2010 (National Institutes of Health), MICCAI 2013.

EDUCATIONAL CONTRIBUTIONS

Software developed:

2004 - Present	HIGHLY SPECIFIC BUT EDGILY EFFECTIVE DATA-PROCESSING (HI-SPEED)

SOFTWARE PACKETS
URL: http://sites.google.com/site/hispeedpackets/
An on-going mathematical and computational software development project. The goal of this project is to make my research works and results immediately available to students and researchers and to enable them to test and build on the works.
HI-SPEED Software Packets are based on Java. This project provides a robust and efficient collections of scientific and computational libraries for magnetic resonance imaging and beyond.

Courses taught:

Spring 2012	College Algebra, Madison Area Technical College.
Spring 2009	Computer Science II: Software Design and Data Structures (CSC 124), Catholic University of America.

Invited Guest Lectures delivered:

2014	"Diffusion MRI", Magnetic Resonance Imaging (Med Phys 568), University of Wisconsin-Madison.
2014	"Fast Fourier Transform", Magnetic Resonance Imaging (Med Phys 568), University of Wisconsin-Madison.
2013	"Symmetry and uniformity considerations in sampling designs for diffusion and 3D radial MRI", Statistical Methods for Medical Image Analysis (BMI 210-768/STAT 932-768), University of Wisconsin-Madison.
2013	"Diffusion MRI", Magnetic Resonance Imaging (Med Phys 568), University of Wisconsin-Madison.
2012	"Diffusion MRI", Magnetic Resonance Imaging (Med Phys 568), University of Wisconsin-Madison.
2011	"Diffusion MRI", Magnetic Resonance Imaging (Med Phys 568), University of Wisconsin-Madison.
2010	"Computational techniques in DT-MRI ", Topics in Computer Science (CSC 520), Catholic University of America
2005	"Mathematics and Physics of MRI", Magnetic Resonance Imaging (Med Phys 568), University of Wisconsin-Madison.

Workshop conducted:

Fall 2013-Spring 2014	A two-semester-long leisurely paced but comprehensive workshop on MR imaging and Diffusion MRI for senior undergraduate students and graduate students, University of Wisconsin-Madison.
Fall 2011-Spring 2012	A two-semester-long leisurely paced but comprehensive workshop on Diffusion MRI for senior undergraduate students and graduate students, University of Wisconsin-Madison.

Free tutoring provided:

2003	Tutoring for undergraduate students on calculus-based Physics through Greater University Tutoring Service, University of Wisconsin-Madison.

1999-2002	Tutoring for high school students and undergraduate students on Mathematics and Physics at Berea, KY.

Undergraduate Students Mentored:

09/11-12/11	Alice Huang (undergraduate BME student); independent study on diffusion MRI.
01/12-05/12	Hannah Frank (undergraduate BME student); independent study on MRI.
01/13-05/13	Ryan Rinehart (undergraduate BME student); independent study on optimal experimental design for diffusion MRI.

Graduate Students Mentored:

09/2010-2013	Ishmael Amarreh (PhD student in Neuroscience Training Program)
09/2012-2014	Andrew Hoy (Medical Physics PhD student)
08/2013-2014	Christina Lewis (Medical Physics PhD student)
08/2013-2014	Robert Shirley (Medical Physics PhD student)
10/2013-11/2013	Laura Dempsey (Biomedical Engineering PhD student rotated through the lab)

Teaching assistantship:

2005	Magnetic Resonance Imaging, University of Wisconsin-Madison.
2004	Medical Imaging of Diseases, University of Wisconsin-Madison.
1999-2002	Calculus I, II & III, Algebra-based Physics I & II, Calculus-based Physics I & II, Differential equations and Quantum Mechanics, Berea College.

North Coast Teacher Induction Program

INDIVIDUAL LEARNING PLAN (ILP)

The Individual Learning Plan (ILP) *must address the California Standards for the Teaching Profession and provide the road map for candidates' Induction work … [it] must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment … and must include candidate professional growth goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed.*

The Candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP*; however, the candidate and mentor may add additional goals based on the candidate's professional interests such as advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultant, collaboration, co-teaching, and collaborating with para-educators and service providers.*

--Commission on Teacher Credentialing Induction Standard 3

The development of the ILP is the foundation for your personalized experience with Induction. Candidates work with their mentors to collaboratively develop a Plan that is tailored to the specific teaching assignment (i.e., CTE, Special Ed) and that includes input from the site administrator/employer representative and guidance from Induction program staff within the **first 60 days of enrollment**. This Plan assesses your growth progress towards mastery of the *California Standards for the Teaching Profession* (CSTP); combined with professional growth goals, participation in professional opportunities to meet those goals, and evidence of the practice and refinement of teaching practice through inquiry-based learning, this Plan ultimately supports the recommendation of a clear credential. Thus, the ILP is a "living" document that is revised and updated (with color-coding, strike-through font, etc.) as candidates move through Induction.

Candidate Name: Myphuong Do	**Candidate School Site, District, and Grade Level:** Developing Virtue Secondary School (private), Mendocino District, Grade: 9	**Candidate Subject Area(s):** Biology
Mentor Name: Jin Jr Shr	**Site Administrator/Employer Representative Name:** Jin Jr Shr	**Date of Goal Consultation with Mentor and Site Administrator/Employer Representative:** February 13, 2018

ASSESS (Context of Teaching)

Brief description of classroom setting and student population:

Classroom is very narrow. It has tiles all around and looks like it used to be a communal shower room. Long narrow folding tables are the available desks. It is okay for a class of 10.
Generally the class population is small since the school is a small private school. However, there has been a slight increase in applications recently the class now consists of 10 students (a good size in this small school). Hence the rooms that once provided ample space for classes are now not so

ample. Students are not required to be Buddhist in order to attend the school. However, the school does offer Buddhism, mediation, and virtue studies in addition to regular classes.

Brief description of school district and community of teaching assignment:

School is situated within a Buddhist monastery. Virtues such as respect, honesty, filial piety, kindness, and cherishing blessings are integrated and greatly emphasized throughout the curriculum. Boys and girls are separated for the purposes of helping concentration and focus on studies. Students in the elementary are mainly local children ranging from Caucasian, Hispanic, and Asian. The secondary schools consist mainly of children from overseas who also board at the school. The population is mainly Asian from Malaysia, China, Taiwan, Vietnam, and Hong Kong.

Candidate school/site and/or district priorities for professional development and growth:

Even though this is a private religious school, it is WASC accredited and follows the California Common Core Standards. In addition to this, as mentioned above, it also emphasizes virtues such as respect, honesty, filial piety, kindness, and cherishing blessings.
Professional development and growth: CCSS ELA across subject matters (habits of mind and instructional shifts) and PLC in science.

Individual Learning Plan (ILP) *continued…*

ASSESS (CSTP Assessment – all 6 CSTP)

Based on the *California Standards for the Teaching Profession* (CSTP), work with your Mentor to use the *Continuum of Teaching Practice* to develop the following:

1. What are your strength(s) in regards to each of the CSTP (provide specific examples)?

CSTP 1: I try to connect relatable incidences with my subject matter.
CSTP 2: I try to remind the class to be respectful of anyone who raises a question or answers a question or is presenting to the class.
CSTP 3: I am trying to incorporate more ways to let students use technology to learn their subject matter, such as creating a short video to explain different concepts.
CSTP 4: I try to create different lesson plans to re-illustrate concepts so that those students who haven't yet understood the subject will have another approach at the material while those who did understand will not be bored.
CSTP 5: I like to do a lot of informal assessment throughout the lessons. This helps me to pin point each student's process.
CSTP 6: I ask other teachers on their experiences and reflect on my own practice.

2. What are your area(s) for growth in regards to each of the CSTP (provide specific examples)?

CSTP 1: I feel that my ELA students this year do better than non-ELA students this year, and so would like to concentrate more on the native speakers progresses.
CSTP 2: I am not always physically around for students to come find me out of class should they need to.
CSTP 3: I try to refine some of the activities I do that did not work so well with previous classes.
CSTP 4: I need to look for more efficient ways to communicate ideas –greater impact with less time.
CSTP 5: I could improve more on interactive assessment.
CSTP 6: I lack a lot in this area.

3. Job-Embedded Professional Growth Goal(s): *check the CSTP you will focus on this Inquiry (at least one CSTP per Inquiry,* ***First Inquiry Candidates must focus on CSTP 2****) and provide the specific focus element if applicable (i.e., CSTP 2, Element 2.3):*

____ CSTP 1: Engaging & Supporting All Students for Learning

____ CSTP 2: Creating & Maintaining Effective Environments for Learning

____ CSTP 3: Understanding & Organizing Subject Matter for Student Learning

__x_ CSTP 4: Planning Instruction & Designing Learning Experiences for All Students

__x_ CSTP 5: Assessing Students for Learning

____ CSTP 6: Developing as a Professional Educator

CSTP # __4 & 5____ Element (s) _4.4 & 5.3____

Considering your strengths and areas of growth with the CSTP, reflect upon your teaching in discussion with your mentor, and mark your current level of practice on the Continuum of Teaching Practice.

PLAN (Inquiry Focus and Goals as related to Professional Growth Goals)

1. What is the Inquiry Question (measurable, manageable, meaningful)?

How do I plan instruction to allow enough time for student learning, review, and assessment? And how do I collect and utilize data to ensure educational benefit?

2. What are the Expected Student Outcomes *(describe specific and measurable student actions that will be observed in the classroom as a result of implementing actions related to your focus of inquiry)*?

Students will be able to summarize correctly 90% or more of the material in a lesson and of the informal assessments.
7 out of the 10 students will achieve a score of 85 and above in the summative quiz.

3. What research will you do to inform and guide your thinking about your Inquiry Question BEFORE you identify and write your Inquiry Actions? *Consider how the Mentor Quick Observation and Observation of a Colleague can be used to further develop your teaching practice.*

I will do a general reflection on my students' potentials and what they can achieve in this chapter.
I will look through "Teaching Like a Champion" and online for ideas to diversify my pedagogical skills.
I will ask my colleagues from the school I am currently teaching at, the teachers I had in my credential training, and my Support Provider for advice and suggestions.

Individual Learning Plan (ILP) *continued…*

TEACH/DO (Inquiry Actions as related to my Inquiry Question and Expected Student Outcomes)

Based on the *California Standards for the Teaching Profession* (CSTP), work with your mentor to identify what you will do as well as possible sources of evidence to demonstrate growth. You must identify at least two (2) different artifacts* per CSTP (at least one per Inquiry) related to your job-embedded actions and goals that will demonstrate student growth with specific and measurable evidence as related to the CSTP of focus.

**One of these artifacts MUST be the Mentor Observed Evidence that focuses on the teaching practice as related to CSTP and action(s) that demonstrate student growth with measurable outcomes listed below.*

CSTP Name (and Element if applicable)	**Actions** (What will you do?)	**Possible Sources of Evidence/Artifacts** (How will you show specific, measurable student growth?)

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students. Element: How do I use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time? 5.3 Reviewing data, both individually and with colleagues, to monitor student learning. Element: How do I collect and utilize data to ensure educational benefit when aligning assessment data with goals and services within the least restrictive environment?	1. I will group students and assign them different sections of a chapter. Each group is given materials such as a white board, markers, and cut-outs as props to work with when taking turns to teach their members their section.	1. Mentor Observed Evidence *(required)* Students are able to successfully convey the lesson portion's information using the given props.
	2. I will record the questions that the students got incorrectly on their most recent exam and examine possible outcomes of why they got those questions wrong.	2. This can be shown through the formal combined chapters exam. In this case, it is the Endocrine, Reproductive, and Immune Systems Exam.

TEACH/DO (Measurable Outcomes as related to my Inquiry Question and Expected Student Outcomes)

Based on the *California Standards for the Teaching Profession* (CSTP), work with your mentor to collect and reflect upon artifacts that provide evidence of growth after the completion of your inquiry actions. *You must submit your Mentor Observed Evidence and at least one (1) other artifact related to your job embedded actions to Canvas that demonstrate growth as related to the CSTP of focus.*

CSTP Name (and Element if applicable)	**Actions & Outcomes** (What did you do and how did it go?)	**Evidence/Artifacts**	**Description of Growth** (How does each artifact show growth as related to the CSTP of focus?)
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students. Element: How do I use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?	1. I recorded my lesson progress on a chart. By doing this, it helped me to look at the overall pacing of my subject in response to my students.	1. Mentor Observed Evidence *(required)* Lesson Plan.	1. Lesson plan summarizes the materials and resources used for this lesson, as well as the prompting of time given for each student with a power point and bell.
	2. Most students got question 2 incorrect. 60% of the class also got question 12 wrong. And 50%	2. Exam results.	2. Students' individual exam scores keep track of their personal

5.3 Reviewing data, both individually and with colleagues, to monitor student learning. Element: How do I collect and utilize data to ensure educational benefit when aligning assessment data with goals and services within the least restrictive environment?	got question 21 wrong. The other questions that were incorrectly answered were random.		understanding of the subject matter in accordance with CCSS.

REFLECT/APPLY (Analysis, Conclusions, and Next Steps)

Work with your Mentor to reflect on the research and implementation of the Inquiry Actions in this Plan, the Outcomes as they relate to students, observational data, analysis of student work, etc. and complete the following:

1. What overall analysis and conclusions about student development and teaching practice emerged regarding this Inquiry?

A. All the students seem to enjoy using the whiteboard to explain the chapter's content to each other. However, they were slightly reluctant when using the cut-out props and the props consequently were mainly left untouched. Other than that, all of the groups, apart from one, seemed to get the concepts fairly well. When the groups repeated the process to the rest of the class, I hoped that the group that did not understand the concept the first time gained some insight.

B. Question 2 was regarding homeostasis and the endocrine system, question 12 was on the immune system, and question 21 was on the reproductive system. Homeostasis was introduced at the beginning of the body systems unit and it seems that the class has not quite seen the connection it has to each of the systems. Therefore another exercise to illustrate this should be conducted. Questions 12 and 21 are more recent and factual. The information should be more fresh. But it is possible that the facts were not presented as impressionable as the other information.

2. As an outgrowth of this Inquiry, how will you apply new learning to future teaching practice? What are your next steps?

A. Since using model props seem a little new to the students, I will spend some time to demonstrate how awesome it is to use the cut-out props the next time I use this method so that students can visualize how they too could use them in their explanations of concepts.

B. I will help to find and point out some relevance to the class and individual students when presenting the materials in each chapter. Hopefully by finding places that are relevant, the class will be able to retain the information and connect them to further learning.

Revisit the *California Standards for the Teaching Profession* (CSTP) and discuss how growth with the CSTP of focus for this Inquiry applies to other CSTP.

Revisit, identify and discuss the *Continuum of Teaching Practice* and identify the current level of practice in regards to the CSTP of focus.

North Coast Teacher Induction Program

MENTOR OBSERVED EVIDENCE

Candidate Name: Myphuong Do

School Site/District: Developing Virtue Secondary School

Grade Level/Subject Area(s): 9th Grade Biology

Individual Learning Plan Inquiry Question: How do I plan instruction to allow enough time for student learning, review, and assessment? And how do I collect and utilize data to ensure educational benefit?

Date of Observation: 3/7/18

Mentor Name:Lai Yin Leong (Jin Jr Shi)

PRE-CONFERENCE (to inform the observation)

1. Check the CSTP of focus for this Inquiry *(First Inquiry Candidates must focus on CSTP 2)* and provide the specific focus element if applicable (i.e., CSTP #2, Element 2.3):

____ CSTP 1: Engaging & Supporting All Students for Learning

___X_ CSTP 4: Planning Instruction & Designing Learning Experiences for All Students

____ CSTP 2: Creating & Maintaining Effective Environments for Learning

___X_ CSTP 5: Assessing Students for Learning

____ CSTP 3: Understanding & Organizing Subject Matter for Student Learning

____ CSTP 6: Developing as a Professional Educator

CSTP # _4 & 5___ Element(s) _4.4 & 5.3__

2. Mark your current level of practice on the *Continuum of Teaching Practice* with the CSTP of focus:

____ Emerging ____ Exploring ____ Applying __x_Integrating _____Innovating

3. Describe 2-3 areas/inquiry actions related to the CSTP of your inquiry that you would like your Mentor to focus on during the observation:

Focus #1: Planning and Instruction (Students' responses to group collaboration)

Focus #2: Assessment (Analysis of summative test results)

Focus #3: Students are 90% or more engaged.

MENTOR OBSERVATION SUMMARY (to be completed by the Mentor)

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

I observed Myphuong Do's lesson on teaching a section of the texts by breaking up the students into groups. She did a wonderful job introducing the group work. Students were fully engaged, but they did not use the "modals" as expected. Myphuong Do could improve by reminding students the purpose of the "modals" she provided so that they can incorporate it in their teach-ins. Students enjoyed the opportunity to share with their peers what they know and received constructive feedback and support. It was a wonderful lesson to observe students' fully involved in their own learning.

MENTOR POST-CONFERENCE COMMENT (to be completed by the Mentor)

Comments I have about the Observation, including a description of evidence related to the CSTP of Inquiry that was not collected in the observation (i.e., journals, projects, homework) as well as any agreed-upon next steps are:

Myphuong Do and I discussed the success of the group collaboration and the importance for Myphuong to continue trying and incorporating different strategies to engage the students in their learning.

We agreed on the need to analyze the test results to see trends and areas of weaknesses despite the successful lesson to further support the students' learning. We didn't feel that re-teaching needs to take place but noted points to consider for future lessons and assessments.

POST-CONFERENCE REFLECTION

What I learned from my Mentor's observation on the CSTP of Inquiry and the actions I might continue to modify, research, and/or develop to impact my teaching are:

I will try to pause the flow of the lesson to clarify and remind the class of models if I have a lesson that focuses on models and see that many students are unclear or not using them. I will model a simple example of how to use them for the class to see.
I will continue to look at students' individual assessment results to see if there are obvious places I need to focus on.

Instilling Goodness Elementary School
Developing Virtue Secondary School
育良小學 培德中學
City of Ten Thousand Buddhas
2001 Talmage Road, P.O. Box 217, Talmage, California 95481-0217 USA
Boys' School (707) 468-1138; Girls' School (707) 468-3896, (707) 468-3847

Daily Lesson Plan

Teacher: Myphuong Do
Subject: Biology
Grade: 9th

Lesson Date: 3/7/18
Lesson Title: Specific Immune Defense

Lesson Objectives:
To have students learn and clearly distinguish between humoral and cell-mediated immunity.

Common Core State Standards addressed:
BI 10.b. Students know the role of antibodies in the body's response to infection. BI 10.c. Students know how vaccination protects an individual from infectious diseases. BI 10.f. Students know the roles of phagocytes, B-lymphocytes, and T-lymphocytes in the immune system.

Summary of Tasks/Actions:
Daily Question: What are the advantages of a fever? (Answer: slows growth of pathogens by increasing the temperature.) Explain group-share procedure. Break into groups (3 groups of 3, 3, and 4 students). Reading for 3-5 minutes, ask student 1 to explain their section to group using white board and diagram for 5 minutes. Then ask student 2 to explain their section to the group. Then student 3. Ask group 1 to explain to entire class section 1 and to clarify any parts with the class. Then group 2 explains section 2. Group 3 explains section 3. (Try to have the students that did not explain those sections yet to explain what they learned.) Repeat this procedure with the next two pages of text. Ask students to write something they've learned in that lesson in their binder (exit task).

Resources/Materials:
White board, computer and projector, markers, cut-outs, textbook.

Notes (different instructions for students who need them):
Since group 3 has 4 students, two of them can read one section and explain it together. Group 3 has two ELLs, but both are strong academically.

ESLRs Addressed:
- ● Core Virtues (kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility)
- ○ Spirituality
- ● Academics

Victoria Patterson, Ph.D.

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Ukiah, CA 95482
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Summary of Qualifications

Expertise and experience in managing complex programs, grants and activities involving multiple partners and in multicultural environments, California Indian tribal communities, and private non-profit organizations. Extensive teaching experience in a variety of educational settings.

Education

Ph.D, Higher Education and Social Change, Western Institute for Social Research-1989. Dissertation: "And A Clear Voice To Sing: Hopland Pomo Music (History, Performance and Continuity)".

M.A., Cross-Cultural Education, University of Chicago-1968. Thesis: "Levels of Logical Thought in Culturally Different Children".

B.A. Anthropology, University of Chicago-1967

California Administrative Services Credential. St. Mary's College, 1995

Certificate, Alternative Dispute Resolution/Mediation. Emphasis: Complex Public Policy Disputes, Humboldt State University Institute for the Study of Alternative Dispute Resolution- 1997

California Standard Teaching Credential (Life)
California Community College Credentials – Ethnic Studies, Professional Education, Basic Education (Life)

Professional Experience

Developing Virtue Girls School – Teacher (AP US History, AP World History, English, World Religions), 2011- Present
University of Cuenca, Ecuador - Professor of English, Master's in Education 2009-2010
Nuestra Casa Latino Family Resource Center – Executive Director, 2002-2008
Mendocino Community College – Director, Workforce Preparation Programs, 1991-2002; Instructor in Sociology, Ethnic Studies, Mexican American Culture, California Indians, Native American History and Child Development, 1975- Present

Dominican University of California – Instructor, Teacher Credential Program, Master's in Education Program and Master's Thesis Advisor, 1990-2003
Sonoma State University – Instructor in American Multicultural Studies and Anthropology, 1980-2000
Mendocino County Office of Education -History/Social Science Curriculum Specialist
Redwood Region Consortium for Professional Development- Curriculum Specialist History/Social Science

Previous teaching experience in University of Chicago Laboratory School, Mendocino County HeadStart, Director of Title VII Bilingual Program Ukiah Unified, Teacher,Willits High School, Director of Gifted Education., Willits Unified.

Consultant

- Mendocino County Museum, Guest Curator- conceptualized and developed permanent exhibit of Native Peoples of Mendocino County, "Woven Worlds"(2012-2015)
- Hopland Band of Pomo Indians, Central Pomo Language Preservation Project (2005)
- Pomo Indian Basket Weavers: Their Baskets and the Art Market, University of Pennsylvania Museum NEH Project
- National Endowment for the Humanities Exhibit "The Journey of the Frolic" and "Voices of the Frolic"
- Round Valley Tribe Oral History Project, "The Singing Feather"
- Columnist, News From Native California (1987-1995)

Extensive ethnohistorical, ethnographic and genealogical research and reports for U.S. Army Corps of Engineers, California Bureau of Land Management, Cal Trans, Sonoma State Cultural Resources Facility, individual California Indian Tribes and organizations

Publications

Sheemi Ke Janu, A History of the Russian River Pomo of Mendocino County
The Singing Feather, Tribal Remembrances from Round Valley
"Evolving Gender Roles Among the Pomo" in Native Women and Power, University of Oklahoma Press
"Life in the City: A Glimpse of the Urban Expereince of Pomo Women in the 1930's" in California History , Fall, 1992
World Book Encyclopedia, 1994 – Modoc, Chumash, Miwok, Maidu, Wintun, Yokuts, Yana

Awards

2015, Mendocino Women's Political Caucus Woman of the Year

2005, Association of California School Adminstrators, Administrator of the Year, Professor of Education

2004, Soroptimist International of Yokayo Sunrise Women Helping Women Award

1998, Mendocino College Academic Senate Teaching Excellence Award

1993, W.K. Kellogg US/Mexico Teacher Exchange Project

1992, National Council for Social Studies Award

1984, Melville and Elizabeth Jacobs Research Fund Award

National Endowment for the Humanities Designated Multicultural Scholar

CURRICULUM VITAE

Personal Information

Name: Vivian Annette Sotomayor Power
Place of Birth: San Juan, Puerto Rico
Address: P O Box 308, Redwood Valley, CA 95470
Phone: (707) 485-0113
E-mail: powerhouses@mendomail.com

Education and training:

University of Puerto Rico, B.A. (Chemistry) 1961-1966 Graduated magna cum laude
University of Arizona, Tucson, 1970-71, Teaching Credential Program
Sonoma State University, Santa Rosa, California, 1987-1994 (off and on) (10 units, GPA 3.9)
California State University, Sacramento, Summers 1994-95 (all 18 units in Spanish, GPA 4.0)
San Francisco State University, California, Fall 1994, Fall 2009 to Fall 2012 (GPA 3.96)
University of California, Berkeley Fall 2012-Spring 2013 MA Spanish Literature (GPA 3.9)

Certification:

BCLAD (California Clear Bilingual Crosscultural Language and Academic Development)

Licensure:

California Clear Standard Secondary Teaching Credential
California Standard Adult Teaching Credential
California Community College Teaching Credential

Professional Affiliations:

Phi Sigma Iota
Modern Language Association
Latin American Studies Association

Teaching Experience:

Keams Canyon School, Keams Canyon, Arizona, 1972-74
Tanana School, Tanana, Alaska, 1978-1981
Ramey School Aguadilla, Puerto Rico, 1983-1985
Mendocino College, Willits, Ukiah, Lakeport, CA, 1985-2008
Willits High School, Willits, CA, 1987-1988
Sonoma State University, School of Education, 1987-1993
Sonoma State University Extension Program through Sonoma County Office of Education, Santa Rosa, CA, 1987-2012
Private teaching of Advanced Spanish Language and Literature, 2012-present
San Francisco State University, San Francisco, CA, 2012-2016
Developing Virtue Girls School, Ukiah, CA, 2014-present

Other Working Experiences:

Interpreter at Mendocino County Court, Ukiah, CA
Translator of documents of a variety of topics and several books, such as: *Bolivar's Heir: Hugo Chávez and the Bolivarian Revolution, A model for the world*; *Los Hilos*; *Secrets of Salsa*.

Awards:
Women's History Coalition Award for Women Inspiring Hope and Promise 2004

Community Involvement:
Have been a member of the Board of Directors of Willits Community Theater and the secretary of the Board of Directors of SPACE (School of Performing Arts and Cultural Education.)

References upon request.

Minutes for Science Meeting on Dec. 6, 2018

Attendance: Wei Xue, Jose Vega, Heng Yuan Shi, Mark Levin, and Min Zhang (5)
Time: 10:30--11:00 am Dec. 6, 2018

- Mr. Levin brought his lesson plan on a common core template as we did not get the right template of NGSS lesson plans prior to this meeting. He also explained his lesson on atom models.

- Heng Yuan explained the components for NGSS-style Lesson Plan. She will later send out the template she makes.

- Ms. Xue showed her students work on cell structures and development. It's a project that combines science, art and craft.

- Both Jose and Min brought students lab reports/writings. Teachers commented on the organization of the lab reports written by physics students. Jose asked for the instructions used in physics. Min will send out copies.
- **For our next meeting, teachers will bring their NGSS lesson plans (engage, explore, explain, elaborate, and evaluate) and students work samples.**

Chinese Language - Meeting Minutes

(ACTFL life webinar of Foreign Teacher – Maintaining Target Language)

Time: 5:00 - 6:15 pm

Date: 3rd Oct 2018

Attendance : DM Jin Yan, DM Fu, DM Jin Yi, DM Jin Liang, DM Jin Hong and Dr Zhang

Planning is a key:

1. Decide how to "chunk" concepts so students will understand.
2. Progress from familiar to newer vocab or ideas (access prior knowledge).
3. Begin with basic pattern (structure then introduce exceptions once they have practiced the basic pattern repeated).
4. Present new information gradually (yes / no, either / or, what is it / what happened?)

5 strategies to maximize target language (TL) instruction:

1. Visuals and gestures
    - Train students to watch you as well as listen.
    - Visuals provide context and appeal to students (pointing or showing objects.)
    - Miming with gestures; students repeat after you demonstrate on video.
    - Non-verbal responses from students (plan and train)

2. Make it routine and normal
    - Daily /session greetings - so important!
    - Create routines and procedures – how you introduce or explain activities.
    - Use the same expressions for routine instructions.
    - Name and "hallway talk".

3. Train and reassure students.
    - Reassure them from the start.
    - Recognize "affective filter" signs
    - Don't give in to request to speak English.

4. "Model" grammar, don't "teach" it.
    - Introduce grammar in context (story or skit etc.)
    - Chunk concepts.
    - Repeat, rephrase and restate
    - Use diagram, charts or formulas.
    - Use manipulatives (flashcards).

5. Keep yourself honest.
    - Challenge yourself to use 90% TL.
    - Make a promise to stick with it.
    - Built up gradually, it's a journey.
    - Assess your comfort level using TL.
    - Plan your sentence.

Math Meeting Minutes

Friday, Dec. 7, 2018
2:30-4 pm at IITBT

Attendance: Mr. Juan Gracia, Dr. ChengGuan Koay, Ms. Wei Xue, Ms. Amanda Shieh, Ms. Ma, Mr. Roger Kellerman, Dr. ShuChu Chang, Ms. Nga Tran, Yini Wang

Agenda: Math textbook adoption

Textbooks:

Dr. Koay brought: Singapore Math series for high school called "Discovering Mathematics 1 to 4" and "Discovering Additional Mathematics."

Ms. Xue brought: "Math in Focus" series for junior high.

Dr. Chang and Yini brought: Springboard math series for algebra 1, Geometry, Algebra 2 and Precalculus; "Big Idea Math" series for algebra 1 and geometry; Eureka Math series; "Art of Problem Solving" series for Pre-algebra and Geometry; Pearson Common Core Math online textbooks for algebra 1, geometry and algebra 2.

Discussion:

1. Dr. Koay, Ms. Ma, Mr. Kellerman, Dr. Chang, Ms. Tran and Yini shared the experiences of using Eureka Math textbooks and all suggested not to use Eureka Math as high school textbooks considering the following reasons: 1). lack of instructions; 2). unclear and confusing languages for students; 3). inconsistency on topic and difficulty levels; 4). possible impacts on student math learning outcome and future SAT results.

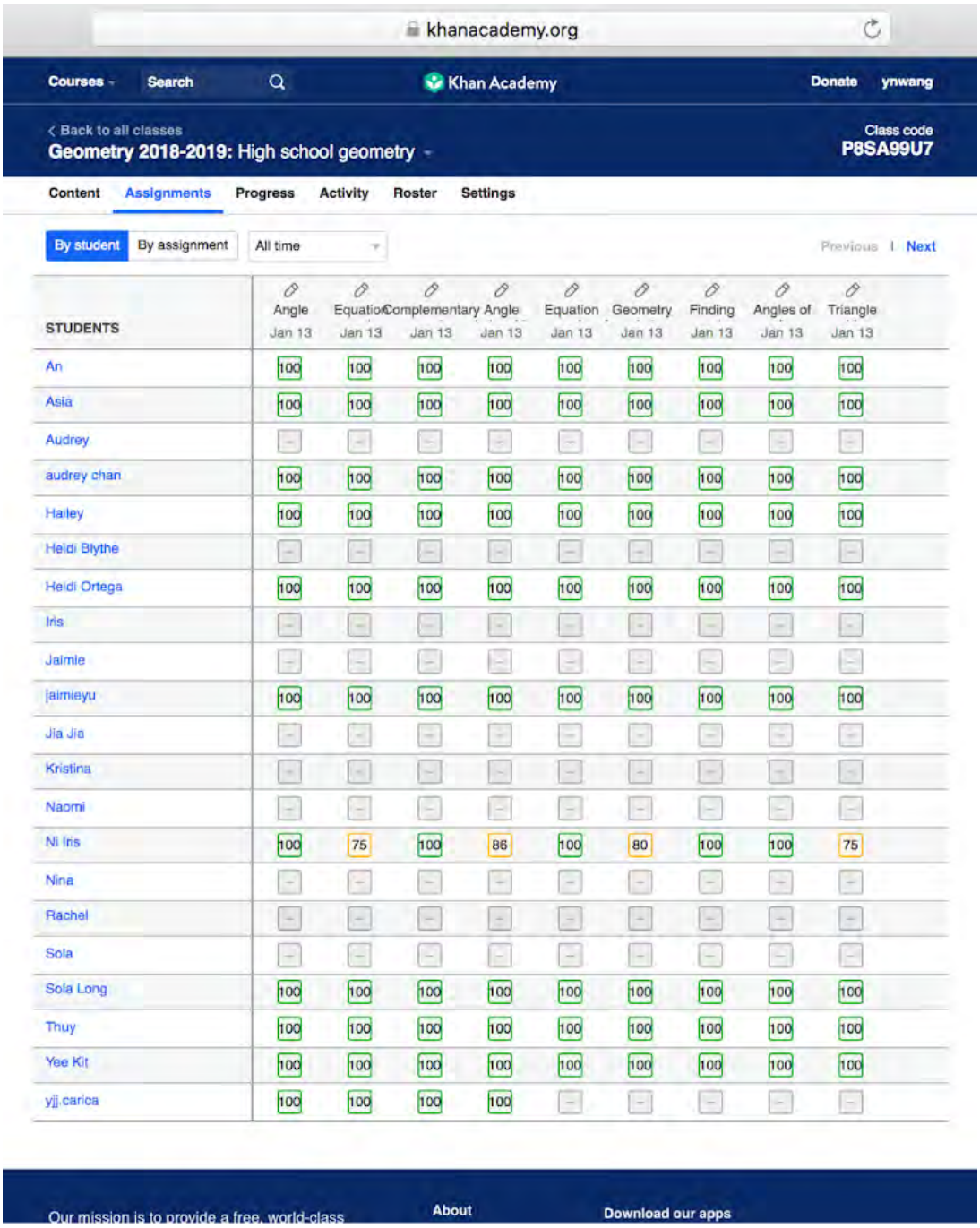
2. Dr. Chang and Yini shared the results of reviewing the textbooks they brought, and suggested to use Pearson Common Core for high school since it is at medium difficulty level and the contents have been updated to Common Core standard.

3. For grades 7-8, Ms. Xue and Dr. Koay shared their experiences and recommended using Math in Focus. Dr. Chang suggested to also consider Pearson for 7-8 if high school chooses to use Pearson in future, in order to be consistent with high school.

4. Previously DM Jin Jr and Mr. Gracia have asked K-3 math teachers from both boys and girls schools, and were told that the teachers would like to use Eureka Math for K-3. Dr. Chang and Yini suggested to use Math in Focus for grades 4-6. Majority of teachers then suggested to use one series for grades K-6 for better consistency. Dr. Koay suggested to use Math in Focus for K-6.

5. Since currently several K-6 teachers are using Eureka Math, Mr. Gracia suggested to have a K-6 math teacher workshop and let the teachers who are using different textbooks give a presentation to share the ideas on alternative teaching materials.

6. Ms. Xue addressed the concern of the big gap in student levels in the class and suggested to have more strict math placement tests, so that students with different math levels can be placed in more appropriate classes correspondingly at the beginning of school year.


khanacademy.org
Courses
Search
Khan Academy
Donate
ynwang
Back to all classes
Geometry 2018-2019: High school geometry
Class code
P8SA99U7
Content
Assignments
Progress
Activity
Roster
Settings
By student
By assignment
All time
Previous
Next
STUDENTS
Angle Jan 13
Equatio Jan 13
Complementary Angle Jan 13
Equation Jan 13
Geometry Jan 13
Finding Jan 13
Angles of Jan 13
Triangle Jan 13
An
Asia
Audrey
audrey chan
Hailey
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Nina
Rachel
Sola
Sola Long
Thuy
Yee Kit
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CONTINUING EDUCATION (PD Financial Records)				
2015-2016				
Type	**Date**	**Number**	**Name**	**Memo**
Check	07/20/2015	18953	Jin Lian Shi & Angela Morelli	Restorative Schl. Community
Check	08/04/2015	18982	Zhang Min	AP Summer Institute - San Diego (7/27-7/30/15)
Check	10/09/2015	19161	Laura L. Furlong	Wells Fargo Center for the Arts 2 days Workshop
Check	11/06/2015	19242	Niki E. Clarke	B2549, Regist. Fee for Close Reading Strategies-Bureau of Education & Research
Check	12/01/2015	19312	Zhang Min	AP Physics Conference Due
Check	03/10/2016	19586	Leonie Tan	ANCCS-Chinese Teacher Workshop
Check	03/24/2016	19607	Niki E. Clarke	B#2593-For Niki E. Clarke-Institute for Educational Development
Check	04/21/2016	19699	Heng Tsung Shi	Deposit 50%-Geometry 10 Day Course-Making Math Real Institute
Check	04/21/2016	19704	Roger Kellerman	Reimb. Nature Education Retreat
Check	05/26/2016	19814	Heng Jiao Shi	Career Track-1 Day Seminar
Check	05/26/2016	19814	Leonie Tan	Career Track-1 Day Seminar
Check	06/10/2016	19878	Laura Furlong	Laura Furlong PD Workshop-Luther Burbank Center for the Arts
General Journal	06/30/2016	JV#060316	Zhang Min	National Board Certif.
General Journal	06/30/2016	JV#060316	Leonie Tan	HR Annual Training Fee
TOTAL	**Total 5050 · Continuing Education**			

CONTINUING EDUCATION (PD Financial Records)				
2016-2017				
Type	**Date**	**Number**	**Name**	**Memo**
Check	10/01/2016	20194	Myphuong Do	NGSS training
Check	10/06/2016	20203	Heng Tsung Shi	B2683, Regist. Fee for Math Teacher Training Program
Check	11/10/2016	20289	Niki E. Clarke	Institute for Educational Development-Priority ID926990
Check	11/24/2016	20313	Koo William	B 2708 Conference at UC Davis
Check	01/18/2017	20450	Zhang Min	NB Application
Check	01/24/2017	20459	Heng Tsung Shi	Making Math Real InstituteB2724-Final 50% Geometry 10 Day Course
Check	02/02/2017	20508	Carola Lustig	B2728 Winter Workshop
Check	02/13/2017	20521	Zhang Min	Credential Renewal
Check	02/22/2017	20533	Zhang Min	National Board Certification
Check	04/20/2017	20704	Laura Furlong	workshop
Check	05/17/2017	20794	Wei Xue	6-8th foundational session
Check	06/01/2017	20857	Poon Kit	Eureka Math
General Journal	06/04/2017	20869	Niki Clarke	B 2765&2779 great mind institute```
General Journal	06/25/2017	20903	Leonie Tan	HR/Finance Workshop
TOTAL	**Total 5050 · Continuing Education**			

CONTINUING EDUCATION (PD Financial Records)				
2017-2018				
Type	**Date**	**Number**	**Name**	**Memo**
Check	07/06/2017	20961	Gracia Juan	B2794 Biology Workshop
Check	07/26/2017	20976	Hertz Rasapriya	Math workshop
Check	08/09/2017	21008	Roger Kellerman	B 2803 workshop
Check	09/21/2017	21134	Glenda Preston	Psychology of Development class & Book Rental
Check	10/02/2017	21190	Yini Wang	NGSS Science Workshop Registration Fee (10/12/17 to 5/3/18)MCOE
Check	11/06/2017	21296	Lai Theng Leong	Teachers' Professional Development
Check	11/06/2017	21294	Yini Wang	Teacher Professional Development
Check	01/20/2018	21456	Heng Tsung Shi	Algebra II Advance
Check	03/06/2018	21613	Candie Dickinson	TOOLBOX Regional Training ~ Jan 26, 2018
Check	05/15/2018	21785	Heng Yuan Shi	Sonoma County Office of Education/North-Inv# IN18-03112 Cust# 001103 - DM Heng Yuan
Check	06/07/2018	21860	Heng Shun+ John Pegan	B 2944, UC Counselor Conf UC Regents
Check	06/28/2018	21891	Lai Theng Leong	2018 Parliament of World Religion
Check	06/28/2018	21892	Victoria D. Patterson	2018 Parliament of World Religion
General Journal	06/30/2018	JV#060218	Glenda Preston	Read Naturally Seminar
General Journal	06/30/2018	JV#060218	Glenda Preston/ Jacky Farley/Jin Jr Shi/Jin xiang Shi/Victoria Patterson/Jin Shan Shi/Heng Yuan Shi	2018 Beauty Ink Art Class-DRBU
General Journal	06/30/2018	JV#060218	Victoria Patterson	2018 Parliament of the World Religions
TOTAL	**Total 5050 · Continuing Education**			

DVS Teacher Evaluation Model Exploration

Purpose:

- Develop a teacher evaluation model that promotes effectiveness, purpose, and meaning.

Process:

- Review the current research on evaluation models.
- Develop a plan for collaborative involvement of stakeholders in model development and implementation.

Marzano (2011,2017)

23 Criteria in 4 Domains

- Standards-Based Planning
- Standards-Based Instruction
- Conditions for Learning
- Professional Responsibilities

Danielson (2013, 2017)

22 Criteria in 4 Domains

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities

TNTP Core Teaching (2014,2017)

- **Culture of Learning:** Are all students engaged in the work of the lesson from start to finish?
- **Essential Content:** Are all students engaged in content aligned to the appropriate standards for their subject and grade?
- **Academic Ownership:** Are all students responsible for doing the thinking in this classroom?
- **Demonstration of Learning:** Do all students demonstrate that they are learning?

Imagining DVS Teacher Evaluation

- Aligns with school mission and school-wide learning outcomes
- Adapts from conventional models of teacher evaluation that focuses on effectiveness, constructivist theories, and research based-best practices.
- Develops an unmentioned domain: Teachers Personhood, Teachers *Being*.

IGDVS Teacher Professional Development Reflection Form

Date: 2018

Key Ideas

Establish the "Habits of the mind" with the purpose of enabling the demonstration of independence

Specific Insights

Through these meetings group learning takes place. The presenter encourages his/her audience to interact. We learned how one issue applies across the curriculum and vertically through the grade levels

Questions Raised

I wonder how are these insights taken to the scenario of the living classroom. Has anyone made a survey of how the particular ideas found their way to the students. What was the success rate? What work greatly and what didn't?

Ideas to try in the classroom

For this particular subject I would like to try #1 habit of the mind ("respond to the demands of audience task purpose + discipline ~~#~~ by strategizing in terms of Speaker, Occasion... (Strategizing term) This would be applicable for the oral presentations students need to bring to class

IGDVS Teacher Professional Development Reflection Form

Date: 12/1/17

Key Ideas	Specific Insights
Value Evidence	Provide evidences from texts to support your statement
Questions Raised	**Ideas to try in the classroom**
No.	Evidence reading.

IGDVS Teacher Professional Development Reflection Form

Date: 4/24/17

Key Ideas	Specific Insights
• Overview of Language Standards and different strategies used	• Make A-List Big - Post in classroom • K-12 Guiding Questions for Coventions - Make into a big poster
Questions Raised	**Ideas to try in the classroom**
• How do we become more vertically alligned?	• one word, three ways • incorporate the A-list (academic vocabulary) • sentence combining game

Developing Virtue Secondary School - 19 Test Taker(s)

PSAT/NMSQT Fall 2018, 11th - Scores & Benchmarks

Total Score/Section Scores

Group	Number of Test Takers	Total Score 320-1520	ERW Score 160-760	Math Score 160-760
School	19	1298	624	674
District	0	N/A	N/A	N/A
State	0	N/A	N/A	N/A
Total Group	1,705,538	1014	512	501

Student	Total Score 320-1520	EBRW Score 160-760	Math Score 160-760
[redacted]	**1040** 1000-1080	**460** 430-490	**580** 550-610
[redacted]	**1380** 1340-1420	**640** 610-670	**740** 710-760
[redacted]	**1150** 1110-1190	**560** 530-590	**590** 560-620
[redacted]	**1340** 1300-1380	**680** 650-710	**660** 630-690
[redacted]	**1400** 1360-1440	**660** 630-690	**740** 710-760
[redacted]	**1430** 1390-1470	**670** 640-700	**760** 730-760
[redacted]	**1400** 1360-1440	**640** 610-670	**760** 730-760
[redacted]	**1130** 1090-1170	**550** 520-580	**580** 550-610
[redacted]	**1190** 1150-1230	**590** 560-620	**600** 570-630
[redacted]	**1240** 1200-1280	**620** 590-650	**620** 590-650
[redacted]	**1190** 1150-1230	**570** 540-600	**620** 590-650
[redacted]	**1480** 1440-1520	**730** 700-760	**750** 720-760
[redacted]	**1390** 1350-1430	**660** 630-690	**730** 700-760
[redacted]	**930** 890-970	**510** 480-540	**420** 390-450
[redacted]	**1450** 1410-1490	**700** 670-730	**750** 720-760
[redacted]	**1380** 1340-1420	**650** 620-680	**730** 700-760
[redacted]	**1450** 1410-1490	**690** 660-720	**760** 730-760

Run Reports | **Developing Virtue Secondary School**

5 Test **Taker(s)**

SAT October 2018, All Grades - Scores & Benchmarks

Total Score / Section Scores

EXPO

Scores by **Students** | **Benchmarks by Students** | Essay **Scores by Students**

Group	**Number of Test Takers**	**Mean Total Score** 400-1**600**	Mean Evidence-**based Reading and Writing Score** 2**00-800**	Mean Math Score **200-800**
School	5	N/A	N/A	N/A
District	0	N/A	N/A	N/A
State	0	N/A	N/A	N/A
Total Group	483,086	1123	558	565

Sco
Deta

Student Name / Student ID

[redacted] | 1350 Range 1310-1390 | 640 Range 610-670 | 710 Range 680-740 | Less

Score Breakdown	Score	SAT User Percentile	Nationally Representative Sample Percentile
Total Score (400-1600)			
Total Score	1,350	91%	94%
Section Scores (200-800)			
Evidence-Based Reading and Writing	640	84%	88%
Math	710	93%	96%
Test Scores (10-40)			
Reading	30	71%	78%
Writing and Language	34	91%	94%
Math	35.5	93%	96%
Cross-Test Scores (10-40)			
Analysis in Science	30	70%	79%

Question Performance

Reading Questions

52 Total Questions	35 Correct Answers	**17** Incorrect Answers	0 Omitted Answers

Writing And Language Questions

44 Total Questions	37 Correct Answers	**7** Incorrect Answers	0 Omitted Answers

Math (with calculator) Questions

38 Total Questions	33 Correct Answers	**5** Incorrect Answers	0 Omitted Answers

Math (no calculator) Questions

20 Total Questions	16 Correct Answers	**4** Incorrect Answers	0 Omitted Answers

Analysis in History/ Social Studies	31	78%	83%
Subscores (1-15)			
Command of Evidence	10	66%	73%
Words in Context	12	84%	88%
Expression of Ideas	13	90%	96%
Standard English Conventions	12	86%	89%
Heart of Algebra	13	92%	94%
Problem Solving and Data Analysis	12	85%	87%
Passport to Advanced Math	15	98%	99%
Essay Scores (2-8)			
Essay - Reading	Not Yet Scored	--	--
Essay - Analysis	Not Yet Scored	--	--
Essay - Writing	Not Yet Scored	--	--

[redacted] | 1080 Range 1040-1120 | ✓ 550 Range 520-580 | ✓ 530 Range 500-560 | Less

Score Breakdown	Score	SAT User Percentile	Nationally Representative Sample Percentile
Total Score (400-1600)			
Total Score	1,080	54%	63%
Section Scores (200-800)			
Evidence-Based Reading and Writing	550	56%	65%
Math	530	53%	61%
Test Scores (10-40)			
Reading	26	44%	56%
Writing and Language	29	65%	72%
Math	26.5	53%	61%
Cross-Test Scores (10-40)			
Analysis in Science	28	57%	67%
Analysis in History/ Social Studies	27	51%	61%
Subscores (1-15)			
Command of Evidence	10	66%	73%
Words in Context	10	60%	65%
Expression of Ideas	11	72%	79%
Standard English Conventions	10	70%	74%
Heart of Algebra	7	27%	34%
Problem Solving and Data Analysis	10	65%	68%
Passport to Advanced Math	8	43%	50%
Essay Scores (2-8)			

Question Performance

Reading Questions

52 Total Questions	31 Correct Answers	**21** Incorrect Answers	0 Omitted Answers

Writing And Language Questions

44 Total Questions	35 Correct Answers	**9** Incorrect Answers	0 Omitted Answers

Math (with calculator) Questions

38 Total Questions	23 Correct Answers	**13** Incorrect Answers	2 Omitted Answers

Math (no calculator) Questions

20 Total Questions	9 Correct Answers	**9** Incorrect Answers	2 Omitted Answers

Essay - Reading	3	--	--
Essay - Writing	4	--	--
Essay - Analysis	2	--	--

[redacted] | 1320 | Range 1280-1360 | ✓ 640 | Range 610-670 | ✓ 680 | Range 650-710 | Less

Score Breakdown	Score	SAT User Percentile	Nationally Representative Sample Percentile
Total Score (400-1600)			
Total Score	1,320	88%	93%
Section Scores (200-800)			
Evidence-Based Reading and Writing	640	84%	88%
Math	680	89%	93%
Test Scores (10-40)			
Reading	33	87%	90%
Writing and Language	31	77%	83%
Math	34.0	89%	93%
Cross-Test Scores (10-40)			
Analysis in Science	35	93%	96%
Analysis in History/ Social Studies	32	84%	86%
Subscores (1-15)			
Command of Evidence	12	85%	91%
Words in Context	12	84%	88%
Expression of Ideas	13	90%	96%
Standard English Conventions	10	70%	74%
Heart of Algebra	13	92%	94%
Problem Solving and Data Analysis	12	85%	87%
Passport to Advanced Math	13	89%	94%
Essay Scores (2-8)			
Essay - Reading	5	--	--
Essay - Writing	7	--	--
Essay - Analysis	7	--	--

Question Performance

Reading Questions

52 Total Questions	44 Correct Answers	8 Incorrect Answers	0 Omitted Answers

Writing And Language Questions

44 Total Questions	38 Correct Answers	6 Incorrect Answers	0 Omitted Answers

Math (with calculator) Questions

38 Total Questions	34 Correct Answers	4 Incorrect Answers	0 Omitted Answers

Math (no calculator) Questions

20 Total Questions	16 Correct Answers	4 Incorrect Answers	0 Omitted Answers

[redacted] | 1500 | Range 1460-1540 | ✓ 700 | Range 670-730 | ✓ 800 | Range 770-800 | Less

Score Breakdown	Score	SAT User Percentile	Nationally Representative Sample Percentile
Total Score (400-1600)			
Total Score	1,500	99%	99%
Section Scores (200-800)			
Evidence-Based Reading	700	94%	97%

Question Performance

Reading Questions

52 Total Questions	48 Correct Answers	4 Incorrect Answers	0 Omitted Answers

Writing And Language Questions

44 Total	41 Correct	3 Incorrect	0 Omitted

Score Breakdown	Score	SAT User Percentile	Nationally Representative Sample Percentile
and Writing			
Math	800	99%	99%
Test Scores (10-40)			
Reading	36	96%	97%
Writing and Language	34	91%	94%
Math	40.0	99%	99%
Cross-Test Scores (10-40)			
Analysis in Science	36	96%	98%
Analysis in History/ Social Studies	38	99%	99%
Subscores (1-15)			
Command of Evidence	14	96%	98%
Words in Context	12	84%	88%
Expression of Ideas	14	95%	98%
Standard English Conventions	12	86%	89%
Heart of Algebra	15	99%	99%
Problem Solving and Data Analysis	15	99%	99%
Passport to Advanced Math	15	98%	99%
Essay Scores (2-8)			
Essay - Reading	7	--	--
Essay - Writing	8	--	--
Essay - Analysis	5	--	--

Questions	Answers	Answers	Answers

Math (with calculator) Questions

38 Total Questions	38 Correct Answers	**0** Incorrect Answers	0 Omitted Answers

Math (no calculator) Questions

20 Total Questions	20 Correct Answers	**0** Incorrect Answers	0 Omitted Answers

[redacted] 1390 Range 1350-1430 | ✓ 700 Range 670-730 | ✓ 690 Range 660-720 | Less

Score Breakdown	Score	SAT User Percentile	Nationally Representative Sample Percentile
Total Score (400-1600)			
Total Score	1,390	94%	97%
Section Scores (200-800)			
Evidence-Based Reading and Writing	700	94%	97%
Math	690	91%	94%
Test Scores (10-40)			
Reading	32	83%	87%
Writing and Language	38	99%	99%
Math	34.5	91%	94%
Cross-Test Scores (10-40)			
Analysis in Science	33	87%	92%
Analysis in History/ Social Studies	33	88%	90%
Subscores (1-15)			
Command of Evidence	14	96%	98%

Student Total Score 400-1600 | Evidence-based Reading and Writing Score 200-800 | Math Score 200-800

Reading Questions

52 Total Questions	42 Correct Answers	**10** Incorrect Answers	0 Omitted Answers

Writing And Language Questions

44 Total Questions	43 Correct Answers	**1** Incorrect Answers	0 Omitted Answers

Math (with calculator) Questions

38 Total Questions	33 Correct Answers	**5** Incorrect Answers	0 Omitted Answers

Math (no calculator) Questions

20 Total Questions	18 Correct Answers	**2** Incorrect Answers	0 Omitted Answers

Words in Context	12	84%	88%
Expression of Ideas	15	99%	99%
Standard English Conventions	13	92%	94%
Heart of Algebra	12	87%	90%
Problem Solving and Data Analysis	14	95%	97%
Passport to Advanced Math	13	89%	94%
Essay Scores (2-8)			
Essay - Reading	6	--	--
Essay - Writing	6	--	--
Essay - Analysis	5	--	--

Top

Programs

SAT® (https://collegereadiness.collegeboard.org/sat?navId=gf-sat)

PSAT/NMSQT® (https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10?navId=gf-pn)

PSAT™ 10 (https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10?navId=gf-p10)

PSAT™ 8/9 (https://collegereadiness.collegeboard.org/psat-8-9?navId=gf-p89)

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NEXT GENERATION SCIENCE STANDARDS

Accelerating into NGSS

High School Architecture of NGSS

CCSESA CISC Curriculum and Instruction Steering Committee K-12 Alliance CSTA

Accelerating into NGSS Goals

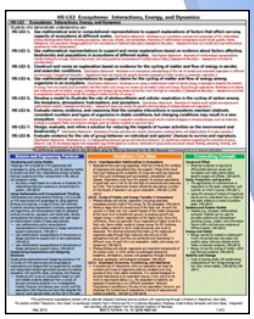
Experience Three Dimensional Learning → Explore the architecture of the NGSS → Deepen Understanding of Key Components of NGSS
- Phenomena
- SEPs
- CCCs

Identifying the 3-Dimensions of NGSS and EP&Cs

- Take a look at the cards that describe the Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), Crosscutting Concepts (CCCs), and Environmental Principles and Concepts (EP&Cs) with your group.
- Identify one DCI, SEP, CCC, and EP&C card that best aligns with your learning sequence.
- Compare your selected cards with another group.

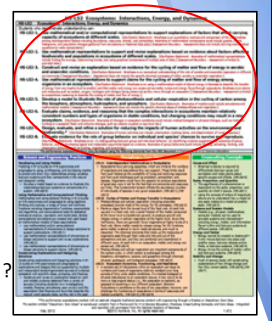
Architecture of the NGSS Standards

1. Performance Expectations (PE)
2. Foundation Boxes: 3-Dimensions
3. Environmental Principles and Concepts (EP&Cs)
4. Connection Boxes: …to other DCIs, grade levels, and CCSS



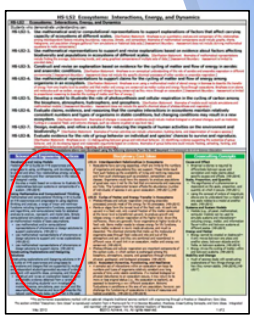
Identifying the Performance Expectation (PE)

- *Performance Expectations* are assessable statements of what students should know and be able to do.
- Identify a Performance Expectation from today's learning sequence.
- Does the performance expectation contain a clarification statement and/or assessment boundary ?



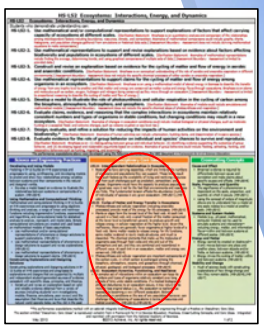
Identifying the Science & Engineering Practices (SEPs)

- Colored boxes show the 3-dimensions of the performance expectations.
- Read the SEP box
- Which SEP element was most evident in your learning sequence?



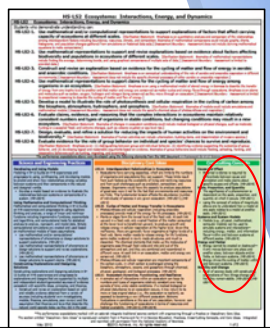
Identifying Disciplinary Core Ideas (DCIs)

- Read the DCI box.
- Which DCI element was most evident in your learning sequence?



Identifying Crosscutting Concepts (CCC)

- Read the CCC box.
- Which CCC was most evident in your learning sequence?



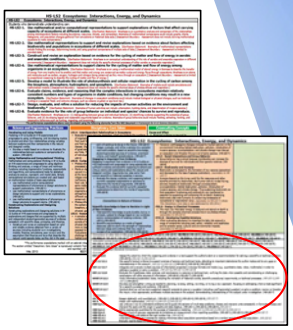
Identifying Environmental Principles and Concepts (EP&Cs)

- Read EP&Cs.
- Which EP&C element was most evident in your learning sequence?
- Discuss additional lessons you teach where EP&Cs are integrated?



Connection Boxes: ELA & Math

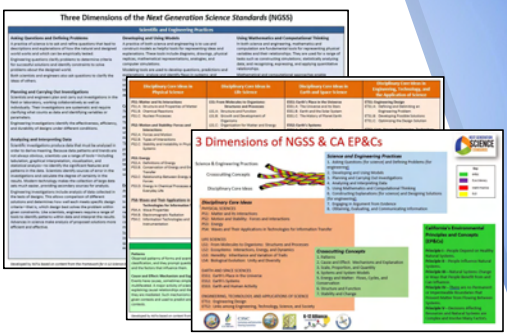
- Did the learning sequence include opportunities for developing literacy skills?
- Locate the connection box and identify which ELA and math standards are aligned to the performance expectations.



Reviewing the Learning Sequence PE

- **HS-LS2-6.** Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem .
- How do we know this performance expectation belongs to High School and the physical science domain?
- **HS-LS2-6.** Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

3-Dimensions of NGSS Resources



Science, Language and Literacy in K-12

Adapted from NGSS Roll Out 3

Presented by
Leena Bakshi
Mena Parmar

Gots and Needs

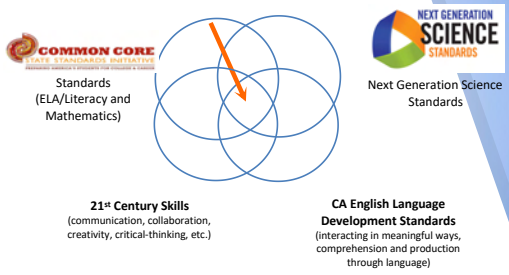
Gots	Needs
Better Understanding of Phenomena	Phenomena ideas
Better Understanding of Engineering	Engineering ideas
Materials/Lab management	More practice with NGSS
post it and sharing strategy	More Grade Level Chatting
	move slower/move faster
	Clearer objectives for the day
	To see STEM teaching in action

Goals of This Session

- Experience part of a science lesson in which literacy is used to deepen students' understanding of the core science ideas
- Become familiar with key aspects of literacy from CCSS that integrate with NGSS
- Review a range of strategies, instructional practices, and resources for effective CCSS and NGSS integration

3

Part I: New Opportunities for All Learners



4

What is your thinking about *Literacy for the Science Classroom* ?



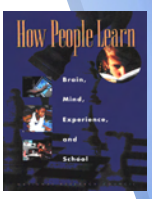
- Make a mini-notebook by folding just a few sheets of paper
- Jot down in your notebook for 1 minute some examples of literacy in use in your classrooms
- Introduce yourself to an elbow partner.
- Discuss for 5 minutes and add to your list
  - what you think *literacy for science* means,
  - how does it look like in your classroom, and
  - why it is important for your students.
- Share some ideas with whole group

5

How do People Learn?

National Research Council of the National Academy of Sciences (2001)

- Prior Knowledge
- Conceptual Frameworks
- Metacognition



How are your classroom literacy examples support these ideas?

6

Think about: Literacy and Language Development in Disciplinary Context

Think about the learning sequence you experienced on Monday:

- Look in your notebook
- At which point did you use literacy skills?
- How did the learning sequence support language development?

Content-Language-Literacy Objectives

- What concepts will students learn? (***disciplinary core ideas*** *and* ***crosscutting concepts***)
- How will they learn them? (***practices***)
- How will they make sense and communicate what they learned? (*literacy skills*)

8

Aligned Inquiry, Literacy and Language Development

Refocus disciplinary literacy instruction:

- from an emphasis on frontloading strategies (vocabulary, definitions)
- to an emphasis on practices for disciplinary inquiry (questioning, evidence-based critique)

9

Part II: Experience part of a Science Lesson: Students are building understanding towards the particle model

5-PS1-1: Develop a model to describe that matter is made of particles too small to be seen.

Prior Students' Experiences:

- Cut solid (clay) into smaller and smaller pieces
- Compared the weight of small and large pieces of clay using a scale
- Divided liquid (water) into smaller volumes and weighed them
- Moving on to gases.

10

Progression of the Particle Model in NGSS

- **2-PS1-3: Make observations** to construct an evidence-based account of how an **object made of a small set of pieces** can be disassembled and made into a new object.
- **5-PS1-1: Develop a model to describe** that **matter is made of particles too small to be seen.**
- **MS-PS1-4: Develop a model that predicts and describes changes in particle motion, temperature, and state** of a pure substance when **thermal energy** is added or removed.
- **HS-PS3-2: Develop and use models to illustrate** that **energy at the macroscopic scale** can be accounted for as a combination of energy associated with the **motion of particles** (objects) and energy associated with the relative **positions of particles** (objects).

11

Prior knowledge:

What I think I know about air…

1. Jot down a few ideas in your notebook
2. Share ideas with a partner
3. Share with the whole class

12

Student responses in our lesson

- Air has weight.
- Air is everywhere.
- We can put air into a balloon.

- Air takes up space

13

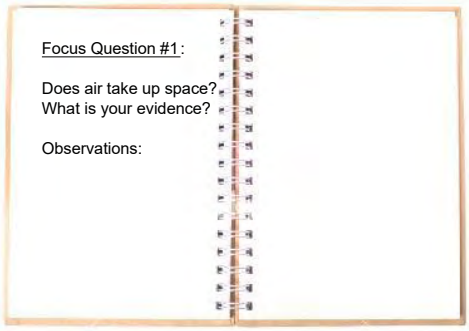
Investigation Materials

syringe



tube





Connect two syringes with a tube (a guided exploration)

Procedure:

- Fill one syringe with air
- Connect it to another one with the tube
- *What happens to the second syringe when you push on the plunger of the first syringe?*



16

Making sense of the syringe investigations

Record in your notebook:

What did you find out when you attached two syringes to the tube?

17

Group Talk Placemats

H1

Academic Discussion Placemat:

- Sharing own thinking
- Building on other's ideas
- Challenging other's thinking



C. Vargas & D. Velez 2012

Focus Question #1:

Does air take up space?
What is your evidence?

Observations:

I claim that _____

My evidence from my observations is ____ _____.

Investigation Materials

2 syringes



clamp



tube



Focus Question #2:

What happens when you push air into a smaller space?

Observations:

Procedure



1. Pull the plunger up to xxx ml
2. Block the end of the tube attached to the syringe with the clamp.
3. While keeping the end of the syringe blocked, push the plunger in as much as you can.
4. Record your observations at each step.
5. Try compressing the air with 2 syringes and a tube.
6. Record your observations.

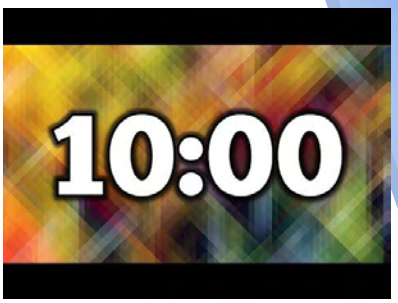
22

Focus Question #2:

What happens when you push air into a smaller space?

Observations:

Break



Making sense of the syringe investigations

- What did you find out when you pushed the plunger in both situations?
- In which situation could you push the plunger of one syringe all the way in? Why?
- What might air look like if we can push it together or compress the air?

25

Vocabulary: Interactive Word Wall

- compression
- pressure
- expansion



Vocabulary/Concept Development

- When air is pushed in to a smaller space it is **compressed.**
- When air is let go into a larger space it has **expanded.**

- Air pushes back on the plunger with **pressure.**

27

Deepening Understanding through Reading a Text

H2

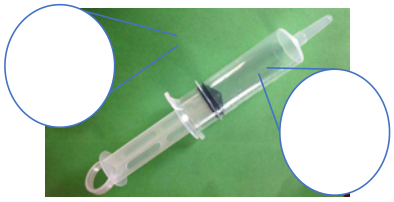
What might air look like if it can be compressed?

- Read the article
- Discuss with your partner / group
- Draw the particles in figure #2

28

Air in an Open Syringe

Draw in your notebook how air looks like inside and outside the syringe



29

Air in a Closed and Compressed Syringe
(the syringe was first closed, then pushed)

Draw in your notebook how air looks like inside and outside the syringe



How does the plunger stay in?

30

Concept Map to Practice Sense-making from Vocabularies

- Air
- Gas
- Volume
- Molecules
- Expand
- Compress
- Pressure

1. Determine how the words/concepts are related.
2. Organize in groups on chart paper.
3. Draw lines between the related terms.
4. On the lines, write some words showing how the terms are related.
5. Share with other groups

31

Focus Question #2:

What happens when you push air into a smaller space?

I claim that _____

Evidence from my observations____ _____.

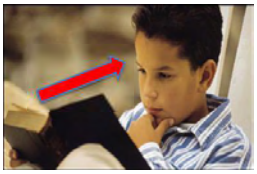
Evidence from the text is_____ _____.

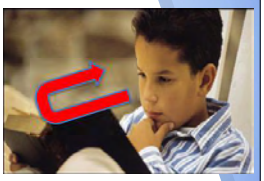
Claim Evidence Reasoning (CER) Framework

- **Claim**: a statement that answers the question
- **Evidence**: scientific data that support the claim
- **Reasoning**: a justification for why the evidence supports the claim using scientific ideas and principles
- **Rebuttal**: describes alternative explanations, and provides counter evidence and reasoning for why the alternative explanation is not appropriate.

33

Adding Evidence Through Text





C.Vargas & D. Velez 2012

34

Think about the science lesson so far…

- What were the important components of this science lesson?
  - Look in your notebook for evidence of the tasks we completed.
- Share with a partner.



35

Formative Assessment: Two Ways to Look at Student Work

- Short classroom videos (in-the-moment thinking)
- Student work in notebook (more in-depth thinking)

36

Classroom Video

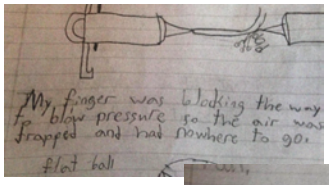
1. What can you observe about student engagement?

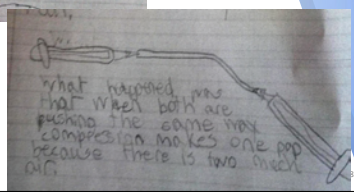
1. What are students doing in the video?
   - Speaking?
   - Listening?
   - Writing?



37

Grade 5 notebook





Secondary student notebook

Source: M. Windschitl and J.J. Thompson, The Modeling Toolkit, The Science Teacher, (2013)



39

Part III: Investigating the Common Core State Standards for developing Literacy in Science

COMMON CORE STATE STANDARDS CALIFORNIA



40

ELA and Literacy in Science Text Type and Purposes

H3

- Unfold the paper
- Review the Content Literacy in Science Standards in the right column
- What do you notice?



ELA Text Type and Purposes: What About Elementary School?

H4

- Fold the CCSS Example B (3rd grade) in half so that the left side is facing up. Notice the similarity with the ELA middle school standards.
- Unfold the paper. What do you notice?

K-5 Literacy in Science Standards
are embedded
in the K-5 ELA Standards

NGSS Connection Boxes



Connection boxes provide:

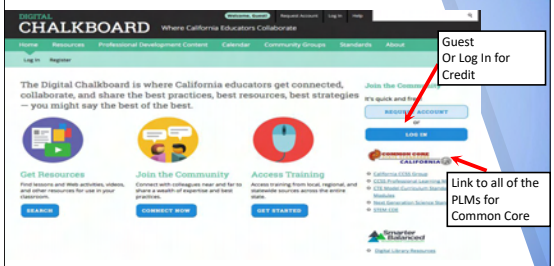
a)connections to topics in other grade levels.

b)articulation across grade levels.

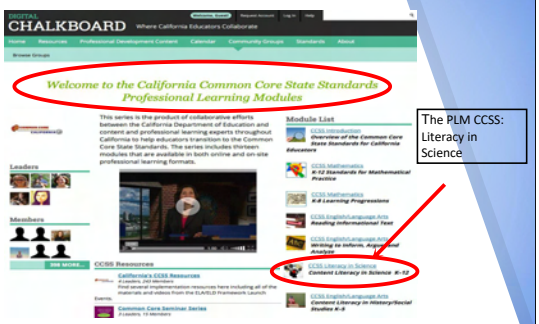
c)connections to Common Core State Standards

43

My Digital Chalkboard https://mydigitalchalkboard.org



44



45



46

Module Overview: 6 Units

Unit 1: Investigating the CCSS Literacy in Science

Unit 2: Making it Real: Classroom Examples

Unit 3: Looking at Student Work

Unit 4: Science Notebook: A Student's Writing and Thinking Tool

Unit 5: Science: A Natural Setting for Language Development

Unit 6: Planning For Student Success

47

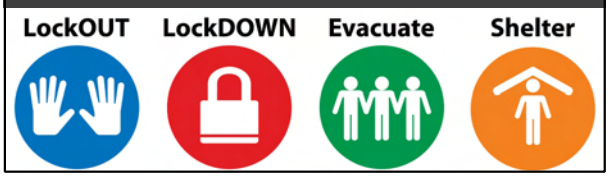
Key Take Home Message

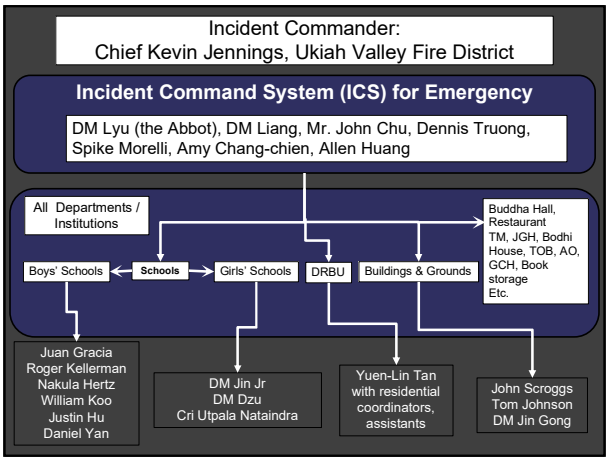
- Learning is most effective by having relevant & meaningful experiences ~
- *motivation is key in learning*

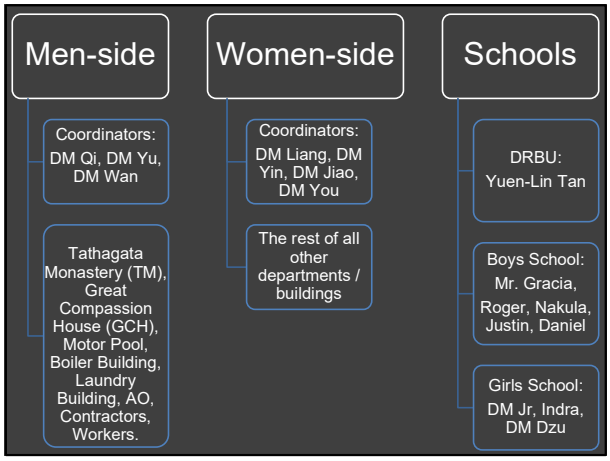
Science can provide motivation!

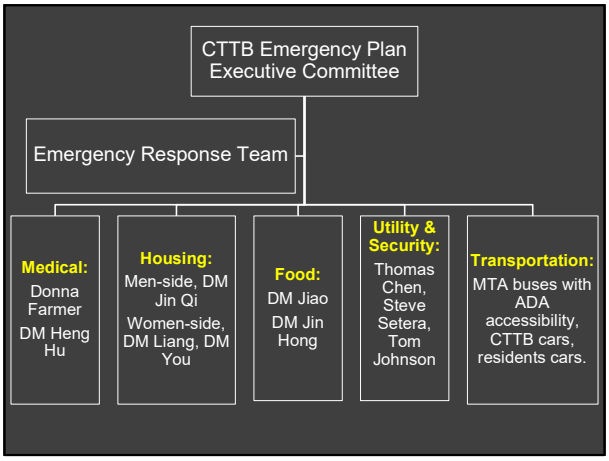
Emergency Response Training

Office of Environmental Health and Safety
November 9, 2018 updated









What do our residents need to know

- **Who is your Building Coordinator?**
- Prepare your go-bag
- Be aware of emergency exits
- The assembly point is the big tent behind the Buddha Hall
- If you have a car fill up your gas tank when you have a chance. (no electricity, no gas)
- MUST notify Assembly Point Coordinators if you wish to leave early.

5

If a Mandatory Evacuation comes…

- Building Coordinator is responsible for each area in CTTB and you will be notified.
- Get your go-bag and go back to the assembly point (concrete slab behind Buddha Hall)
- Check-in with one of the Assembly Point Coordinators (APC) based on where you live

6

If a Mandatory Evacuation… (continued)

- DO NOT LEAVE without notifying the APC.
- DO NOT WANDER around. Stay put at the assembly point.

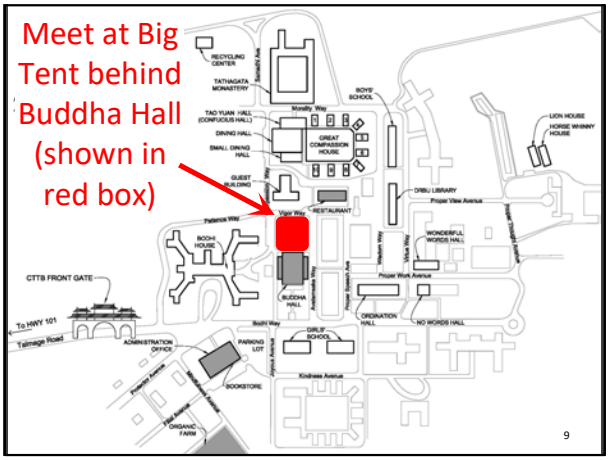
7

Assembly Point & Coordinators

- Behind the Buddha Hall (Big Tent Area, concrete slab)
  - Assembly Points Coordinators (APC)
  - DM Jin Qi (APC), DM Jin Yu (TM liaison), DM Jin Wan (GCH liaison)
  - DM Heng Liang , DM Heng Yin, DM Heng Jiao, DM Heng You

8

Meet at Big Tent behind Buddha Hall (shown in red box)

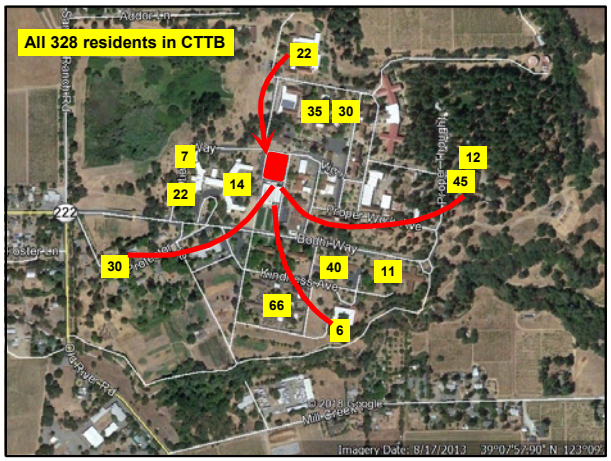


9

Total CTTB Residents	328
Tathagata Monastery	22
Joyous Giving House	66
Tower of Blessings	22
Cottages	30
Family Housing	45
Bodhi House	14
IITBT	6
Great Compassion House	35
Girls Dorm	30
Boys Dorm	28
DRBU C Dorm	11
DRBU TOB 2nd Floor	7
Guests	12

Sudhana Center	14
Day Students Girls	65
Day Students Boys	60

10



40+ buildings and its Coordinators

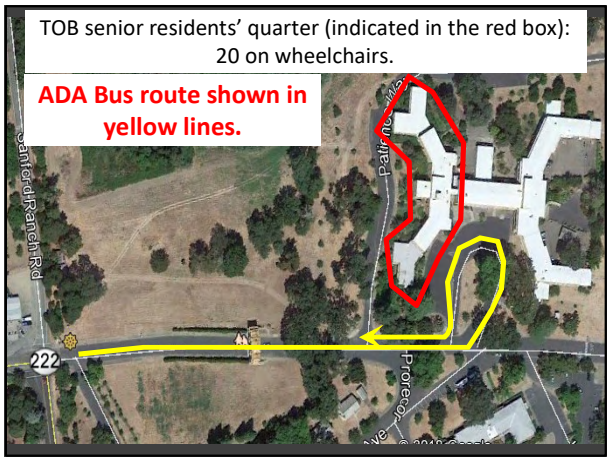
Building Coordinator Contact List

	Fire Chief Kevin Jennings	Cell	(707) 489-8086	Ukiah Valley Fire District	
#	Building Name	Sq. Ft.	Building Coordinator	Email	Cell Phone
1.0	Tathagata Monastery	67,590	DM Qi, DM Yu	jinqi@drba.org	(707) 391-4153 cell
2.1	Great Compassion House	22,250	DM Qi DM Wan	jinqi@drba.org	(707) 391-4153 cell
			Justin Hu	justin.hu@gmail.com	(707) 376-8707
2.2	Five Contemplations Hall	25,650	DM Jin Hung	jinhungshr@gmail.com	(707) 703-9788 cell
3.0	Instilling Goodness & Developing Virtue Boys' School	15,435	Juan Gracia	juan.gracia@gmail.com	(707) 467-1447 JG Hc
			Nakula Hertz	nakula.hertz@gmail.com	(707) 391-3235 NH ce
			Justin Hu	justin.hu@gmail.com	(707) 379-8707 JH cel
			Jose Vega	mangoveg@gmail.com	(510) 898-8189 JV cel
4.1	123 Building South Wing	65,993	Wayne Chen	wayne.chen@drbu.edu	(510) 928-3619 cell
			Thao Phi	thao.phi@drbu.edu	(510) 612-6468 cell
4.2	123 Building North Wing & Center		DM Jin Yan	jinyan02@gmail.com	(707) 234-5346 Goog
5.0	Dragon Tree House	6,000	Liu Rui	ruiliu@drba.org	(707) 590-2409
			Doan Van	doan70van@gmail.com	(707) 391-5028 cell
6.0	Lion House	3,080	Liu Rui	ruiliu@drba.org	(707) 590-2409
			Doan Van	doan70van@gmail.com	(707) 391-5028 cell
7.0	Horse Whinny House	3,080	Liu Rui	ruiliu@drba.org	(707) 590-2409
			Doan Van	doan70van@gmail.com	(707) 391-5028 cell
8.0	Old DRBU Building	17,170	DM Heng Yi	hengyi7@gmail.com	(707) 376-8750 Goog

12

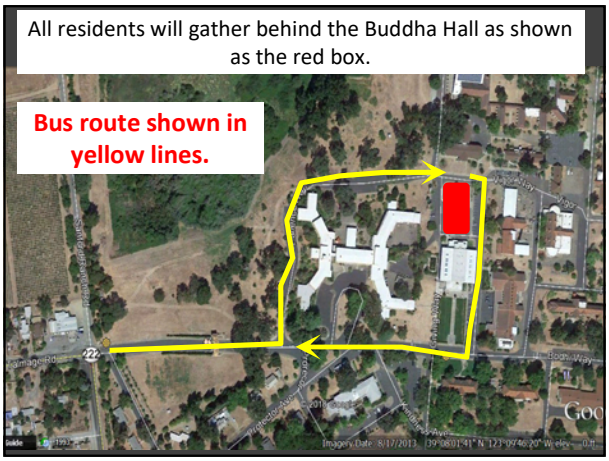
TOB senior residents' quarter (indicated in the red box): 20 on wheelchairs.

ADA Bus route shown in yellow lines.



All residents will gather behind the Buddha Hall as shown as the red box.

Bus route shown in yellow lines.



CTTB' cars will evacuate through the southern gate at the motor pool (Mill Creek Rd) and the northern gate at the Addor Ln.

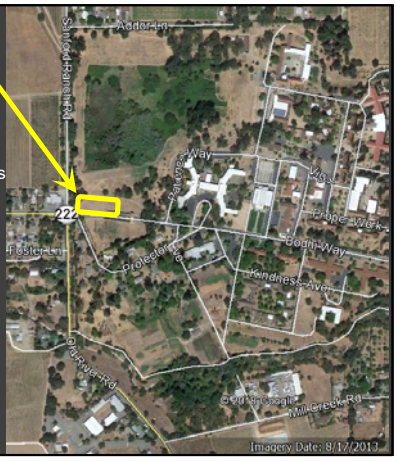
We try to avoid traffic jam at Bodhi Way. Preserve the Bodhi Way for Buses.



Parents' parking lot. located at the lawn on the left side before the Mountain Gate and walk to check in with school staff.

[Fire department] Parents are not allowed to drive into the schools to grab their children because such traffic would intervene with the rescuing effort / emergency evacuation.

School staff must do the head counts, check-in, check-out when parents come to get their kids.



Fire Extinguisher Training Photos



Fire Extinguisher Training Photos





What is Lock-down?

- A lockdown is a precautionary measure in response to a threat directly to the school or in the surrounding community. ... Depending on the type of lockdown, interior and exterior doors on campus are locked. No one is allowed to enter or exit the building.

ALICE

- Barricade a door of a classroom to block an 'active shooter' during **ALICE (Alert, Lockdown, Inform, Counter and Evacuate)** training.



A - Alert

- ALERT when you first become aware of a threat. The sooner understand the danger, the better. A speedy response is critical. Seconds count.
- Alert is overcoming denial, recognizing the signs of danger and receiving notifications about the danger from others. Alerts should be accepted, taken seriously, and should help you make survival decisions based on circumstances.

Security Response Team

Any emergency, call 911

Administration Office
(707) 462-0939

	Name	Cell Phone	Email
1	Thomas Chen	(707) 380-9377	tc6521us@yahoo.com
2	Steve Setera	(707) 391-4154	ssetera@gmail.com
3	Tom Johnson	(707) 391-3863	tullertian@yahoo.com
4	Dennis Truong	(707) 391-5029	dt.khongdanh@gmail.com
5	Roger Kellerman	(707) 367-6014	doan70van@gmail.com
6	Spike Morelli	(707) 272-1821	spike@drba.org

L - Lockdown

- Barricade the room. Prepare to EVACUATE.
- If EVACUATION is not a safe option, barricade entry points into your room in an effort to create a semi-secure starting point.
- Communicate with police, and use your time in lockdown to prepare to use other strategies (i.e. Counter or Evacuate) that might come into play should the active shooter gain entry.

Barricade



Be quiet

- Close doors, windows, blinds, all electronics, turn off lights, silent the cellphones…



Hide & Quiet



I - Inform

- Communicate the location and the direction of the intruder in real time, if it is safe to do so.
- Armed intruder situations are unpredictable and evolve quickly, which means that ongoing, real time information is key to making effective survival decisions. Information should always be clear, direct and in plain language.
- If the shooter is known to be in an isolated section of a building, occupants in other wards can safely evacuate while those in direct danger can perform enhanced lockdown and prepare to counter.

C - Counter

- Create Noise, Movement, Distance and Distraction with the intent of reducing the shooter's ability to shoot accurately. Counter is NOT fighting.
- ALICE Training does not believe that actively confronting a violent intruder is the best method for ensuring the safety of those involved. **Counter is a strategy of last resort.** Counter focuses on actions that create noise, movement, distance and distraction with the intent of reducing the shooter's ability to shoot accurately. Creating a dynamic environment decreases the shooter's chance of hitting a target and can provide the precious seconds needed in order to evacuate.

Evacuate

- When safe to do so, remove yourself from the danger zone.
- Evacuating to a safe area takes people out of harm's way and hopefully prevents civilians from having to come into any contact with the shooter.
- Did you know that you should break a window from the top corner as opposed to the center? Many useful techniques that civilians do not know exist and can save your life.



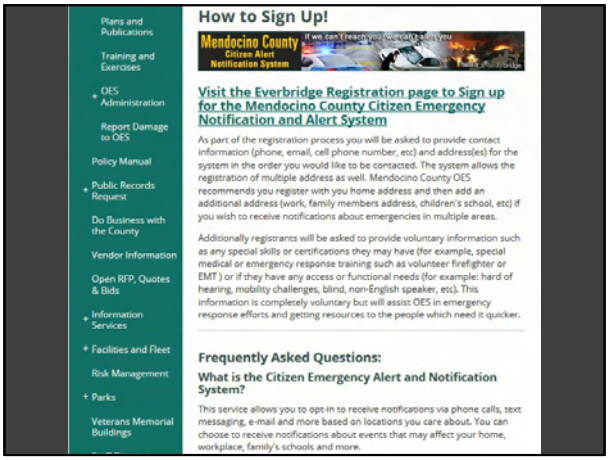


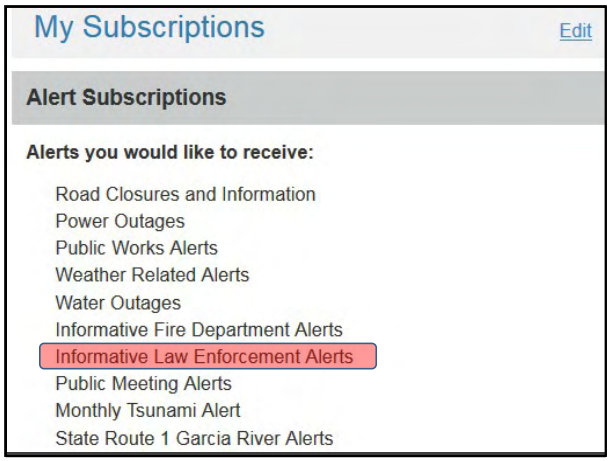
31

- Please Raise Up your hands so the law enforcement personnel can see your empty hands clearly.

32







Go Bag: suggested things

- Water for drinking and sanitation
- Flashlight & extra batteries
- First aid—bandages, antiseptic, etc.
- Whistle to signal for help
- Dust mask
- Moist towelettes, plastic bags, etc., for personal sanitation.
- Extra toothbrush and toothpaste
- Important documents:
  - Passport, VISA, Green Card, Precept Certificate
  - Proof of residence
  - Original education documents
  - Legal certificates
- At least one change of clothing, including socks & shoes
- Blanket or sleeping bag
- Medications
- Extra eye-glasses
- Dharma necessities

36



Jin Xiang Shi <jin.xiang@drbu.edu>

Teachers Inservice: Mid-Year Report & Continuation of ELA Standards

Heng Shün <hengshun@drba.org> Mon, Feb 13, 2017 at 7:16 PM

To: Heng Tsung Shr <hengtsung@gmail.com>, Heng Shün Shr <hengshun@drba.org>, Jin Yan Shr <jinyan02@gmail.com>, Jin Fan Shr <jinfanshi@gmail.com>, Jin Yong Shr <jinyongshr@gmail.com>, Jin Sheng Shr <acs.jinsheng@gmail.com>, "Mr. Juan Gracia" <juan.gracia@gmail.com>, "Mr. Randall Peterson" <randallpeterson27@gmail.com>, "Mr. Agis Gan" <agisgan@juno.com>, "Mr. Nakula Hertz" <nakula.hertz@gmail.com>, "Ms. Jacqueline Farley" <jfarley108@gmail.com>, "Ms. Louisa Aronow" <midnite@pacific.net>, "Mr. William Koo" <wilsof@gmail.com>, "Dr. Steve Setera" <ssetera@gmail.com>, "Ms. Jennifer Ackley" <8ackley@gmail.com>, "Mr. Daniel Barth" <barth.dan@gmail.com>, "Dr. Zhang" <mzgracia99@gmail.com>, "Mr. Nicholas Reid" <voxdoc@att.net>, "Mr. Dwight Adams" <ladams19@gmail.com>, "Mr. Chen Wei-Hung" <tc6521US@yahoo.com>, "Mr. Alan Yang" <alanc_yang@yahoo.com>, "Mr. Ben Chen" <avalokiteshvara@gmail.com>, "Mr. John Pegan" <jrpegan@gmail.com>, "Ms. Zephyr" <zephyrb@pacific.net>, "Ms. Nancy Johnson" <treefrogjohnson@gmail.com>, "Ms. Rasapriya Mayshark-Hertz" <rasadasi@gmail.com>, "Ms. Madhavi Derooy" <tamaraderooy@yahoo.com>, "Ms. Chang" <ch006cnc@gmail.com>, ""Ms. Niki Clarke"" <nikiclarkepaints@gmail.com>, "Ms. Candie Dickinson" <dickinsons@comcast.net>, "Ms. Carola Lustig" <amritacharan04@yahoo.com>, "Ms. Meilin Kuo" <meilin.kuo@drbu.org>, "Ms. Stacy Stahl" <stacystahl44@yahoo.com>, "Mr. Reed Smith" <reed59@hotmail.com>, "Ms. Ma" <Okma008@gmail.com>, "Ms. Wei Xue" <weixue_vivian@yahoo.com>, "Ms. Susan Summerford" <susanhsummerford@gmail.com>, "Mr. Brian Yepez" <pomohinthil@yahoo.com>, "Dr. Cheng Guan Koay" <cgkoay@uwalumni.com>, "Ms. Charlene Light" <charlenelight@gmail.com>, "Mr. John Liu" <johnktl@gmail.com>, mmkask@gmail.com, Lynn Zimmermann <lynnzimm@mcn.org>, Jin Jr Shi <jin.jr@drbu.org>, Nga Tran <8foldpaths@gmail.com>, Victoria Patterson <patterson.victoria2@gmail.com>, Vivian Sotomayor Power <powerhouses@earthlink.net>, Dzu Heng <hengdzu@gmail.com>, "jinhungshr@gmail.com" <jinhungshr@gmail.com>, Glenda Preston <gpreston505@msn.com>, Jin Xiang Shr <jin.xiang@drbu.org>, Yini Wang <ynwang@gmail.com>, JinLian Shr <shr.jinlian@gmail.com>, Jin Yun Shi <jinyun62115@gmail.com>, "shrjinde@gmail.com" <shrjinde@gmail.com>, Tan Sew Yi <sewyi152@gmail.com>, George Spinas <gspinas@pacific.net>, Julia Mark <juliamark108@yahoo.com>, jinrun shr <jinrunshr@gmail.com>, Angela Li Morelli <angela4et@gmail.com>, Yang Liu <zhurourong@gmail.com>, Jinliang Shr <jinliangkind@gmail.com>, Heng Yuan Shi <heng.yuan@drbu.org>, Rianne Kravitz <rianne.kravitz@yahoo.com>, June Bemis <junebemis@gmail.com>, jinsyang shr <jinsyangshr@gmail.com>, Ashley Huynh <dtalan@gmail.com>, Cri Utpala Nataindra <nataindra@gmail.com>, Terri Nicholson <tnicholson53@gmail.com>, chin chooi mei <ccmei.ch@gmail.com>, Jin Kai <jinkai128@gmail.com>, Kit Poon <kitpoon1218@gmail.com>, Jin Hui Shi <jinhuishi0@gmail.com>, llf <llf@wildblue.net>, Jin Rou Shr <shrjinrou@gmail.com>, Trinh Doan <trinhdoanpt@aol.com>, suechang47@yahoo.com.tw, Ken Faust <kenfaust@gmail.com>, Jin Yi Shr <jinyishr@gmail.com>, DM Jiao <hengjiao@gmail.com>, Irene Fan Gwo Hui <irenefan99@gmail.com>, donna farmer <dfarmer.fnp@gmail.com>

Dear Teachers,

On this coming Friday, February 17, we will conduct our Mid-Year Review and continue with our investigation and sharing of the ELA Common Core State Standards (CCSS) on "Language." This Teacher Inservice will go from 12:15 until 3:00 at the IITBT Building near the Girls High School. The schedule will be as follows:

12:15 to 1:45 Mid-Year Review. Updates on progress in various areas of the school according to our School-wide Action Plan including the following: PSAT Data, Science PLC, Teacher Mentoring/Evaluation, Facilities Upgrades, Student Enrollment & Demographics, Budget, New Teachers, Libraries, Science Lab, Tech, ESLR and Tutoring, Professional Development, Student Services and Activities. There will be time for comments and feedback from teachers as we go along through these various items via a power point presentation.

1:45 to 2:00 Break

2:00 to 3:00 Continuation of our Review and Sharing of our CCSS Language Standards. Please refer to the attached detailed schedule on this part of the inservice. *Important note: teachers should bring student work for Language Standard 5 as noted on the schedule.*

Needless to say, the Mid-Year Review is an important opportunity for all teachers, as well as parents and student representatives to give their input on all aspects of the school as we continue to develop and improve in achieving the goals of the school as expressed in our Mission Statement and Expected School-wide Learning Outcomes.

Also, the session on the ELA standards as mentioned in the attached schedule, will be a good opportunity for al of us teachers to share what we are doing in the classroom with other teachers teaching at similar grade levels. Look forward to seeing everyone on Friday.

Sincerely, in Dharma, Heng Shün 恆順

PS In case some teachers have not yet received the Academic Calendar for the 2017-2018 school year, I have attached that for your reference as well. Hope everyone has an auspicious Year of the Rooster.

2 attachments

Language Standards Sched- Feb 17.docx
96K

IGDVS 2017-2018 - Final Feb 1.docx
28K

CCSS ELA Language Standards

Time: 2:00-3:00 PM, Friday, February 17, 2017

Teachers will share best practice strategies to teach CCSS ELA Language Standards

1. Welcome, Purpose 3 minutes

2. Review revised sequence on Conventions Check List (from 12/02) (Language Standards 1& 2 for all grades & 3 for grades 2 and above) 5 minutes

3. Focus on Language Standard 5: Teachers will explore Language Standard 5 at their grade and the preceding and following grade levels 5 to 10 minutes

4. Language Standard 5: Secondary Language Games: puns, irony, phrasal verbs 5 minutes

5. Language Standard 5: Literal and figurative language use 5 minutes

6. Language Standard 5: The Freyer Model template for figurative language 5 minutes

7. Teachers will share best practices to teach Language Standards in grade-alike groups 30 minutes

Some Notes on Alumni Survey

By Heng Shün 恒順

September 2018

76 responses, 72 are graduates

44 men and 28 women graduates

Overall Experience

On a scale of 5, the answer to how they would rate their experience at IGDVS overall was a 4.1 (5 = excellent, 4 = good, 3 = average, 2 = unsatisfactory, 1 = poor).

Curriculum

The curriculum received a 3.7. I was struck by the gap here between men and women. 75% of the men gave it a good or excellent and 61% said the same.

Extra-Curricular

The score for extra-curricular activities offered was a 3.7, but the gap between men and women was quite significant with men giving a 4.2 and women a 3.2. The largest gap was in the 2010's – so this is an important issue to address.

ESLRs

Which would you like to see the schools improve on the most? (71 responses)

42% Global Awareness, 34% Character (8 Core Virtues), 18% Academics, 6% Spirituality

This is rather surprising and requires that we dig a little bit to see how the students define "Global Awareness." Also, we should take special note that if 34% feel the greatest need is 8 Core Virtues, we need to do a better job in that area too. Only 18% feel that Academics is the greatest need should also be something to take special note of. Global Awareness and Core Virtues seem to be significantly more important to improve in the eyes of our alumni.

Global Awareness

In digging a little deeper at how alumni defined Global Awareness, it became quite clear that in general there was a feeling of being isolated from the outside world

both physically and intellectually. They want more real life experiences that will prepare for them for life outside the protective environment of the monastery. And they also want more engagement with societal and international issues in the curriculum. This is the area we really need to pay special attention to! 42% of alumni survey respondents felt this is where we need the most improvement. I would like to have a more detailed analysis of this data.

8 Core Virtues

You would think that this would be an area we would excel in, but the fact that 34% of alumni survey respondents feel this is where we need to improve most say otherwise. In looking at this in a little more detail, I can see that this is also an area that we need to analyze in more detail. What I got is that their seems to some perceived prejudices or intolerance for the other gender, non-Buddhists, some unaddressed bullying, and several other things. I just can't tell by the comments section what are the greatest concerns they have in this area.

Many Other Areas Need Improvement

Of course there is much data here that indicates we also have plenty of room for improvement in our academic program (teacher training and curriculum need to be further developed), college and career counseling and preparation (there need more one on one counseling), extra-curricular (more non-athletic activities especially in the Boys Division), and many other things.

ASB Notes Nov 2

- School Meeting Nov 5
    - **Leanna's Earth Day Project
        - Mendocino "Green Pac" → lake, cleanup (5 minutes)
    - VIRTUE OF THE MONTH: KINDNESS (Juniors)
    - Sister Bonding- Charades
    - CNN Student News
    - RA Presentation
    - Review cussing rules

CSC Fundraiser

- Donate to Ukiah Daily Journal
    - Get Books from the Journal
- Why don't we have all the boy school clubs like lion and drumming?
    - Hard for us
    - All about performing
    - 4 people in the group
- Rules
    - Cussing is better

9th grade tidy up the cranes

Seniors talking to younger classmen→ Support+Connected

<u>NOVEMBER AGENDA</u>

"Sometime in Nov"- CSC: Lunch for homeless, car wash

Nov 3 CSC FujiLo Visit (Friday after school)

Nov 4 Hike @ Lake Mendo **(need to announce)**

Berkeley Splash

SAT

TED Talk

Nov 5-12 Guan Yin Session

ASB Notes Nov 9

- School Meeting Nov 12

  VIRTUE OF THE MONTH: KINDNESS (Juniors)

  - Sister Bonding- Charades
  - CNN Student News (10 mins)
  - RA Presentation: Diabetes (5-10 minutes)
  - Review cussing rules
  - Etiquette (15-20 minutes)

CSC Fundraiser

- Donate to Ukiah Daily Journal
  - Get Books from the Journal
- Rules
  - Cussing

9th graders- clean up Halloween decor

11th graders- clean up mail (Sophy volunteers)

Seniors talking to younger classmen→ Support+Connected

NOVEMBER AGENDA

“Sometime in Nov”- CSC: Lunch for homeless, car wash 12-1:30

November 17 Karma Kitchen-Not at school

Nov 18 Farm Sanctuary @ Ukiah (all graders 9-11AM)

November 22-24 Thanksgiving break

DECEMBER AGENDA

December 1 Art Walk Ukiah- Glass (5:30pm)

December 6 & 20 Ice Skating Event (Half Day-12pm) $8 (might have lunch?)

December 9 Walk all the dogs at the Sanctuary (all graders 9-11AM)

December 9 Interfaith Art (May or may not happen)

December 9 Abhayagiri Temple

December 8 Elderly Home

December 10 Elderly Home

December 17 Homeless lunch sacks

December 18 Art Showcase w/ Orchestra (No last period) (3:30-5pm) + Paint a christmas bottle to make tree

December 20 Banquet

January 17 Elder Day Activities (15-20mins)

TBA Caring Kitchen (Seniors)

TBA Brookside and Holly Child

	2018-19 Year 1	2019-20 Year 2	2020-21 Year 4	2021-2022 Year 5	2022-2023 Year 6
Yearly Tuition (in $) (2% growth)	3,870	3,950	4,000	4,000	4,000
No. of Students	180	185	190	195	200
# Day Students (3% growth)	125	129	133	137	141
# Dorm students (2% growth)	55	56	57	58	60
Student scholarships - # waived	6	7	8	9	10
Total Tuition Income	697	730	759	780	801
Total minus 20% F. Aid	557	584	607	624	641
Other Income					
Interest income + registration	21	21	22	22	23
Summer Camp (2% growth)	37	38	38	39	40
Dorm Supervision income	165	167	168	168	168
General donations	125	125	125	125	125
Student scholarships – total	23	28	32	36	40
Total Income (in thousands)	928	941	971	992	1,014
EXPENSES					
Payroll/Taxes/Insurance	407,600	408,473	416,942	425,590	434,420
5050 · Continuing Education	10,000	10,300	10,609	10,927	11,255
5100 · Textbooks	10,000	10,000	10,300	10,609	10,927
5110 · Instruct. Material/Supplies	8,000	8,240	8,487	8,742	9,004
5115 · Art Supplies	2,000	2,060	2,122	2,185	2,251
5116 · Musical Instruments & Supplies	2,000	2,060	2,122	2,185	2,251
5120 · Library Supplies	2,000	2,060	2,122	2,185	2,251
5125 · Newspaper/Magazine	1,500	1,545	1,591	1,639	1,688
5130 · Sports & Other Activities	8,000	8,240	8,487	8,742	9,004
5150 · Office Supplies	6,500	6,695	6,896	7,103	7,316
5155 · Copier rental	6,500	6,695	6,896	7,103	7,316
5160 · Student Food Program Supplies	10,000	10,000	10,300	10,609	10,927
5165 · Other Supplies for Food Program	5,000	5,100	5,253	5,411	5,573
5170 · Summer School Expenses	6,000	6,180	6,365	6,556	6,753
5200 · Advertisement	4,000	4,120	4,244	4,371	4,502
5210 · Due & Membership	1,000	1,030	1,061	1,093	1,126
5213 · Academic Affairs	311,000	320,330	329,940	339,838	350,033
5215 · Legal & Professional	2,000	2,060	2,122	2,185	2,251
5220 · Postage	1,000	1,030	1,061	1,093	1,126
5230 · Repairs & Cleaning	10,000	10,300	10,609	10,927	11,255
5240 · Taxes & Licenses	1,000	1,030	1,061	1,093	1,126
5245 · Technology Support	12,000	12,360	12,731	13,113	13,506
5246 · Science Lab	10,000	10,300	10,609	10,927	11,255
5250 · Telephone	5,000	5,150	5,305	5,464	5,628
5260 · Transportation	7,500	7,725	7,957	8,195	8,441
5269 · Year Books	1,000	1,030	1,061	1,093	1,126
		72,100	74,263	76,491	78,786
5300 · Accreditation	5,000	1,000	1,000	5,000	1,000
5990 · Miscellaneous	500	500	500	500	500
Net Income (in thousands)	**2)**	**4)**	**9)**	**1)**	**1**

Instilling Goodness Developing Virtue 2017-18 School Plan Review & Next Steps revised 5/22/18

Goal	Actions	Status	Next Steps
Build learning community with common ELA language and focus	Six teacher workshops will focus on each of six habits of mind and Six teacher workshops will focus on each of six shifts in ELA CCSS	8/23 Habits of Mind Shifts in ELA 9/29 Review School Plan **Habit**:Build Content Knowledge 10/30 **Increase Informational Text** **Habit**:Comprehend Text 12/1 **Text-based evidence;** **Habit**: Valuing evidence Review texts for piloting 2/16 Review school plan, pilot plan	
Teachers implement the six shifts in ELA in their curriculum	Provide literacy instruction in all content areas Increase reading in informational text Prepare students for complex texts Develop habits for arguments based on evidence from text Increase writing from evidence in sources Build academic vocabulary	3/23 **Written teacher reflection on Informational Text and Text-based evidence indicated that over-all** 1) students in grades 1-12 read a high percentage of informational text . 2.) students in grades 1-4 and 9-12 used text-based evidence in class discussions and written assignments daily or 50% or more of class time.	
Teachers instill and develop six of seven Habits of Mind so that students:	Build strong content knowledge Respond to varying demands of audience, task, purpose &discipline Comprehend as well as critique Value evidence Use technology and digital media strategically Come to understand other perspectives,cultures	4/23 **Habits of Mind Sentence Frames** Teachers presented a Habits of Mind self reflection for students. In effect, this is also a self-reflection for teachers. The goal is for students to internalize and monitor their learning.	
English Language Conventions instructional materials will be piloted and selected for school-wide use in Fall 2018.	The materials will include assessments that will be used by piloting teachers in Spring 2018.	12/1 K-8 teachers reviewed texts 1/31 8-12 teachers reviewed texts 2/16-5/11 Teacher pilot of texts	**Recommend text 5/14**

Science Meeting Minutes

Dec. 13, 2018, 10:30-11:10 am

Present: Wei Xue, Jose Vega, Heng Yuan Shi, Mark Levin, and Min Zhang (5)

Teachers shared their experience in formulating a lesson that aligns with the NGSS requirements.

1. Dr. Vega mentioned that his class loved to be in charge of the learning. He had his students each present responses to a New York Times article in the front of the class using the whiteboard. Each student also wrote informative notes on their presentation. The work done by the students looked much more sophisticated and informative than those we saw in our last meeting.
2. Heng Yuan Shi and Wei had also taught their lessons including NGSS elements but needed to finalize their lesson plan write-up.
3. Min stressed on active learning and evaluating students with authentic and challenging assignments.
4. Heng Yuan Shi questioned on lecture time. Teachers agreed that short and focused lecture is necessary. Also, students often need guidance in making connections.
5. As a few of us also teach the middle school students, we talked about the difficulties in managing those classes. In the future we want to ask advice from teachers who are experienced in Junior High classes.
6. The following is expected between now and the next meeting.

    - Write and organize your lesson plan according to NGSS standards, i.e. to include the 5 Es (engage, explore, explain, evaluate, extend) and the 3- dimensions (science and engineering practice, crosscutting concepts, disciplinary core ideas). Please refer to NGSS site.
    - Teach your lesson and note down any observations and reflections.
    - Collect students work and file it with your lesson plan in your ESLR binder.
    - Scan or take pictures of students work for digital record.
    - Send digital material to Min and Jin Jr. Shi.

Printed on: 08-14-2018 01:41 PM

UC/CSU - Approved Course List

Developing Virtue Secondary School

College Board Code: 053483

Calif. Non-Public High Schools

Location: Talmage, CA

Website: www.igdvs.org/ (http://www.igdvs.org/)

Course List Manager: Heng Shun
Course List Manager Phone: (707) 468-1138

School Governance: Private
School Type: Comprehensive High School
School Subtype(s): Site-Based/Traditional

Accredited through June 30, 2019

Course list for 2018-19

Updated as of Aug 14th, 2018

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures or historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Ancient Civilizations World History / Cultures / Historical Geography	Anc Civiliz	Classroom-based Half Year
AP United States History *Adopted from: The College Board Advanced Placement Program* U.S. History	AP US Hist	★ UC Honors Classroom-based Full Year
U.S. Government Civics / American Government	U.S. Government	Classroom-based Half Year
U.S. History U.S. History	U.S. History	Classroom-based Full Year
U.S. History Shel U.S. History	U.S. History Shel	Classroom-based Full Year
World Geography & Cultures World History / Cultures / Historical Geography	World Geog Cult	Classroom-based Half Year
World Geography & Cultures - 1 Yr World History / Cultures / Historical Geography	World Geog- 1 yr	Classroom-based Full Year
World History & Geography World History / Cultures / Historical Geography	World History	Classroom-based Full Year
World History & Geography Shel World History / Cultures / Historical Geography	World History (S)	Classroom-based Full Year

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title/Discipline	Transcript Abbreviation(s)	Course Details

AP English Language and Composition *Adopted from: The College Board Advanced Placement Program* English	AP Engl Lang	★ UC Honors Classroom-based Full Year
English 1 English	English 1	Classroom-based Full Year
English 2 English	English 2	Classroom-based Full Year
English 3 English	English 3	Classroom-based Full Year
English 4 English		Classroom-based Full Year
English Language Development English as a Second Language (ESL) / English Language Development (ELD)	ELD	Classroom-based Full Year
ESL English as a Second Language (ESL) / English Language Development (ELD)		Classroom-based Full Year

Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Advanced Interdisciplinary Math: Discrete Math & Applications in Medical Imaging Advanced Mathematics	Advanced Interdisciplinary Math: Discrete Math (H)	★ UC Honors Classroom-based Full Year
Algebra I Algebra I		Classroom-based Full Year
Algebra II Algebra II		Classroom-based Full Year
AP Calculus AB *Adopted from: The College Board Advanced Placement Program* Calculus	AP Calc AB	★ UC Honors Classroom-based Full Year
AP Calculus BC *Adopted from: The College Board Advanced Placement Program* Calculus	AP Calc BC	★ UC Honors Classroom-based Full Year
Discrete Mathematics Advanced Mathematics	MTH DISC	Classroom-based Full Year
Geometry Geometry		Classroom-based Full Year
Honors Precalculus with Advanced Counting and Computing Advanced Mathematics	Honors Precalculus	★ UC Honors Classroom-based Full Year
Precalculus Advanced Mathematics		Classroom-based Full Year
Statistics Statistics	Statistics	Classroom-based Full Year

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary, **or** integrated, **or** earth and space science course can meet one year of this requirement.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Environmental Science *Adopted from: The College Board Advanced Placement Program* Interdisciplinary Sciences	AP Env Sci	★ UC Honors Classroom-based Full Year
AP Physics C: Electricity and Magnetism *Adopted from: The College Board Advanced Placement Program* Physics	AP Phys C: EM	★ UC Honors Classroom-based Half Year
AP Physics C: Mechanics *Adopted from: The College Board Advanced Placement Program* Physics	AP Phys C: M	★ UC Honors Classroom-based Half Year
Chemistry Chemistry	Chemistry	Classroom-based Full Year
General Biology Biology / Life Sciences	General Biology	Classroom-based Full Year
General Biology Shel Biology / Life Sciences	General Biology Shel	Classroom-based Full Year
Human Biology Biology / Life Sciences	Human Biology	Classroom-based Full Year
Human Biology Shel Biology / Life Sciences	Human Biology Shel	Classroom-based Full Year
Physics Physics	Physics	Classroom-based Full Year

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended). LOTE levels are defined by the number of years of high school instruction; e.g. LOTE 1= 1 yr.; LOTE 2 = 2 years, etc.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Chinese Language and Culture *Adopted from: The College Board Advanced Placement Program* LOTE Level 4+	AP Chinese	★ UC Honors Classroom-based Full Year
Chinese 1 LOTE Level 1	Chinese 1	Classroom-based Full Year
Chinese 2 LOTE Level 2	Chinese 2	Classroom-based Full Year
Chinese 3 LOTE Level 3	Chinese 3	Classroom-based Full Year
Chinese 4 LOTE Level 4+	Chinese 4	Classroom-based Full Year
Chinese 5 LOTE Level 4+	Chin V Chinese 5	Classroom-based Full Year
Chinese 6 LOTE Level 4+	Chin 6	Classroom-based Full Year
Chinese 6 (H) LOTE Level 4+	Chinese 6 (H)	★ UC Honors Classroom-based Full Year
Spanish 1 LOTE Level 1	Spanish 1	Classroom-based Full Year
Spanish 1 B LOTE Level 1	SPANISH 1 B	Classroom-based Half Year
Spanish 2 LOTE Level 2	Spanish 2	Classroom-based Half Year

Spanish 3 LOTE Level 3	Spanish 3	Classroom-based Full Year
Spanish 4 LOTE Level 4+	Span 4	Classroom-based Full Year

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).Two one-semester courses from the same discipline is also acceptable.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Chinese Orchestra & Music Apprec. Music	Chinese Orchestra	Classroom-based Full Year
Chinese Orchestra II: Solo and Composition Music	Chin Orch II	Classroom-based Full Year
Chinese Orchestra Musicianship Music	Chinese Orc Musicianship	Classroom-based Full Year
Chinese Painting I Visual Arts	Chinese Painting I	Classroom-based Full Year
Chinese Painting II Visual Arts	Chinese Painting II	Classroom-based Full Year
Painting I Visual Arts	Painting I	Classroom-based Full Year
Painting II Visual Arts		Classroom-based Full Year
Piano: Beginning Music	Piano: Beginning	Classroom-based Full Year
Theatre Arts Theater	Theatre Arts	Classroom-based Full Year
Violin Music	Violin	Classroom-based Full Year

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title/Discipline	Transcript Abbreviation(s)	Course Details
An Intro to Buddhism History / Social Science	Intro Buddhism	Classroom-based Full Year
AP Computer Science A *Adopted from: The College Board Advanced Placement Program* Mathematics - Computer Science	AP Comp Sci A	★ UC Honors Classroom-based Full Year
AP Computer Science Principles *Adopted from: The College Board Advanced Placement Program* Mathematics - Computer Science	AP Comp Sci Prin	★ UC Honors Classroom-based Full Year
AP Microeconomics *Adopted from: The College Board Advanced Placement Program* History / Social Science	AP Micro	★ UC Honors Classroom-based Half Year
Computer Science Mathematics - Computer Science	Computer Science	Classroom-based Full Year
Earth Science	Earth Science	Classroom-based

Laboratory Science – Integrated Science		Full Year
Economics History / Social Science	Economics	Classroom-based Half Year
Environmental Science Laboratory Science – Integrated Science	Environ Science	Classroom-based Full Year
Ethics in Religion and Philosophy History / Social Science	ETHICS	Classroom-based Full Year
Religions of the World History / Social Science	World Religions	Classroom-based Full Year

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Instilling Goodness Elementary School
Developing Virtue Secondary School
育良小學 培德中學
2001 Talmage Road, Ukiah, California, 95482 USA www.igdvs.org
Boys Division (707) 468-1138 dvbs@duba.org
Girls Division (707) 468-3847 dvgs@drba.org

NGSS Aligned Lesson Plan Template

Subject: Chemistry **Grade:** 10

Teacher: Sample Lesson from Science World **Date:**

Performance Expectation:

(Need to check NGSS chart)

Lesson Objective: Use information from a graph and research to write a paragraph explaining how snow crystals form outside.

NGSS Standards:

Practice:	**Crosscutting Concept:**	**Core Ideas:**
Obtaining, evaluating, and communicating information	Systems and system models	PS1.A: Structure and properties of matter

Engage:

Open the magazine view of the digital edition at scholastic.com to pages 20-21. Click on the image of the snowflakes on page 21. Ask students to make observations of the crystals in the photos. How are they similar? If snow is common in your region, ask students to describe the types of snowflakes they have observed. Ask students to predict what factors they think may affect the characteristics of a snowflake.

Explore:

Have students open their magazines to page 20. Read aloud the “Essential Question”. What factors affect the shape of a snowflake as it forms? Then separate the class into pairs. Have students read the article aloud with their partners. As they read, students should write down information that helps them answer the Essential Question. When everyone has finished reading, review what students learned.

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Explain: Open the "Taking Shape" skills sheets available in the teaching resources package at scholastic.com and display it on the board. Have students keep their magazines open to the "Flake Formation" graph on page 22. Students will work with their partners to analyze the types of snowflakes that form at different temperatures and humidity levels. Then reconvene as a class to go over the answers to the questions.
Evaluate: Have students plan and conduct their own investigations to test how salt crystals grow under different conditions. Students will conduct research to get ideas about how to grow salt crystals. Then they'll plan an experiment that will test how different conditions affect salt crystal growth. Use a microscope or hand lens to compare the crystals that form. How is the crystal growth similar to snowflake formation? How is it different?

ESLR(s) Addressed:

- ○ Core Virtues (kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility)
- ○ Spirituality
- ● Academics
- ○ Globalism

Reflections after the lesson:

Students did well/ not-so-well because…..
Most answered informal questions correctly. However a couple… because….
Next time, I will change… so that those students will be able to … with the class.

Mrs. Kravitz

English 10

24 April 2016

Mundane Saviours

Robert Swan once said, "The greatest threat to our planet is the belief that someone else will save it". Humans have been on this earth for less than 200,000 thousands years, and have managed to turn the oceans black with oil, acres of forests into deserts, and what was once breathable air, into toxic. Earth has existed for more than 4.543 billion years, and yet, modern humans have created a catastrophic disaster that many believe is impossible to fix. Problems such as air pollution, global warming, depletion of natural resources, and many more have ubiquitously surfaced, and are increasingly worsening due to a lack of proactiveness and awareness. Palm oil, an everyday commodity in household items, is the number one leading cause of rain forest destruction in the world. This simple ingredient meant to solve the controversy of trans fat has not only razed forests, but has also managed to ransack the homes of the indigenous animal native to the Sumatran Forest. The increased demand in palm oil, especially in the Sumatran Forest, is responsible for deforestation and animal extinction at such a rapid level, that it is causing a global crisis.

Used as an edible vegetable oil, palm oil is derived from the the African oil palm tree. The African oil palm tree is able to flourish anywhere with an abundant amount of heat and rainfall, thus making locations such as South America, South Asia, and Africa the ideal habitat. However 85 percent of the palm oil globally produced is centered in Indonesia and Malaysia, and

Great background information- thank you for giving your reader enough to understand the issue

the majority of it is not sustainably sourced, leading to the prodigious amounts of deforestation on the tropical islands.(Palm Oil). Palm oil can be found in cosmetics, ice cream, chocolate, detergent, and many more mundane products, serving to luster the appearance of the product, or act as an inexpensive and smoothing agent in food items. As the most widely consumed vegetable oil in the world, with about half of all packaged items in the supermarket containing palm oil, it serves as a very lucrative business(Which Everyday Products Contain Palm Oil). Blinded by greed, this business will continue to fulfill consumers' rising needs, while at the same time, unremittingly ignoring the murders of whole forests. Due to the nature of the oil palm fruit, more than half of the fruit itself is oil, it can be harvested every day of the year, and it is capable of yielding more oil from less land than any other vegetable oil(What Is Palm Oil). The oil palm fruit itself is a money pot, waiting for the greedy vultures of capitalism to come sweeping in and snatching it away to distribute it to the rest of the world. With a global market the affordable and easily accessible cash crop, the use for palm oil is expected to double by 2020, accounting for the increase in population and the rise of more affluent countries(What Is Palm Oil). With the demand for palm oil predicted to double, rates of deforestation, animals going extinct, and carbon pollution will be affected as well. However, with already 85% of the Sumatran Forest lost to deforestation and palm oil plantations, there might not even be forests to cut down in 2020, and merely islands covered in oil palm trees. "Palm oil has become the edible oil of choice, if you will, for much of the world. More land will have to come into line to meet that demand"(Ben Block, Global Palm Oil Demand Fueling Deforestation). With the increase in demand all over the world, this epidemic of palm oil plantation growth is connected with deforestation and animal extinction, and will eventually result in the death of Earth itself.

OMG! Staggering fact

out of place in this ¶

awkward phrasing

Good info but oddly worded maybe better as two sentences

Support such a bold statement?

"Every minute, 48 football fields of rain forest are being cleared away"(Deforestation Overview). Every minute, 57600 feet of homes, biodiversity, and life are eradicated to provide land for plantations, plantations that take up more than 10.8 million hectares in Sumatra, Indonesia(The Effects of Palm Oil). Those 10.8 million hectares are the leading cause in rain forest destruction in the world, as well as the world's third top contributor to carbon pollution, third only to China and the United States (The Effects of Palm Oil"). The destructive nature of carbon pollution directly affects the prevalent issue of global warming, and with it the efflorescent predicament of desertification, extreme weather, and icebergs melting. Rainforests are essential to regulating climate change because they act as carbon sponge, soaking up the carbon dioxide that would otherwise be left free to roam in the atmosphere and aggravate the ongoing problem of climate change(Deforestation Overview). In the process of killing the Earth's lungs, the burning of timber and forest undergrowth occurs and leads to the emission of tremendous amounts of smoke into the atmosphere, simply another contribution to air pollution. Deforestation is not only wreaking havoc by sabotaging the only gift bestowed by Nature that produces oxygen, but this terrible act of greed and sin is also leading to soil erosion and the draining, burning, and conversion of peat swamp forests to even more plantations. Peat lands store extensive quantities of carbon, and the conversion of a single hectare, can release up to 6,000 tons of carbon dioxide(What is Palm Oil)."The worse thing you can do, in respect to greenhouse gases, is to have deforestation on peat land forests"(Tim Killeen, Global Palm Oil Demand Fueling Deforestation). Deforestation is not the mere act of cutting down trees. It is the murdering of Earth's lungs, the releasing of colossal amounts of carbon into our atmosphere, and a worldwide calamity that must be stopped.

Where? Worldwide?

answer my question.

You have mentioned Greed twice now, but I don't get the connection. You ought to have added some info about the $ being made, by whom, etc.

Humans have never been the only species to live on this planet. Many have preceded the *homo sapiens,* and many will succeed them, witnessing the downfall of mankind and attributing it to greed and their selfish nature. Philip Wolen once said:

> Only 100 billion people have ever lived. 7 billion people live today. And yet we torture and kill 2 billion sentient living beings every week! 10,000 entire species are wiped out every year because of the actions of one and we are now facing the sixth mass extinction in cosmological history. If any other organism did this a biologist would would call them a virus. It is a crime against humanity of unimaginable proportions.

His proclamation of truth is one of dire reality and much needed attention. The mass conversion of tropical rain forests alone in Sumatra, have devastated its abundant amount of biodiversity. With national parks being torn down to produce more plantations, animals such as the Sumatran Elephant are dwindling down to the measly number of only 3,000. Sumatra has lost more than 85 percent of its natural rain forest to plantations, and this directly threatens the existence the Sumatran Tiger, which only has less than 400 left in existence(Endangered Species Threatened By Unsustainable Palm Oil). With 90% of orangutan habitat demolished by plantations in only 20 years, and the labeling of "a conservation emergency" by the UN, the Sumatran Orangutan is a critically endangered specie with an estimate of 1000 to 5000 orangutans killed each year in the name of deforestation(Effects of Animals). Government data has shown that over 50,000 orangutans have already died as a result of deforestation due to palm oil in the last two decades (Thomas King, Impacts on Animals). Every single organism plays an essential role in their habitat, and especially with the very complex and diverse ecosystem of the Sumatran Forest, the orangutan is a keystone specie with a fundamental role. The Sumatran Orangutan is imperative

for the existence of the forest because it is the main distributor of rain forest seeds, and without them, the forest cannot repair and regenerate. The biodiversity of the forest is convolutely connected, and if one specie becomes endangered, then the entire ecosystem is threatened. Palm oil development not only steals the homes of these endangered creatures, it also increases the susceptibility of animals to poachers and smugglers, those who capture wildlife and sell them as pets, medicinal purposes, or body parts. As their homes are scorched to the ground, it is also left vulnerable for poachers and smugglers to access the valuable animals. The increase in palm oil demand is not merely an environmental exigency, but it is also a major animal welfare crisis as well"(Effects of Palm Oil).

While it is a known fact that palm oil plantations have contributed to the the Earth's ever worsening health, they have also benefited poor communities by providing economic assistance and assisting the "Go Green" movement, a movement dedicated to becoming more environmentally friendly, by being utilized as a biofuel. Presented as the solution to poverty in Indonesia, palm oil companies promise employment and prosperity in return for the natives' land. Instead, they not only invite the corrupt industry of human slavery and trafficking, plantations are infamously known for evicting the indigenous people from their homes and the forest they utterly depend on for survival. Without their homes, the natives, including children, are forced to work on plantations in terrible conditions, while barely earning enough to support themselves and their family. Indigenous communities, unable to sustain themselves, are left reliant and vulnerable to the capricious nature of palm oil and the world market(Impacts On People). Not only does palm oil falsely present the answer to poverty, it also claims to be "green" by those who use it as biofuel. Palm-oil biodiesel was initially a low carbon alternative to using

fossil fuel-based gasoline, and predicted a solution for climate change and carbon pollution(Sustainable Palm Oil). However, recent research has revealed that the production of palm oil itself would contribute more greenhouse gases than it helps to prevent. The clearing of forestland, the growing of crops, the use of fertilizers, and the process of making palm oil into biofuel consumes so much energy that this solution is merely another obstacle in the discovery of a true "green" panacea(Biofuels).

To accommodate both the world's ascending want for palm oil and the environmental issues the plantations present, the need for sustainable oil palm agriculture has never been more dire. Organizations, such as the Roundtable on Sustainable Palm Oil (RSPO), have emerged in order to promote business taking sustainable approaches to the palm oil industry. The RSPO certifies companies who have met their social and environmental criterias, that when properly applied, helps to reduce the negative effects of the palm oil industry(Vison and Mission). "In Europe, any palm oil sourced and imported to the region, must be able to demonstrate a 35 percent savings in greenhouse gas emissions compared to fossil fuel, and the feedstock cannot be grown in areas with high biodiversity value or high stock of carbon" (Ben Block, Can "Sustainable" Palm Oil Slow Deforestation?). By companies adopting RSPO's regulations and standards, by 2013, more than 15 percent of the world's palm oil supply is sustainable in 2014(Global Palm Oil Demand Fueling Deforestation). To increase this number, everyday consumers are encouraged to petition for companies to switch to sustainable products(RSPO). By taking small steps towards an entire market producing 100 percent sustainable palm oil, every voice must be sounded in order to create this radical shift.

Good call to action- but... maybe more specific! Spell it out for me. Don't buy this, buy this instead. Write to who? Who are the largest users of palm oil (or to pick on a few corporations they can take it!)

Modern society is now equivalent to an over abundance of material items, greed, and selfishness. The actions of the human race are "a virus" like Philip Wolen said, and if this virus is not cured, it will wipe every single human off the face of this Earth. This planet only has so many natural resources, and humans are busy spending each hour clearing 2880 football fields, chugging carbon into the air, and eradicating every other kind of biodiversity left on this planet. Change must happen, and everyone is responsible for doing their part, whether big or small. Palm oil is not the only problem Earth is facing, especially with the prevalent issues of air pollution, deforestation, and animal extinction. However, everything is delicately balanced on one another, and if one part was to come crashing down, then the fragile balance of Earth's ecosystem will shatter as well. Palm oil and its plantations are only in essence, another form of genocide that the human race has committed. Now, as the impendingly dismal future approaches, and the Earth is decaying day by day, the question that must be asked is: "Who's going to save the Earth?"

Conclusion is powerful but not the targeted punch it could be. Really focus on just your issue. Yes, its all connected, but make Palm Oil feel important to your reader. I should finish reading this and immediately think it is important and that MY change in thought/action can help!

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African Violets



Setting:

- Small pots
- Indoor growing

Bloom: Spring

Air: Good air circulation. Open widows often so that they can get fresh air.

Sun: Turn pots regularly so that every leaves and flowers can get sunshine.

Soil: Moist soil

Water. Water when soil feels less moist to the touch. Do not let them feel thirsty :)

Forget-me-not



Setting:

- In a damp, shady area
- Wooded area
- Adapt to full sun

Bloom:

-Spring

-Summer

Air: Average air circulation

Sun: They prefer shade, but will do well in sun, too.

Soil: Average but moist soil

Water: Do not over-water

They are very easy to grow :)

Grape Hyacinth



Setting:

- Growing indoors
- Outdoors: growing as the border of a path

Bloom: Spring

Air: good air circulation

Sun: Full sun to partial shade

Soil: moist soil

Water:

-Average Water Needs

-Water regularly

-Do not over-water

Lavender



Setting:

- A formal garden, growing as a border along a path.
- A rock garden, a single plant or just a few plants may be used to great effect as an accent.
- Any herb garden, lavender is a natural choice.

Bloom: Summer

Air: Good air circulation

Sun: Full sun

Soil: Moist soil

Water: do not over-water. Let the soil dry before watering

Paulownia Tree



Setting:

Growing outdoor

Bloom: Spring

Air: Average air circulation

Sun:

-Growing in full sun.

-Partial shade will work but full sun is the best.

Soil: average soil

Water:

-Water regularly (two times a month)

-Water deeply

Verbena



Setting:

- indoor: small pots
- outdoor: growing as a border along a path

Bloom:

-Summer

-Fall

Air: Good air circulation

Sun: Growing in full sun

Soil: Moist soil

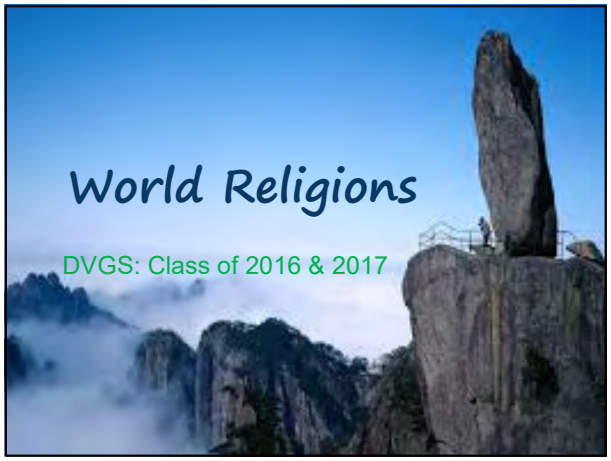
Water: Water regularly

These plants have square stems and bear small flowers in a wide variety of arrangements.

2 They find their first friend. Bonnie fly up on the tree, and said:" Ada, this is Cathy, she is a black oak tree, she came from north America, and she move here when she was 1 year old. Cathy, this is Ada, a new friend, she lost her way to home, her house is white do you know how he can find her house." Cathy smile and said:" Hi Ada, nice to meet you! The white house.....hum, I don't really know about the white house, but I know there are some human beings live at the north of the forest, maybe you should go there, Aunt Tina is there, she knows most of things about the human beings than me, go ask her, and help me say hello to her!" They say thanks to Cathy and leaving.



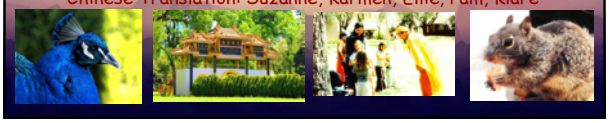


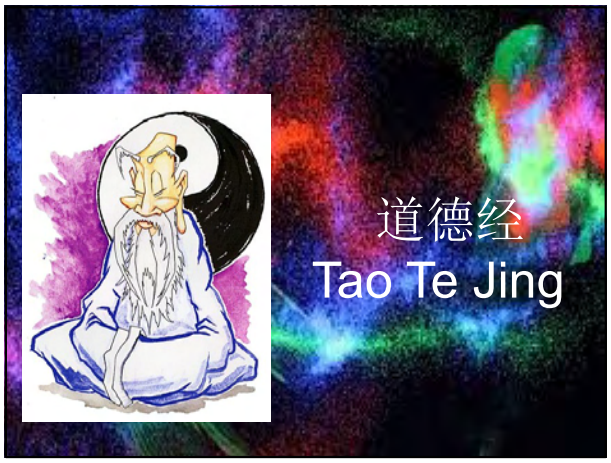


Students: Grace, Pam, Cynthia, Kara, Maggie, Taylor, Cherry, Angela, Crystal, Abigail, Mai, Belle, Jaddie, Suzanne, Karmen, Klare, Alexis, Ellie, Vanessa, Shirley, Helen

Presenters: Pam, Karmen, and Suzanne

Chinese Translation: Suzanne, Karmen, Ellie, Pam, Klare





33:

知人者智，自知者明。勝人者有力，自勝者強。知足者富。強行者有志。不失其所者久。死而不亡者壽。



Knowing others is intelligent,
Knowing yourself is enlightened;
Conquering others takes force,
Conquering yourself is true strength;
Knowing what is enough is wealth,
Forging ahead shows inner resolve;
Hold our ground and you will last long,
Die without perishing and your life will endure.

"Everything starts with the self. It's easy to see the faults in others, to criticize them. I believe that's because we see how others do things from an outside point of view. Its much harder to see ourselves and our faults. I remember my parents used to tell me to not make faces at them while they were scolding me. Upon hearing this, I would get even more angry and annoyed because I didn't think I was making a face even though I was. It's like that with our faults. Sometimes we have faults we don't realize. Knowing things about others may give you knowledge, but when you learn to see your own faults and correct them, that is real wisdom. Conquering others takes force, usually physical. However, to conquer oneself, to control one's thoughts and emotions, that is much harder. Conquering others is easier than conquering yourself. This passage deals a lot with the self and inner conflict. The greatest turmoil can come from the mind alone. It reminds me of the saying, " You are either your own worst enemy or your own best friend." -- Belle

"This passage is focusing on the importance of self-reflection. The idea of realizing how important it is to practice self cultivation is truly valuable. It is so easy to pin point and acknowledge other peoples flaws and mistakes. This is one way that we can "conquer" ourselves, as Tao Te Ching mentioned. We should live simply and not be attached to material goods, we will be able to see the beauty of simplicity and happiness as living beings. "Simplicity is the key to happiness" – unknown. Tao Te Ching ends this passage by emphasizing how we should live our life with meaning, that we shouldn't just let it go to waste. Since we are here in this world, we might as well be good citizens and contribute something good to our world. Whether it's virtue, or good deeds, we should not let all of our knowledge and wisdom go to waste." -- Mai Do

Developing Virtue Girls Secondary School

2001 Talmage Road, Ukiah, CA 95482, Tel/Fax: (707) 468-3847

STUDENT TRANSCRIPT

Last Name	First Name	Also known as	Parent Name, Address, Telephone
[redacted]			
Grade / Sex	Student #	SS#	4951 Bodhi Way, Ukiah, CA 95482
12 F	224		Tel: (707) 391-5028
Date of Birth	Date of Graduation		Signature of School Official / Title / Date
[redacted]			Counselor 11/13/2018

Course Title	Credit	Mark	Credit	Mark
Grade 9^ 2015/2016	Sem. 1		Sem. 2	
Biology 1 Hon	5	A	5	A
English 1 Hon	5	A	5	A
French 1	5	A	5	A
Geometry	5	B	5	B
Team Sprts 1	5	A	5	A
Pers FIT	5	A	5	A
Theater 1	5	A	5	A
World History Hon	5	A	5	A
Credits completed:	**80**	**GPA:**	**3.88**	

Course Title	Credit	Mark	Credit	Mark
Grade 12 2018/2019	Sem. 1		Sem. 2	
AP Computer Science	5	IP	5	PL
AP English Language	5	IP	5	PL
AP Environmental Science	5	IP	5	PL
AP Microeconomics		IP	5	PL
Intro to Buddhism	5	IP	5	PL
Meditation*	8	IP	16	PL
P.E. *			3	PL
U.S. Government	5	IP		
Ethics PHL 210#			5	PL
World Religions#			5	PL
Credits in progress (IP):	**33**	**GPA:**	**####**	
Credits in planned (PL):	**54**			

Course Title	Credit	Mark	Credit	Mark
Grade 10^ 2016/2017	Sem. 1		Sem. 2	
Algebra 2	5	B	5	B
Anat Physio Hon	5	B	5	B
Avid 2	5	A	5	B
Chemistry 1 Hon	5	C	5	B
English 2 Hon	5	C	5	B
French 2	5	A	5	A
US Hist Hon	5	B	5	B
Credits completed:	**70**	**GPA:**	**3.07**	

Course Title	Credit	Mark	Credit	Mark
Grade 11^ 2017/2018	Sem. 1		Sem. 2	
AP Psychology	5	A	5	A
AP World History	5	A	5	A
Digital Vid Tech 1	5	A	5	A
English 3 Hon	5	A	5	A
German 1	5	A	5	B
Marine Sci 1 Hon	5	A	5	A
Pre-calculus Hon	5	B	5	C
Credits completed:	**70**	**GPA:**	**3.71**	

Unweighted Cumulative Total GPA:	**3.57**
Unweighted Academic Total GPA:	**3.53**
Total Credits Completed:	**220**
Total Academic Credits Completed:	**200**

Explanation of Codes

^ = Credit transferred from Spruce Creek High
# = Credit transferred from Mendocino College
* = Non-academic course
r = Repeated Course
c = College Level Course
H = Honors Course
For AP, Honors and College Level in 10-12th grades:
A = 5.0, B = 4.0 and C = 3.0
For all other high school courses:
A = 4.0 Outstanding work
B = 3.0 Above average
C = 2.0 Average work
D = 1.0 Below average
F = 0.0 Failing work
P = Pass

Credit Summary

Subject Area	Req'd	Compl	Needed
English	40	30	10
Math	30	30	0
Science	30	30	0
World History	10	10	0
U.S. History	10	10	0
Economics	5	0	5
Government	5	0	5
Foreign Language	30	30	0
Fine Arts	10	10	0
P.E.	20	20	0
Religion/Ethics	30	0	30
Meditation	24	0	24

Math Meeting Minutes

Friday, Dec. 7, 2018
2:30-4 pm at IITBT

Attendance: Mr. Juan Gracia, Dr. ChengGuan Koay, Ms. Wei Xue, Ms. Amanda Shieh, Ms. Ma, Mr. Roger Kellerman, Dr. ShuChu Chang, Ms. Nga Tran, Yini Wang

Agenda: Math textbook adoption

Textbooks:

Dr. Koay brought: Singapore Math series for high school called "Discovering Mathematics 1 to 4" and "Discovering Additional Mathematics."

Ms. Xue brought: "Math in Focus" series for junior high.

Dr. Chang and Yini brought: Springboard math series for algebra 1, Geometry, Algebra 2 and Precalculus; "Big Idea Math" series for algebra 1 and geometry; Eureka Math series; "Art of Problem Solving" series for Pre-algebra and Geometry; Pearson Common Core Math online textbooks for algebra 1, geometry and algebra 2.

Discussion:

1. Dr. Koay, Ms. Ma, Mr. Kellerman, Dr. Chang, Ms. Tran and Yini shared the experiences of using Eureka Math textbooks and all suggested not to use Eureka Math as high school textbooks considering the following reasons: 1). lack of instructions; 2). unclear and confusing languages for students; 3). inconsistency on topic and difficulty levels; 4). possible impacts on student math learning outcome and future SAT results.

2. Dr. Chang and Yini shared the results of reviewing the textbooks they brought, and suggested to use Pearson Common Core for high school since it is at medium difficulty level and the contents have been updated to Common Core standard.

3. For grades 7-8, Ms. Xue and Dr. Koay shared their experiences and recommended using Math in Focus. Dr. Chang suggested to also consider Pearson for 7-8 if high school chooses to use Pearson in future, in order to be consistent with high school.

4. Previously DM Jin Jr and Mr. Gracia have asked K-3 math teachers from both boys and girls schools, and were told that the teachers would like to use Eureka Math for K-3. Dr. Chang and Yini suggested to use Math in Focus for grades 4-6. Majority of teachers then suggested to use one series for grades K-6 for better consistency. Dr. Koay suggested to use Math in Focus for K-6.

5. Since currently several K-6 teachers are using Eureka Math, Mr. Gracia suggested to have a K-6 math teacher workshop and let the teachers who are using different textbooks give a presentation to share the ideas on alternative teaching materials.

6. Ms. Xue addressed the concern of the big gap in student levels in the class and suggested to have more strict math placement tests, so that students with different math levels can be placed in more appropriate classes correspondingly at the beginning of school year.

Algebra 2 Placement Test

Placement Test Instructions

- The student should work independently.
- Calculators are NOT allowed.
- Test time: 1 hour

Scoring

The student is probably ready for Alg 2 if he/she makes the following scores on the two sections. May be modified upon students' average scores.

10 or more correct on Section 1: Alg 1 (problems 1 – 15)

AND

6 or more correct on Section 2: Geometry (problems 16 – 24)

If the student's score falls below this level, he/she may need to spend some time reviewing Algebra 1 and Geometry before starting the Alg 2 course.

Alg 2 Placement Test-- Answer Key

Key

Section 1: Alg 1

1. $9x^2+6x+1$
2. $-15x^5$
3. $t^{18}m^{10}$
4. $\sqrt{6}+\sqrt{2}-\sqrt{3}-1$
5. 7.5×10^{-11}
6. $\frac{2y^2}{3x^3}$
7. $\frac{2}{x+1}$
8. (x-2)(x+5)
9. (-6, 9)
10. 23/6
11. $3 \pm 2\sqrt{5}$
12. 52
13. 2
14. 75
15. 25 in

Section 2: Geometry

16. 12.5 cm^2
17. Length= $\sqrt{41}$, midpoint (2.5, 4)
18. 18π
19. AAA
20. 30^o
21. $\angle S$
22. 1/8
23. $(x-3)^2 + y^2 = 41$
24. Draw a diagonal, use ASA to prove the two triangles are congruent, then CPCTC.

Name:_____ Gradelevel:____ Score:_____

Algebra 2 Placement Test

(Test time: 1 h. No calculators are allowed.)

Please show your work in complete steps for both Sections 1 and 2

Section 1: Alg 1 (Q1-15)

1-7. Simplify each expression below:

1. $(3x + 1)^2$

2. $(5x^2)(-3x^3)$

3. $(t^6)^3\,(m^2)^5$

4. $\frac{\sqrt{3}+1}{\sqrt{2}+1}$

5. $(2.5 \times 10^4)(3.0 \times 10^{-15})$

6. $\frac{20x^2y^4}{30x^5y^2}$

7. $\frac{4x+10}{2x^2+7x+5}$

8. Factor $x^2 + 3x - 10$.

9-12. Solve each equation or system of equations below:

9. $\begin{cases} -2x - 3y = -15 \\ 3x + 2y = 0 \end{cases}$

10. $\frac{4}{3y} + \frac{5}{2y} = 1$

11. $x^2 - 6x - 11 = 0$

12. $4 + \sqrt{y - 3} = 11$

13. What is the maximum value of y in $y = -3x^2 - 6x - 1$?

14. A manufacturing company spends $1200 each day on maintenance costs plus $7 per item for labor and materials. The items sell for $23 each. How many items must the company sell in one day to equal its daily costs?

15. A rectangle has a perimeter of 72 in. The length is 3 in. more than twice the width. What is the length of the rectangle in inches?

Section 2: Geometry (Q16-24)

16. What is the area of an isosceles right triangle whose hypotenuse is $5\sqrt{2}$ m long?

17. The coordinates of the endpoints of segment CD are C(5, 2) and D(0, 6). Find the length of CD and the coordinates of the midpoint of CD.

18. What is the circumference of a circle with radius 9? Leave your answer in terms of π.

19. Which information CANNOT be used to prove that two triangles are congruent, SAS, ASA, AAS, or AAA?

20. An angle is five times as large as its supplement. What is the measure of the supplement?

21. In ΔRST, RS = 4, ST = 5, RT = 6. Which angle is largest?

22. Sphere B has 4 times the surface area of sphere A. How many times the volume of sphere A is the volume of sphere B?

23. Write an equation of the circle with center (3, 0) that passes through point (-2, -4).

24. Prove Theorem: Opposite sides of a parallelogram are congruent.

Science Teacher Meetings - Science Analysis on New SAT and PSAT
Oct 2015 - Mar 2016

****

Jin Jr Shi and All,

Next Friday 11/20 we are to meet again in the Chem classroom. Here is a brief summary of last meeting's points from my notes (Oct 30, 2015). Please make any corrections or comments.

- Added to WASC report on students' participation in Mendocino Science Fair (topics of students to be sent separately).
- Discussed upgrades of hardware in science labs. DM Yuan argued that equipment upgrades are not necessarily conducive to learning, i.e. students may not appreciate expensive equipment accordingly. However, WASC wants to see that the hardwares are there in the first place--Jin Jr Shi reminded.
- Ms Stacy Stahl to attend NGSS information workshop in MCOE.
- Teachers to find NGSS textbooks within their disciplines.
- Science Department to find initiatives for their PLC (professional learning community) effort. Min mentioned about preparing students for their subject SATs and Jin Jr Shi agreed that SAT prep for students in regular science classes could be a tentative initiative.
- One such meeting every three weeks.
- Next meeting on Friday 11/20 at 12:00 pm.

****

Dear Principal and Science Teachers,

Some notes on last meeting (Nov. 20, 2015):

Min offered links to on-line textbooks for Common Core instruction. (http://www.discoveryeducation.com/what-we-offer/professional-develo pment/academies/) The consensus was that Common Core pedagogies will be applied but textbooks may take time to adopt. Stacy shared her teaching with the girls in chemistry and biology. She expressed her appreciation of the students here--how respectful and behaving they are compared to students in other schools. This view of hers was shared by other science teachers present--our students make our job satisfying. Of course, our approval of the students do not exclude that a few of them do need to be reminded for their tardiness and inattention during class.

****

Principal and Teachers,

Here are the brief notes from our meeting on Jan. 15, 2016. Numbering of the points got a bit messed up. Please make any corrections as you see necessary.. 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. 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 suject. 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 would be Ms. Stahl), we could select from current assignments those that meet Common Core standards.

****

Time--Fri. Feb. 5, 2016 12:00-12:40 pm

Present--Jin Jr Shi, Heng Yuan Shi, Ms. Yini Wang, Ms. Stacy Stahl, Min Zhang
Focus--Finding suitable problems from SAT chem and other sources for 10th grade chemistry assessment.

1. An assortment of SAT2 prep-books, AP prep-books, textbooks, and standards were brought to the meeting.
2. Stacy's 10th grade chem classes are currently studying stoichiometry--quantitative description of the substances in a chemical reaction, so problems in that area are searched among the prep-books. Teachers helped look for suitable problems and Ms. Stahl finalized the selection.
3. Selection criterion are the three standards (4, 5, 6 in common core as listed in last memo).
4. Approximately ten (?) MC problems were finalized, together with one FR and one lab investigation. Jin Jr. Shi (and Ms. Wang?) will put together those MC and FR problems in exam format. 5. The above will be administrated in two periods of class times in the next week or so (Feb. 8-14). 6. Results will be analyzed in next PLC meeting. 7. At the end of meeting, all thanked Ms. Stahl for her endeavor in assessing the 10th grade class.

****

Time--Fri. Mar. 4, 2016 12:00-12:40 pm
Present--Jin Jr Shi, Heng Yuan Shi, Ms. Yini Wang, Ms. Stacy Stahl, Min Zhang
Focus--Looking into student performance on PLC chemistry assessment. Next meeting on Fri. Mar. 25, just before Spring Break.

1. Shortly after last PLC meeting, Stacy's 10th grade chem classes were given PLC assessment--8 MC questions and one FR (4 parts) question on stoichiometry--description of the substances in a chemical reaction.
2. Overall student performance was around 4 (?)out of 12 points---lower than expectation. One got zero while a few got 1 or 2 out of 12. Boys did a little better than girls--two boys got 10 and 12, the highest.
3. Tried as we may, we could not reach a conclusion as to where/why students fall short in their understandings. A few questions students missed the most (spectator ions and net ionic equations) were actually rather definition-type of questions.
4. Stacy was also surprised at the performance; she said she had been adjusting her teaching to bring out more student understanding.

5. Stacy mentioned that girls tend to use chemistry class to do homework from other subjects, and a few may be spaced out during class. Jin Jr. Shi echoed that time management is a big problems with those girls. Ms. Wang also said that in her class (geometry) students also work on homework at times.
6. Heng Yuan Shi suggested a study/track on time spent homework. English class may have heavy reading at times, but no conclusion is reached in this regard.
7. **Six questions** have been selected from the first PLC test and will be administrated again to students. Students will be asked to have some reflection on the solving of these problem so to find out where they need more help.
8. Next meeting on Fri. Mar. 25.

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Some Notes on Alumni Survey

By Heng Shün 恒順

September 2018

76 responses, 72 are graduates

44 men and 28 women graduates

Overall Experience

On a scale of 5, the answer to how they would rate their experience at IGDVS overall was a 4.1 (5 = excellent, 4 = good, 3 = average, 2 = unsatisfactory, 1 = poor).

Curriculum

The curriculum received a 3.7. I was struck by the gap here between men and women. 75% of the men gave it a good or excellent and 61% said the same.

Extra-Curricular

The score for extra-curricular activities offered was a 3.7, but the gap between men and women was quite significant with men giving a 4.2 and women a 3.2. The largest gap was in the 2010's – so this is an important issue to address.

ESLRs

Which would you like to see the schools improve on the most? (71 responses)

42% Global Awareness, 34% Character (8 Core Virtues), 18% Academics, 6% Spirituality

This is rather surprising and requires that we dig a little bit to see how the students define "Global Awareness." Also, we should take special note that if 34% feel the greatest need is 8 Core Virtues, we need to do a better job in that area too. Only 18% feel that Academics is the greatest need should also be something to take special note of. Global Awareness and Core Virtues seem to be significantly more important to improve in the eyes of our alumni.

Global Awareness

In digging a little deeper at how alumni defined Global Awareness, it became quite clear that in general there was a feeling of being isolated from the outside world

both physically and intellectually. They want more real life experiences that will prepare for them for life outside the protective environment of the monastery. And they also want more engagement with societal and international issues in the curriculum. This is the area we really need to pay special attention to! 42% of alumni survey respondents felt this is where we need the most improvement. I would like to have a more detailed analysis of this data.

8 Core Virtues

You would think that this would be an area we would excel in, but the fact that 34% of alumni survey respondents feel this is where we need to improve most say otherwise. In looking at this in a little more detail, I can see that this is also an area that we need to analyze in more detail. What I got is that their seems to some perceived prejudices or intolerance for the other gender, non-Buddhists, some unaddressed bullying, and several other things. I just can't tell by the comments section what are the greatest concerns they have in this area.

Many Other Areas Need Improvement

Of course there is much data here that indicates we also have plenty of room for improvement in our academic program (teacher training and curriculum need to be further developed), college and career counseling and preparation (there need more one on one counseling), extra-curricular (more non-athletic activities especially in the Boys Division), and many other things.

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Common Core Aligned Lesson Plan Template

Subject: AP Computer Science **Grade: 10-12**

Teacher: Daisy Guo **Date: 11/15/2018**

LESSON ELEMENT
1. Common Core Learning Standard(s): **CSP Objectives: Algorithms and Programming.** **Students will understand how encryption is used to keep data secure.** **Students will learn how encrypting and decrypting data is accomplished using an algorithm and a key.** **Students will understand why the key must be kept a secret.** **Math Common Core Practice:** **MP1: Make sense of problems and persevere in solving them.** **MP2: Reason abstractly and quantitatively.** **MP8: Look for and express regularity in repeated reasoning.** **Common Core ELA:** **RST 12.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases.**
2. Relevance/Rationale: Application to the real world? Connection to past and future learning? **Cryptography is an important topic of cybersecurity under the chapter "how Internet works". It applies directly to the real world as the security and privacy of data on the Internet have become a serious everyday concern of everybody. This topic is linked to the Internet trust model and cyber attacks/protection topics taught in the past and will be connected to more advanced cryptography techniques and cyber security issues to be discussed in subsequent sessions. Understanding cryptography will help students to not only understand Internet and data privacy/security in further depth, but also gain better awareness of the impact of modern digital technologies to our life.**
3. Activities/Tasks: **(Please refer to the attached lesson plan document: AP CSP – How Internet Works – Cryptography – Symmetric Encryption)**

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4. Formative/Summative Assessment **The teacher will evaluate student responses to the journal entries, class discussion questions, and the students performance during the encryption practice.**

5. Resources/Materials: (Texts, digital resources, and materials?)	**6. ESLRs (Check all that applies)**
Lesson slides with the key questions, encryption demos, and diagrams; **Short demonstration video;** **"Cryptography Partner Practice": A worksheet for the students;** **"Cipher Python Project": A worksheet with instructions for a simple Python project** **Recommended optional reading: *The Code Book* by Simon Singh.**	**__X__ Academics** **_____Spiritual Awareness** **__X___Core Virtues** **___X_Global Awareness**

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Daily Detailed Lesson Plan

Teacher: Dr. Shu Chu Chang
Subject: Chinese 6H
Grade: 10, 11 & 12

Lesson Date: Oct. 12, 2018
Lesson Title: The Life Style and Culture of Amish People 拒绝文明的爱米許人.

CCSS/CLGs/SC Assessment Limits/Standards: *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*	Agenda: *(What is the snapshot of my class flow?)*
Listen, read, speak, write fluently.	• Introduce the life style and culture of Amish People. • Introduce the Chinese Laozi and Zhuangzi.

Lesson Objective: *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*
Exploring the damage that civilization has to nature.

Time/ mins	Instructional Sequence	Assessment
1 min	**Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)* Greeting	
20 min	**Direct Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)* • Use https://lancasterpa.com > The Amish to introduce the life style and culture of Amish People. • Students read the text. • word annotation	(1) Good article and lots of photos increase students' knowledge and curiosity about the Amish. (2) Students can read and ~~write very well~~
20 min	**Guided Practice:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) • What would the life be without modern technology? • The disadvantages modern technology has brought upon us. • How to maintain the health of nature while enjoying the progress of civilization.	(3) Class discussion is very active, students put forward many opinions.
N/A	**Accommodations:** *(How will my lesson satisfy the needs of all learners?)*	(4) Dr. Chang can guide students to think differently from different point of views.
4 min	**Closing Activities/Summary:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)* Assign homework and say goodbye	

Hong Fu 10/12

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Resources/Instructional Materials Needed: *(What do I need in order to teach the lesson?)*
① Textbook - Volume 4 of High School Chinese Culture and Literature.
② https://landcasterpa.com > The Amish
③ https://www.globalclimateactionsummit.org

Homework:

Write a 1000 words essay about "How to save the earth from global warming". Due Oct. 19

Estimated time to accomplish task:

Notes:

ESLRs Addressed:
- Core Virtues (kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility)
- Spirituality
- Academics
- Globalism

Reflections after the lesson:

Students have a chance to think how to maintain the health of nature while enjoying the progress of civilization.

DVGS Yoga class 2018/19 Tuesdays, 3:20-4:05
Ms. Julia Mark

Yoga Lesson Planner

Planning

Theme • **Personal anecdote** → • **Yogic Limb (Yama, Niyama)** • **Poem, quotation** • **Heart-quality, definition** • **Part of the physical body** → • **Unique Experience** • **Myth** • **Sutra** • **Chakra** → • **Holidays, Events** • **A Virtue** → • **Opposites**	love of yoga / studio experience flexibility + strength awareness / alignment / color correlation Gaining appreciation of their own inherent spiritual wisdom through yoga practice, nourishing mind, body, and spirit
How does this theme connect to yogic philosophy?	• Calm, centered, and aware • ongoing practice • making it a part of our lives
What is the outcome I hope to achieve?	Students gain skills and confidence in their individual practice
What peak pose best reflects the theme?	rainbow arcs

Opening

Introduction	• greeting • personal space • benefits • listening for specific alignment principles
Don't forget to mention	making a positive intention
Invocation	Yoga nidra cues
Centering or Pranayama	breath work before class begins, during, and post floor series } classical sun salutations ½ salutations

2016-17 School Action Plan for English Language Arts
Completion of Actions : Summary of Evidence

8/24	Overview: CCSS Language Standards Language Standard 6: Academic Vocabulary	The ELA LeadershipTeam: 1. Led teachers in an overview /exploration of the CCSS Language Standards .2. Led teachers in reviewing instructional strategies to teach academic vocabulary. 3. Led teachers in collaboratively identifying instructional practices to teach root words and vocabulary across grade levels/subject areas.
9/30	Follow up on Language Standards 1-6	The ELA Leadership Team led review and collaborative discussion on the school-wide summary developed on 8/24 of how they teach language standards, including academic vocabulary .
10/30	English Language Conventions Language Standards 1-3	The ELA LeadershipTeam:1.) facilitated grade-alike conversations on completed lesson plans for teaching a language standard. 2.)gave an overview of English language conventions with a check-list for student reflection on English language conventions 3.) led teachers in an exercise to identify the vertical alignment of language standards.4.) Modeled strategies to teach grammar .
12/2	English Language Conventions Language Standards 1-3 Subject-Verb agreement Language Conventions Check List	The ELA Leadership Team gave an overview of English language standard--subject/verb agreement. Teachers worked in grade-alike groups sharing instructional practices to teach subject-verb agreement. Teachers worked in grade-alike groups to review and revise the Conventions Check List.
2/17	English Language Conventions Language Standard 5 Figurative Language Revised Language Conventions Check	The ELA Leadership Team displayed the revised English language conventions check list, based on teacher input on 12/2. Teachers shared instructional strategies to teach Language Standard 5, Figurative Language. The Freyer model template was modeled.

3/20	English Language Conventions Language Standard 4 Unknown multiple meaning words	The ELA Team led grade-alike conversations in which teachers shared instructional strategies to unlock the meaning of multiple meaning words.
4/24	Share Best Practices: Language Standards 1-6	The ELA Leadership Team led teachers in sharing their lessons on the English Language Standards. Teachers worked in small groups to collaboratively develop a lesson based on a selected language standards. Gallery walk of shared lesson artifacts and lessons developed during the in-service on on English language standards.

Science Teacher Learning Community with Focus on Active Learning

Mar. 1, 2017

Present--Vivian Power, Stacy Stahl, Yini Wang, Susan Summerford, Min Zhang, Heng Yuan Shi

First we reviewed the handouts on active learning from Lawrence Hall of Science. Then we shared each one's practice using the strategies suggested in those handouts.

1. Stacy Stahl used a form of individual-group quiz in her Boys Biology class. She posed a question and then after students wrote down their answers to it, she asked them to pair and elaborate on the question. She found that students were not responding as much as she had expected--some pairs didn't added anything to their individual work. We suggested that next time she could use more than one question and make the questions more complex so to invite more discussion. Vivian suggested she let students know clearly how the pair work would improve the points they may earn.
2. Susan Summerfold also used a variation of individual-group quiz in her APES class. She found some very interesting conceptual questions. She had students work on them first individually, and then discuss as a group. She found that students' remembered the content much better, perhaps due to the liveliness of their discussion on these challenging questions. Ms. Stahl is interested in getting the prep book Susan uses.
3. Ms Vivian Power shared how she prepare her Spanish class to get ready for a test on sentences. She had many words cut off in strips with a few words capitalized. Then she had the girls make meaningful sentences out of those strips. Sentence order is different in Spanish and she saw improvement in test after such activities.
4. Ms Wang wanted to try Ms. Power's word puzzle idea. She plans to ask each student to write a real life example on a card, shuffle the cards and let them pick one card randomly and then explain that example with Newton's laws. Heng Yuan Shi added that besides Newton's laws, they could explain in terms of energy, force, etc.
5. I (Min Zhang) shared the use of large white-board (2 ft x3 ft) to invite students collaboration and conversation. These white-boards are used frequently in labs and for problem solving. After each use, they are erased and put aside. We will get more such boards as a few teachers show interest in trying them out.
6. I pointed out that one handout mentioned encouraging "Think Aloud". Ms. Wang said that she used to think aloud a lot when she was a student. Both Ms. Wang and Ms. Power suggested that "Thinking aloud" may reorganize and filter thought while trying to solve a difficult problem.
7. For this month, we will continue working on active learning. Please try to provide activities that solicit student collaboration and conversation. Please refer to the handout on conversation and designing discussion.
8. Next meeting is on Wed. April 5. Please mark your calendar

Hope I have not omit anything. Hope to see you all on April 5.

Respectfully,

Min

Present on Wed. Feb.1: Heng Yuan Shi, Vivian Power, Min Zhang

1. Discussed the short handout "Five Foundational Ideas on Learning" (attached). Vivian liked the ideas listed there and would like to explore the references.
2. Heng Yuan Shi wants to make our meeting useful for teachers, i.e, to really support science teachers to teach better in the classrooms.

We came up the following suggestions. Please feel free to bring up your comments.

1. We'd like our meetings to function as mini-workshops given by our colleagues so we can learn from each other.
2. Our meeting will be set on the first Wednesday of every month. So the dates are Mar. 1, April 5, May 8, and June 7.
3. Before the next meeting please choose one or two methods from the short list of recommended active learning/teaching tools (attached) and use them in your classroom on a regular base. You may try any other effective teaching methods that you have not been using regularly. I would do more consistently with these two methods: *Think-pair-share and Individual-plus-Group quizzes.*
4. In our next meeting, please bring your reflections (can be verbal), student work sample, and assessment related to your implementation of these "new" teaching methods. We'll have brief presentation and discussion.

We look forward to hearing and learning from you.

Respectfully,

Min

ACTFL life webinar of Foreign Teacher – Maintaining Target Language

Time: 5:00 - 6:15 pm

Date: 3rd Oct 2018

Attendance : DM Jin Yan, DM Fu, DM Jin Yi, DM Jin Liang, DM Jin Hong and Dr Zhang

Planning is a key:

1. Decide how to “chunk” concepts so students will understand.
2. Progress from familiar to newer vocab or ideas (access prior knowledge).
3. Begin with basic pattern (structure then introduce exceptions once they have practiced the basic pattern repeated).
4. Present new information gradually (yes / no, either / or, what is it / what happened?)

5 strategies to maximize target language (TL) instruction:

1. Visuals and gestures
    - Train students to watch you as well as listen.
    - Visuals provide context and appeal to students (pointing or showing objects.)
    - Miming with gestures; students repeat after you demonstrate on video.
    - Non-verbal responses from students (plan and train)

2. Make it routine and normal
    - Daily /session greetings - so important!
    - Create routines and procedures – how you introduce or explain activities.
    - Use the same expressions for routine instructions.
    - Name and “hallway talk”.

3. Train and reassure students.
    - Reassure them from the start.
    - Recognize “affective filter” signs
    - Don’t give in to request to speak English.

4. “Model” grammar, don’t “teach” it.
    - Introduce grammar in context (story or skit etc.)
    - Chunk concepts.
    - Repeat, rephrase and restate
    - Use diagram, charts or formulas.
    - Use manipulatives (flashcards).

5. Keep yourself honest.
    - Challenge yourself to use 90% TL.
    - Make a promise to stick with it.
    - Built up gradually, it’s a journey.
    - Assess your comfort level using TL.
    - Plan your sentence.

Confucianism and Taoism

By: Annie Sun, Betty Shen, Brandy Quach, Denise Cao, Leanna Duong, Maggie He, and Sinna Zheng

The Analects of Confucius Passage 11:12 (page 20):

《論語·先進》

季路問「事鬼神」。子曰:「未能事人，焉能事鬼？」敢問死。曰:「未知生，焉知死？」

Zilu asked how to serve the spirits and the gods. The Master replied, “Not yet being able to serve other people, how would you be able to serve the spirits?” Zilu said, “May I ask about death?” The Master replied, “Not yet understanding life, how could you understand death?”

Passage 11.12 Analysis

When Zilu asked Confucius how to serve the spirits, Confucius questioned ZIlu saying how can you serve the spirits when you can even serve others. I found this verse relatable, as my parents and teachers always teach me to do things step by step. When solving math problems, if I can't really understand what the question is asking, and I just jump to solving the problem, then the answer I have will for sure be wrong. I agree with the Master, if we can’t even take care or serve the people around us, how are we supposed to serve the country or the world? Life and death are impossible for us the unenlightened to understand, especially death. How are we able to understand death when we never experienced it. However the Master was right. How can we understand death when we don't even understand life. We should worry about the present and not the unknown. While living we should live the life and try to understand our purpose in life.

《道德经》



Tao Te Ching Verse 1:

The Tao that can be told is not the eternal Tao.
The name that can be named is not the eternal name.
The nameless is the beginning of heaven and Earth.
The name is the mother of the ten thousand things.
Ever desireless, one can see the mystery.
Ever desiring, one sees the manifestations.
These two spring from the same source but differ in name;
this appears as darkness.
Darkness within darkness.
The gate to all mystery.

1. 道可道非常道名可名非常名无名天地之始有名万物之母故常无欲以观其妙常有欲以观其徼此两者同出而异名同谓之玄玄之又玄众妙之门 (59)



Verse 1 Analysis:

Everything from this earth, or that exists in this universe stems from the Tao. The Tao is something that has a name, but at the same time does not have a name. How is this possible? It is similar to how ‘form is emptiness and emptiness is form’. The name ‘Tao’ only exists because we humans have a tendency to attach ourselves to materialistic things. Because of our attachments, we must categorize worldly things with labels so that we know the distinctions between them. In reality, however, the ‘Tao’ is simply an essence that exists within the world as a seed-- the cause of all beginnings.

Biology Lesson Plans for Wednesday, 5/23/2018

(all classes can be held either in the lab or at the school, but the Physical science class may find it easier to be at the lab because all the projectors and stuff are already there.)

Chemistry (9:40-10:25 am)

Originally was going to do a lab, but this will have to wait until when I can be there. I have some worksheets with Chapter 20 on it in my box at the school. Please ask the students to finish Section 20-1. They do not need to turn in the worksheet yet as they will still need it to do the rest of the chapter.

Biology (2:30-4:05) double period

(There is no daily question if the students ask, but they should all write something they learned in that period.) There are also sheets in my box at the high school for the students. There are 3 for each student and are in order. (Can ask a student to hand them out to everyone.) They should read and take notes on these worksheets for Chapter 19. Since it is a double period, please give the students a break in between.

Physical Science (3:15-4:05 pm)

Tien, please try out the power point I put together. It will help with having some visuals for the students to see. There are very few words on it, but I've added some notes. You will be able to see them when you press F5 on the computer (that will also bring the PowerPoint automatically to full screen; hit Esc to exit full screen.) The password for the computer is: teacherok

You can also use the actual globe in the classroom to demonstrate the angles and sides of the earth to the sun when you are going through 12.2. Also, I was going to ask the students to discuss the questions in the review section at the end of each section. The answers are in my Teacher's Edition book in my classroom.

You can even ask students to pair, read, and then come up to try to explain parts of the content if you wish.

DVS Library Quest

Name [redacted] Grade: 9th

Today you will be exploring the resources available to you in the library and online using your library cards from Mendocino County Library and San Francisco Public Library.

Kiosk Computers

Located near the door to the library, these two computers allow you to search for items housed in the library and to check out/check in items you wish to borrow. There are separate icons for each function. During this quest you will be asked to use each of these functions.

Open the checkout/checkin icon and login to your account.

Our library shelves house fiction and non-fiction items separately. Your quest begins in the fiction section.

Find the book titled, Anne of Avonlea, by L.M. Montgomery. Check a copy out to yourself at the kiosk computer. After having done so, please check it in and return the copy to its proper spot on the library shelf.

Open the library catalog by clicking on the icon. Use the catalog to answer the following:

Terry Pratchett has written many books. Find one and write down its title, Lords and Ladies.

What are the titles of the three different books our library has that were written by Barbara Kingsolver? The poisenwood Bible, The bean trees, animal dreams.

Use the call number 341.48 BOY to find the book whose title begins with, "2048." What is the remainder of the title? 2048:

Do a subject search on the library catalog at the kiosk computer. Use the subject term, "economics." How many titles does it retrieve? 28. Click on the "economists" link on the left hand side of the screen. What is the title of the book authored by Todd G. Bucholtz? New ideas from dead economists.

Search for the author, Wilma Mankiller. What is the title and call number of one of her books? Everyday is a good day; 305.48

Mensa Reading Books

Mensa is an internationally known society whose qualification for membership is scoring in the top 2% on any standard intelligence test; Stanford Binet, Weschler, Scholastic Aptitude

Test, etc. The society has created reading lists of classical literature for young people. Your library has created separate shelves of these titles based on different grades levels.

Our Mensa books are catalogued using the call number FIC *** where the *** are the first three letters of the author's last name. Not all books on the Mensa list are works of fiction, but we decided to use FIC to keep the titles all together and alphabetized by author.

Please go to the Mensa shelves and browse through the books at your grade level. Can you find a title that you believe is a non-fiction work? The title of that book is what?

Against all hope

Computer Lab

Use Mendocino County and San Francisco Public Library cards and complete the following tasks.

Go to the Mendocino County Library web page. Select Online Resources and then Databases A-Z. Scroll down to Points of View Reference Center and open it. Put in your login information and then search Globalization. On the left side of the page click on Primary Source Documents. How many documents are retrieved? 10

Return to the Mendocino County Library page, Databases A-Z and open High Schools Explora or Middle Schools Explora. In the search box type "J.K. Rowling" and search. How many articles are retrieved? 251

Go to the San Francisco Public Library web page. At some point you will be required to put in your Library Card number and Pin. Click on the ELibrary link. Then open Articles and Databases. Open the tab A-Z. Scroll down to Something About The Author. Type in "Tolkien, J.R.R." How many biographies are retrieved? 809

Go to San Francisco Public Library web site. Under "Articles & Databases," select A-Z and browse down to "History Resource Center: World." After putting in your ID number and PIN, you will see "Economics." Click on View All, then "Sugar and Sugar Production" and find and open "The Sugar Act of 1764." Scroll down through the article to find the duty on a piece "of French lawn imported from Great Britain." How many schillings was it? _____

DVS Library Quest Name [redacted] Grade: 9

Today you will be exploring the resources available to you in the library and online using your library cards from Mendocino County Library and San Francisco Public Library.

Kiosk Computers

Located near the door to the library, these two computers allow you to search for items housed in the library and to check out/check in items you wish to borrow. There are separate icons for each function. During this quest you will be asked to use each of these functions.

Open the checkout/checkin icon and login to your account.

Our library shelves house fiction and non-fiction items separately. Your quest begins in the fiction section.

Find the book titled, Anne of Avonlea, by L.M. Montgomery. Check a copy out to yourself at the kiosk computer. After having done so, please check it in and return the copy to its proper spot on the library shelf.

Open the library catalog by clicking on the icon. Use the catalog to answer the following:

Terry Pratchett has written many books. Find one and write down its title, Nation.

What are the titles of the three different books our library has that were written by Barbara Kingsolver? The poisonwood Bible, The bean trees, Animal dreams

Use the call number 341.48 BOY to find the book whose title begins with, "2048." What is the remainder of the title? 2048 =

Do a subject search on the library catalog at the kiosk computer. Use the subject term, "economics." How many titles does it retrieve? 22. Click on the "economists" link on the left hand side of the screen. What is the title of the book authored by Todd G. Bucholtz? New ideas from dead economists

Search for the author, Wilma Mankiller. What is the title and call number of one of her books? Everyday is a good day 305.48

Mensa Reading Books

Mensa is an internationally known society whose qualification for membership is scoring in the top 2% on any standard intelligence test; Stanford Binet, Weschler, Scholastic Aptitude

Test, etc. The society has created reading lists of classical literature for young people. Your library has created separate shelves of these titles based on different grades levels.

Our Mensa books are catalogued using the call number FIC *** where the *** are the first three letters of the author's last name. Not all books on the Mensa list are works of fiction, but we decided to use FIC to keep the titles all together and alphabetized by author.

Please go to the Mensa shelves and browse through the books at your grade level. Can you find a title that you believe is a non-fiction work? The title of that book is what?

Against all Hope

Computer Lab

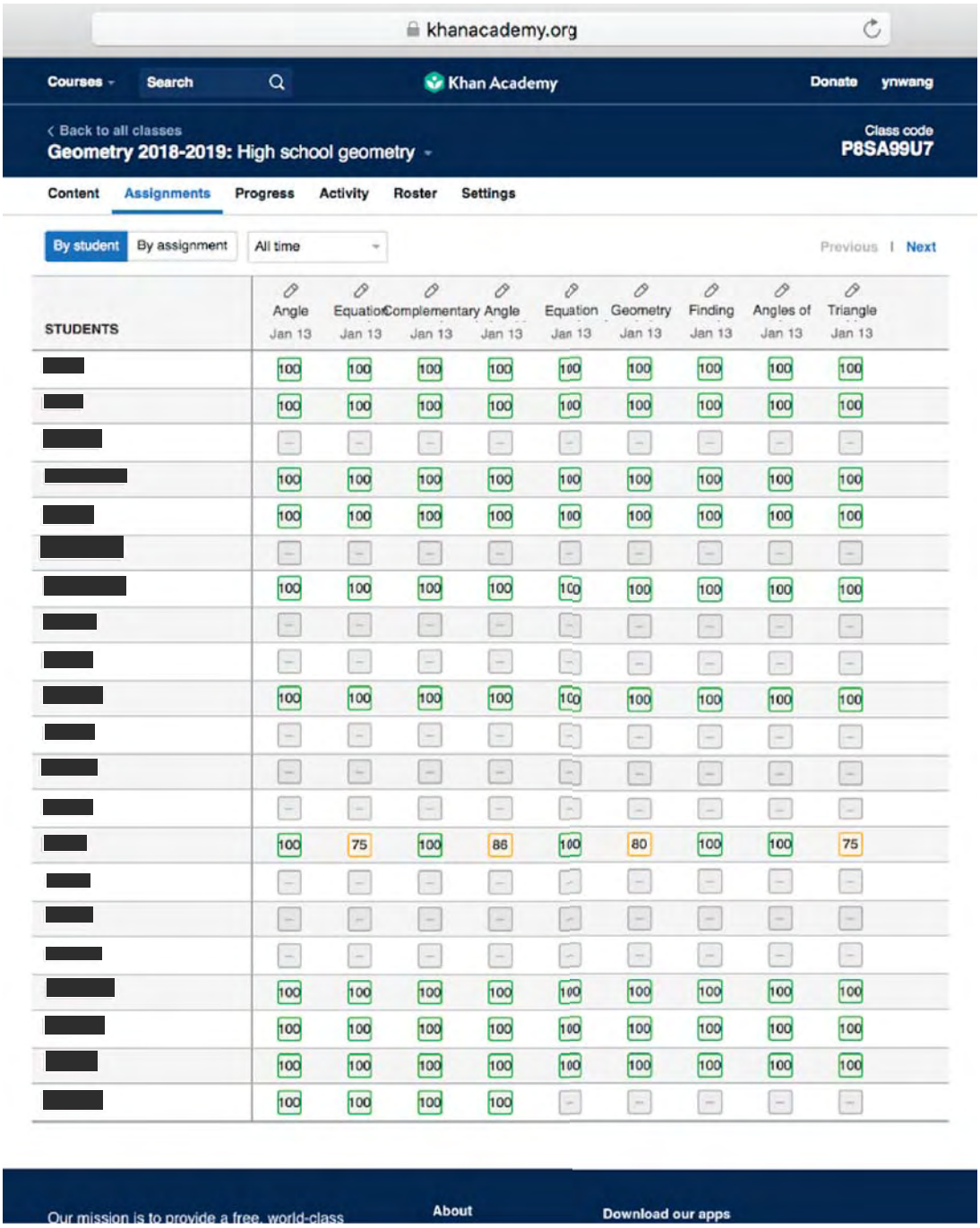
Use Mendocino County and San Francisco Public Library cards and complete the following tasks.

Go to the Mendocino County Library web page. Select Online Resources and then Databases A-Z. Scroll down to Points of View Reference Center and open it. Put in your login information and then search Globalization. On the left side of the page click on Primary Source Documents. How many documents are retrieved? 143

Return to the Mendocino County Library page, Databases A-Z and open High Schools Explora or Middle Schools Explora. In the search box type "J.K. Rowling" and search. How many articles are retrieved? 159

Go to the San Francisco Public Library web page. At some point you will be required to put in your Library Card number and Pin. Click on the ELibrary link. Then open Articles and Databases. Open the tab A-Z. Scroll down to Something About The Author. Type in "Tolkien, J.R.R." How many biographies are retrieved? 10

Go to San Francisco Public Library web site. Under "Articles & Databases," select A-Z and browse down to "History Resource Center: World." After putting in your ID number and PIN, you will see "Economics." Click on View All, then "Sugar and Sugar Production" and find and open "The Sugar Act of 1764." Scroll down through the article to find the duty on a piece "of French lawn imported from Great Britain." How many schillings was it? 19


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Courses
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Back to all classes
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AP Physics C Mechanics 2018-2019 M. Zhang

AP C Mech. EXAM Monday, May 13, 2019

Text: *Fundamentals of Physics, Halliday, Resnick, and Walker. 4Th edition.*

E-mail: mzgracia99@gmail.com

Welcome to physics, the most basic and ultimate science! A background in physics will help you with many career paths, especially science and engineering. The concepts you learn in this class will develop your thinking ability and help you to understand the world around you.

This course is often called "Physics for Scientists and Engineers" at many American universities. It is one of the most difficult course many students take in the first two years of college. High school students usually take this class because they are interested in a career in physics, chemistry, or engineering. College Board description of the class is:

"AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course."

Goals for this class:

- **to question what you hear or see, just as a scientist would do;**
- **to develop a conceptual understanding of basic physics;**
- **to prepare for the AP Exam.**

In order to have the right motivation and dynamic, all students in this class must take the AP exam in May.

Materials

You will need to bring with you to class each day several items:

- Class notebook
- Binder for handouts
- Lab Notebook
- Calculator, a ruler and protractor, etc.

Organization

It is recommended that your unit packets and other work be kept in a three-ring binder (at least 1-inch rings) for purposes of organization. You can use dividers to separate the materials into different sections, one for each unit. The units are listed on the back, along with an approximate time-line for the semester. A three-hole punch is kept in the lab for your use and I will attempt to make sure that everything I give you is pre-punched.

Homework

HW will be assigned daily. Your Quizzes and tests will include problems similar to the homework. There may be worksheets or other assignments which will be written out. If your homework is in your locker or at home, that is considered missing work. If you are absent, please see me when you return. Each individual homework assignment is a small part of your grade, but students who do not keep up with homework will not do well in the class. *Please try to attempt homework and to complete it at your best.*

Labs

We will typically perform several labs per unit and you will work in groups of 2-3 students. Some of the labs will be exploratory in nature and thus more guided, less open-ended. Some of the labs will require that you design a procedure yourself. Unless otherwise indicated, each student must turn in his or her own lab write-up (including all graphs, etc.). Please keep all your labs in a Lab Notebook. The first page in the binder/Notebook will be a table of contents. No pages from the lab notebook should be torn off. The lab notebook should be saved until you get to college as you might need it to get college credit.

Tests and Quizzes

There will be two quizzes each chapter and a test at the end of each chapter, which takes about two or three weeks. There will be a test shortly after winter break. The tests will generally be one period long, but some may last longer.

Grades

Your semester marking period grade will be based on the following percentages:

Tests and Quizzes	40%
Midterm/Final	20%
Class Participation	15%
Labs & Homework	25%

Additional Items About Grading

This is a difficult course, but students who keep up with the work and seek extra help when they need it usually make a decent grade. Low performance in the beginning does not mean you will not get a good grade in the end. The key is to have the grit and stick to the end. Sustained focus and effort will lead you to success even you do not wish for it.

Classroom Activities

Class time is spent in short lecture, student white-board presentations, class discussions, labs and demonstrations. You are expected to:

- ***Respectful to both the teacher and fellow students.***
- ***Use class time only for activities related to class.***
- ***Act in a way that promotes learning (both your own and others) whenever you are involved in a class activity.***
- ***Always act safely in the lab (safety rules are in a separate document).***

Course Outline

First Semester	Second Semester
Unit 1, Tools – ***Ch 1, Ch 3, Vectors 1 week*** Review of vectors, experimental methods, data analysis, measurement, uncertainty, derivatives, and integration. **Unit 2, Kinematics –** ***ch 2 1-d, ch 4 2-d Kinematics*** Frames of reference and relative motion, 1-d kinematics with constant acceleration, 2-d kinematics and projectile motion, graphical, verbal, mathematical representations, applications of calculus to constant and varying acceleration. **Unit 3, Force –** ***Ch 4-5-6 6 weeks*** Newton's laws, friction, drag (including differential equations), uniform circular motion, universal gravitation of point masses, introduction to circular orbits. **Review** **Unit 4,** ***Energy and Work – Ch 7-8 3 weeks*** Work by a constant and by a varying force, conservation of energy, power as a derivative, potential energy curves	***Unit 5, Momentum–Ch 9-10 2 weeks*** Systems, center of mass, impulse, conservation of linear momentum, collisions (1-d, 2-d) **Fall Final Exam** ***Unit 6, Rotation – Ch 11-12, Rotation 4 weeks*** Rotational kinematics, Rotational inertia, torque and rotational dynamics, conservation of angular momentum, rotational kinetic energy. ***Unit 7, Gravitation and Oscillations– Ch 14 Gravity, Ch 16, Oscillations 4 weeks*** Gravitation inside and outside a spherical shell, elliptical and circular orbits, energy conservation and angular momentum applied to orbits; kinematics, dynamics, and energy of simple harmonic motion (mass on a spring, pendulum), **Spring Break—Do FR problems from AP Central!** ***Review and Practice Tests***

AP Physics C Student Personal Information Sheet

Name:_____

=

Some background information

1) What science and math courses were your favorites?

2) What hobbies and/or after school activities do you enjoy?

Your goals and expectations

1) What skills do you bring to this class?

2) What are your long-term (next 5-10 years) goals?

3) Anything else that you would like me to know about you?

I have read and <u>understood</u> the *AP Physics 1/C* Syllabus which describes:

1) The overall goals and requirements for this physics course,
2) The mechanics for working my way through the course,
3) The laboratory safety requirements for being safe in the lab, and lab completion policy,
4) The grading standards for earning a grade in the course,
5) The out-of-class study requirements, which are expected and necessary for me to be successful in this course.

Student Signature: Date:

Student email address:

AP Physics C Electricity and Magnetism 2018-2019 M. Zhang

AP C Mech. EXAM Monday, May 13, 2019

Text: *Fundamentals of Physics, Halliday, Resnick, and Walker. 4Th edition.*

E-mail: mzgracia99@gmail.com

Welcome back to physics! A background in physics will help you with many career paths, especially science and engineering. The concepts you learn in this class will develop your thinking ability and help you to understand the world around you.

This course is often called "Physics for Scientists and Engineers" at many American universities. It is the most difficult course many students take in the first two years of college. High school students usually take this class because they are interested in a career in physics, chemistry, or engineering. College Board description of the class is:

"AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course."

I have several goals for this class: to think and work like a scientist, to develop a inquiry-based conceptual understanding of basic physics, and to prepare for the AP exam. The exam is difficult and will require you to apply most of what you know of physics as well as a basic understanding of calculus.

In order to have the right motivation and dynamic, all students in this class must take the AP exam in May.

Materials

You will need to bring with you to class each day several items:

- Class notebook
- Binder for handouts
- Lab Notebook
- Calculator, a ruler and protractor, etc.

Organization

It is recommended that your unit packets and other work be kept in a three-ring binder (at least 1-inch rings) for purposes of organization. You can use dividers to separate the materials into different sections, one for each unit. The units are listed on the back, along with an approximate time-line for the semester. A three-hole punch is kept in the lab for your use and I will attempt to make sure that everything I give you is pre-punched.

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Class time is spent in short lecture, student white-board presentations, class discussions, labs and demonstrations. You are expected to:

- ***Respectful to both the teacher and fellow students.***

- ***Use class time only for activities related to class.***

- ***Act in a way that promotes learning (both your own and others) whenever you are involved in a class activity.***

- ***Always act safely in the lab (safety rules are in a separate document).***

AP Physics C Schedule-at-a-glance **Late Aug.--Oct.**

Electrostatics (30%)

- Charge and Coulomb's law
- Electric field and electric potential (including point charges)
- Gauss's law
- Fields and potentials of other charge distributions

Conductors, Capacitors, Dielectrics (14%) **Nov.—Dec.**

- Electrostatics with conductors
- Capacitors
- Dielectrics

Electric Circuits (20%) **Jan.—Feb.**

- Current, resistance, power
- Steady-state dc circuits with batteries and resistors only
- Capacitors in circuits

Magnetic Fields (20%) **Feb.—Mar.**

- Forces on moving charges in magnetic fields
- Forces on current-carrying wires in magnetic fields
- Fields of long current-carrying wires
- Biot–Savart law and Ampere's law

Electromagnetism (16%) **Mar. —Apr.**

- Electromagnetic induction (including Faraday's law and Lenz's law)
- Inductance (including LR and LC circuits)
- Maxwell's equations

Review **Apr. —May**

Other Topics of Interest **May—June**

ILLINOIS WESLEYAN
UNIVERSITY

January 11, 2019

To the parent(s) of:
Ruihan Zhang
4951 Bodhi Way
Ukiah, CA 95482-6050

Dear parent(s),

I am happy to inform you that Ruihan has received the required grade point average to be placed on the Dean's List for the Fall 2018 Semester. This is one of Illinois Wesleyan's most prominent ways of recognizing academic achievement. "Dean's List" will be indicated on a student's transcript each semester the requirements are met.

I share the pride you must feel at this time. This is a very significant event in Ruihan's life.

Sincerely,

Lynda Duke
Associate Provost

LD:cr

ASSOCIATE PROVOST
PO BOX 2900 • BLOOMINGTON, IL 61702-2900 • (309) 556-3255 • FAX (309) 556-3970 • WWW.IWU.EDU

Developing Virtue Girls School
2017-2018 Syllabus
Meditation, 1-4 units

Teacher: Jin Xiang Shi
Day/Time: Monday-Thursday, 8:00-8:45 AM
Location: DVGS Chan Hall

I. Course Description:

In this course for high school students, the practice of meditation and mindfulness is introduced in a pragmatic approach: mindfulness in walking, chanting, silent seated meditation. Principles and methods are explained and students are given opportunity to practice chanting, being silent, and quieting the mind. The in-class practice prepares students to form a habit, so that they can apply it during their daily lives and gain benefit from it. Furthermore, the course provides students with a therapeutic and an indispensable tool for balancing their lives during high school years and beyond.

II. Course Goals and Outcomes:

Students will understand the purpose of mindfulness/concentration methods. Through the meditation/mindfulness practices learned in this class, they will (while fulfilling the school's ESLRs):

- be able to sit in silence for at least 25-30 minutes;
- learn the basics and different methods of mindfulness and concentration;
- learn to use appropriate methods to still their minds, become clear-minded, and focused;
- become better aware of their own emotions and thoughts;
- learn to deal with stress/emotion more objectively;
- learn to improve in focus, concentration, and memorization;
- be able to apply mindfulness techniques learned in class to become kinder and wiser citizens, capable of making wise choices in life while contributing one's talents for the sake of one's family/community and the society/world.

In the process, the outcomes will be aligned with the school's four ESLRs in the following ways:

1) Core virtues: By being aware of and looking honestly at one's emotions and thoughts during meditation, the student will be in tune with one's inner potential as well as one's vulnerability. This is the practice of integrity, humility, and respect (oneself and others).
2) Inherent spiritual wisdom: With the core virtues as the basis, when one practices concentration, one's inherent potential/wisdom will be nourished.
3) Academic potential: Students will have exercises in reading/writing and speaking/listening through:
   - reading articles on topics of mindfulness and meditation and writing in-class journals;
   - watching videos and listening to audios to become more skilled in hearing and listening;
   - working in groups (e.g. think-pair-share technique) to do presentations about their insights on meditation

4) Global awareness: Sitting meditation creates wholesome energy (e.g. kindness/compassion and peacefulness); opportunity is given to students to spread that energy to particular individuals, to a larger group of beings, and to those around the world who are in misfortune. They will also watch videos on how people in other cultures/traditions practice mindfulness/ meditation or embrace spirituality.

III. Class Format:

- Instructions
- Warm-up/stretching exercises before seated meditation
- Seated chanting or walking mindfulness exercises
- Seated meditation in silence
- Writing journal
- Reading relevant articles and writing responses
- Watching/listening to relevant videos or audios
- Individual or pair/group presentations

IV. Class Expectations:

- Be motivated to learn and to make an effort;
- Be attentive when instructions are being given, including when a video or audio is being presented (a quiz may be given later to test attentiveness);
- Participation during discussions or class activities;
- Be responsible for tardiness and absences (give reason for being tardy or missing classes and fill out Student Absence Form within 2-3 days afterward). Too many tardiness and/or absences (including those due to sickness) will result in a lower grade, which can be made up through extra work/practice outside of class.

V. Grading Procedures: (approximate percentages)

Attendance:	20%	Attitude (motivation/ effort / participation/ public spirit):	20%
Posture & Focus:	30%	Journal (content/ reflection, self-evaluation):	30%

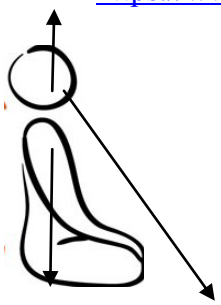
VI. References:

Meditation Handbook. Berkeley: Institute for World Religions at the Berkeley Buddhist Monastery, 2007.

Chan Handbook: Talks on Meditation by the Venerable Master Hua.

Smith, Jean, ed. *Breath Sweeps Mind: A First Guide to Meditation Practice*. The Berkeley Publishing Books: New York, 1998.

"The 5 Most Common Alignment Mistakes in Meditation," by Amy Ippoliti, https://www.youtube.com/watch?v=qil5mmjuaIs (published on June 1, 2011; 6:12 min.).



Source of image: http://www.saagara.com/learning-center/mindfulness-meditation-guide
(Note: Image has been cropped and arrows added.)

"Room to Breathe," DVD, produced by Russell Long and Gail Mallimson, 55 minutes, 2013; www.RoomToBreatheFilm.com.

"Get Real," by Thanissaro Bhikkhu, October 4, 2003, http://www.dhammatalks.org/Archive/Writings/CrossIndexed/Published/Meditations3/031004%20M3%20Get%20Real.pdf; https://www.dhammatalks.org/mp3_collections_index.html#.

"12-01-14 How to Sit in Meditation," by Venerable Thubten Chodron of Sravasti Abbey, https://www.youtube.com/watch?v=ugc4kwWm81Y (published on Dec. 1, 2014; 10 min.)

"Kids and Meditation," https://www.drbu.org/blog/kids-and-meditation (published by DRBA, 7:04 min.); https://www.youtube.com/watch?v=LpU942GrNX0 (YouTube; published on March 11, 2011).

"The Buddha's Words on Loving-Kindness," audio by Abhayagiri Sangha, March 5, 2009; https://www.abhayagiri.org/new/talks/5323-loving-kindness-english-2009 (Eng., 2:46 min.)

"Rare footage: Monk in Walking Meditation, Mahasi Centre, Yangon, Myanmar," https://www.youtube.com/watch?v=GjXPMhXHzlg (YouTube; published by Online Yoga Teaching on September 1, 2015; 1:17 min.)

"How To Meditate III - Walking Meditation," by Yuttadhammo Bhikkhu, https://www.youtube.com/watch?v=_IFvablc6EI (YouTube; published on January 23, 2009; 10:00 min.)

http://www.corestandards.org/ELA-Literacy/

http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html?tab=1#tabs

Developing Virtue Boy School
Biology Course Syllabus
2017-2018 School Year

Teacher:
Ms. Xue
lotus_wxue@yahoo.com

School Phone: (707) 468-1138
School Address:
2001 Talmage Road, Ukiah, CA 95482

Course Description

Welcome to Biology -- the study of life! Students will investigate biological systems at the molecular, cellular, and macrobiological level. Hands-on laboratory exercises incorporating cellular biology, genetics, DNA technology, evolution, and ecology will be provided to assist students in their understanding of biological themes. Projects and reading assignments may be required with each unit of instruction.

Standards: Course standards can be found at: http://www.cde.ca.gov/ci/sc/cf/documents/scifwch8prepub.doc

Units Covered

Unit 0 Matter (To be covered along with other units) 1. Introduction to Biology 2. Water, acids, and bases 3. Properties of Carbon 4. Macromolecules	**Unit 4 Development** 1. DNA 2. Cell Cycle/Cell Division 3. Developmental Biology 4. Principles of physiology 5. Human Biology 6. Plant Biology
Unit 1 Cells 1. Introduction to Cells 2. Prokaryotic and Eukaryotic Cells 3. Extracellular Structures and Cell-Cell Junctions	**Unit 5 Inheritance** 1. Classical and Molecular Genetics 2. DNA as the Genetic Material 3. Central Dogma(DNA to RNA to Protein) 4. Gene Regulation
Unit 2 Transport 1. Membrane Transport/Cell Membrane, Diffusion 2. Cell Communication/Signaling, Signal Transduction 3. Nervous System/Neurons 4. Endocrine System/Homeostasis, Feedback	**Unit 6 Evolution** 1. Evolution and Natural Selection 2. Populaion Genetics 3. Speciation and evolutionary trees 4. History of Life on Earth
Unit 3 Energy 1. Metabolism 2. Cellular Respiration 3. Photosynthesis 4. Ecosystem and Energy	**Unit 7 Interaction** 1. Behavioral Biology 2. Ecology 3. Biodiversity and conservation

Labs, Projects, Research Paper and Field Trip

Labs Microscope (usage) Plant cells and animal cell(human cheek cell) comparison Diffussion Osmosis Photosynthesis Cellular respiration Semi-Permeable DNA Extraction Lab Blood Pressure Fermentation (make bread) **Field Trip** Mendocino Botanical Garden	**Projects** Design a test (individual) Cancer project (individual) Human Body Unit - Display board (individual) - Lectures (individual) - Board Games (group) - Case Study (extra credit) **Research Paper** Vitamin D3 and Iron Issues in Biology and Technology & Society research paper (extra credit) Interesting Questions (extra credit) Biology and Histoy

(Plants and Adaptation Project)	

Textbook/Publisher/Online Resources
Prentice Hall Biology, by Miller and Levine
Khan Academy, Biology course

Requirements: Materials and Supplies

- Binder: a 2" 3-ring binder with 8 dividers
- Paper: an ample supply of loose-leaf notebook paper
- Correcting Pens: Red is suggested.
- Pencils/Pens
- Color ballpoint pens (at least 4 colors)

Keys to Ms. Xue's Class:

Think. Work. Be involved. Be consistently curious. LEARN. And you will thrive!

Rules and Expectations

You should expect to schedule about 30-45 minutes every night for biology homework outside of class.

- Please make good use of class time. This simply means doing what you are suppose to be doing during class. Talking with friends or goofing off will never be considered "good use of class time," I will therefore take appropriate action. If you stay on task, you should be successful in this class.
- Ask question when you are stuck. When question arise during class, be sure to raise your hand. Think about the question before you speak.
- On quiz or exam days, you may bring something quiet to do in the event you finish early. No one leaves the room during the quiz or exam. No talking until everyone is finished.
- Please exercise consistent organization and preparation. Be on time to class. Have all necessary supplies upon arrival in class. These requirements will make our class run smooth, establish good habits of responsible behavior.

Homework will be given almost daily for completion. Homework is not graded for accuracy, but you must attempt every problem in order to receive full credit for the assignment.

Late or missing work. Unless a proper reason is emailed to me by your parent or guardian before the assignment is due, it will be counted as late or missing work.

The good news! If you receive a perfect on your completion for the semester, five bonus points will be added to your homework average, giving you a homework/binder average of 105. After which, I take one bonus point per missing homework.

Classwork and Projects are usually completed in groups during class but there are exceptions. The quality of your work and/or what your group does during class will be checked.

Biology Binder is an essential tool for biology class. As stated, you must have this binder available every day. Keep all classroom material, including homework assignments, quizzes, class notes, projects, handouts, lab reports, and tests in their respective sections. on test days, I collect your biology binder for your participation, notes, and homework completion grades. make sure that all your materials are in its proper place. Your binder will be graded and returned the next school day.

Quizzes. In general, expect to have a quiz for each important concept.

Tests. You will have a major test for each unit. Tests will always be announced in advance by at least two days (usually a week). Therefore, if you are absent the day before a test, you are still responsible for taking the test on the test day.

Students may do test corrections for half credit back. In other words, if a student scored a 90% and does test corrections, her recorded score will be a 95%. Please follow the Test Correction Policies below.

Grading Policies. Grades will be based on total points earned out of total points possible. Whole-class extra credit assignment may be issued. The following is subject to change.

A	94-100%	A-	90-93%		
B+	87-89%	B	84-86%	B-	80-83%
C+	77-79%	C	74-76%	C-	70-73%
D+	67-69%	D	60-66%		

Biology Binder: 10% **Classwork:** 20% **Projects:** 10% **Quizzes:** 10% **Labs:** 30% **Tests**: 20% **(**This is subject to change.)

Final Notes. It is important to me that the students understand we are a team. I am here to help you succeed!

Biology students, please read and sign and date this sheet on the lines below indicating that you understand and agree to abide by the policies described.

Student's signature: _____ Date: _____

Parent's /Dorm Dad's signature: _____ Date: _____

Test Correction Policies. Please following the guidelines below to make test corrections:

- Students who earn below a letter grade C must complete test corrections orally with Ms. Xue. Complete test corrections at home first, following the guidelines on this page. Then, schedule an appointment with Ms. Xue outside of class to go over your test corrections one-on-one.
- Do not write anything on your original test paper. All corrections must be submitted on separate paper.
- To earn back credit for any part of the test, you must completely rewrite your answer to that part, on separate paper. You do not need to rewrite all parts of a question if you only made mistakes on one part. If your mistakes on one part created more mistakes later in the question, though, you must re-do all the parts that were wrong.
- Any test corrections you submit must be your own work, expressed in your own words, equations, diagrams, etc., representing your own understanding of the material.
- Redo the problem, showing all of your work.
- Write a sentence explaining why you missed the problem. Find where you made the mistake. "I didn't get it" or "I got confused" is not understanding your mistakes – use full sentences and explain in detail your mistakes!
- You may not do test corrections for bonus problems.
- Corrections must be completed and submitted by the required deadline (usually within one week of the test being returned to you) in order to receive credit.
- Test corrections are graded for accuracy.
- All test corrections should be stapled to the back of the test

Developing Virtue Girls' School
2018-2019 Syllabus
Ethics, 9th Grade, 5 units

Instructor(s): Jin Jr Shi/ Ms. Lee / Ms. Justice / Ms. Phi
Day/Time: Tues./9:40-10:25 AM, 12:00-1:35 PM, Thurs./9:40-10:25 AM, 12:00-1:35 PM
Location: DVGS Room 203

I. Course Description:
Students will learn different aspects of being an ethical person. The topics of ethics will be drawn from Asian/ancient and Western/modern cultures. Through their understanding of ethical values and applied ethics on local and global scales, heightened by their own reflections and group discussion, they will be able to value the importance of being an ethical individual and develop into persons of wholesome characters. To that end, the course fulfills the school's goal to educate students to be whole persons, while academically proficient.

Ethics in Religion and Philosophy will explore various religious and philosophical perspectives, traditions, and actions that lead to a more thoughtful and virtuous way of life for the betterment of one's own self and society as a whole. The course will cover a spectrum of ideas and practices such as the Eight Virtues in Confucian teachings, The Six Great Principles (based on the moral teachings of Buddhism) introduced by Venerable Master Hsuan Hua, the ethical ideas of some of the major religions, and the ethical teachings of various ancient and modern philosophers. These ethical foundations will be researched, analyzed, discussed, and used as a framework to tackle some of the world's most important ethical issues. The class will examine some of the complexities of different contemporary social issues such as the economy, global warming, euthanasia, suicide, war, the environment, animal rights, and digital citizenship. There will be discussions of practical issues in our daily lives such as, happiness, freedom, dreams, contentment, morality, fulfillment, and purpose. The students will also have many opportunities throughout the course to participate in meaningful community and social service activities.

II. Course Goals and Outcomes:
Students will:

- Memorize *Standards for Being a Student* in English and reflect on the meanings;
- Apply these values in their daily lives, both at school and at home;
- Learn to be reflective of their own behaviors and improve on their habits/characters;
- Become responsible citizens;
- Increase their awareness: Be able to examine social issues (e.g. poverty) and empower themselves to benefit society, environment, and humanity.

III. Class Format:

- Instructions and discussions
- Reading of relevant articles
- Writing reflective essays and journals
- Watching relevant videos
- Memorization of *Standards for Students* & Others
- Projects

IV. Class Expectations:

Motivated and attentive, reflective, participative.

V. Grading Procedures: (approximate percentages)

Punctuality/attendance/participation: 10% Assignments/Projects: 40%
Memorization/Character: 20%
Writing reflection/Essays/Quizzes: 30%

VI. References:

Standards for Being a Student: Instructions in Virtue from the Chinese Heritage. Trans. by Buddhist Text Translation Society (BTTS). Burlingame, BTTS: 2003.

Digital Citizenships https://www.commonsense.org/education/digital-citizenship

Instructional Talks and commentaries by the Venerable Master Hsuan Hua.

Responsible Living, Dr. Ron Epstein

Selections from Classic Texts on Ethics.

VII.
Introduction To Ethics

The students will begin discussion on their understandings of virtue, morality, ethical choices, and happiness. This will begin the journey into exploring how choices and actions can have ripple effects in our life journey as well as society as a whole. In order to gain some foundational knowledge of ethical systems the students will read selections of Aristotle, Socrates, Venerable Master Hsuan Hua, and Leo Tolstoy and compare these systems in a Socratic circle with their own ethical systems and class discussions.
Assignment: They key assignment will be a two-page essay connecting Ethical ideals with Happiness. From the lectures, discussions, readings, and question and answer sessions the students will be writing quick writes on the conclusions or questions of the day, and will use these as notes for their essay. The students will learn that there are different ethical systems that

have been practiced and studied to lead to the ideal human life, and they can use these systems to guide their own life to reach great fulfillment and happiness.

Ethics in World Religions

This unit will introduce the students to the Religious Ethical Systems of Buddhism, Hinduism, Confucianism, Judaism, Christianity, and Islam. There will be short lessons on the history of the religion, the essential commandments or moral teachings/precepts, and the societal impact these religions have on their communities and the world. The students will connect the lessons with their own research and will provide oral presentations on the founders and other inspirational personalities who exemplify the ethical ideals of each of these major religions.

Assignment: The key assignment will be a comparative essay and presentation of one eastern religion with one western religion. The student will use their notes from the lessons and oral presentations, and perform their own research to compare the ethical values of the two religions of their choice. The student learning outcome is that religions from different parts of the world and founded at different historical periods of time follow similar values, and the exemplary founders of the major religions stressed service, harmony, and happiness.

Inspirational Thinkers and Talks

This section the students will hear, read, interpret, and comment on inspirational speeches from world leaders, social rights activists, spiritual practitioners, and other talks on ethics, happiness, and human existence. The students will be introduced to the speaker, the speech, and the ethical values addressed. After interpreting the speeches in groups and analyzing the speaker's message the class will discuss the broader narrative of the speaker and the issues that are raised. The class discussions will allow for the exploration of different viewpoints, and multiple perspectives on the solutions to the speaker's topic.

Assignment: The main assignment will be a 15-minute speech that will continue the dialogue of one of the inspirational speeches they had studied. Depending on the speaker, the speech, or the message that the student appreciated the student will use their speech to express their understanding of the topic and relate it to their life story making sure to give many personal examples. The students will have heard, read, and interpreted, and discussed a number of inspirational speeches, and will have begun to share how the topic relates to the student personally. The students will learn how various people in our present modern age have themselves been inspired to a life that has brought more meaning for themselves and others. And hopefully this will have a positive impact on their own lives and perspective of what a meaningful life can entail.

Current Ethical Issues

This unit will utilize the study of the ethical systems in the previous units and the discussions throughout the course to discuss and explore solutions to current and local ethical issues. The students will explore the ethical topics in regards to the economy, global warming, euthanasia, suicide, war, the environment, and animal rights. From the issues that are brought up and the overall study of the topic, the students will research, explore, and discuss into possible solutions.

One of the key assignments will be a concluding presentation by the students on one of the Ethical topics discussed. The students will supplement the class lectures, their research, the student notes, their quick writes, and discussions to form an oral informative presentation on the ethical issue chosen. The students will learn to focus in on one particular ethical topic, understand the nuances to the discussion, and to formulate possible solutions.

Digital Citizenship

"Being a good digital citizen is more than knowing your way around the web. It's about connecting and collaborating in ways you didn't even know were possible."

This unit will focus on the increasing involvement that students have with the digital world which is available to them at all times 24/7, and how to develop wholesome and beneficial social values in their engagement with digital media and technologies. They will also learn the basic vocabulary of and gain knowledge of the media landscape. The primary topics will be Internet safety, privacy and security, relationships and communications, cyberbullying, digital drama, digital footprint and reputation, self image and identity, information literacy, and creative credit and copyright. The students will use the Digital Citizenship program and activities to be aware of how to maneuver in the digital universe.

2018-2019 Geometry Course Syllabus

Developing Virtue Girls Secondary School

Class Time: M- F, 8:50- 9:35 am **Ms. Yini Wang**

Office Hours: M-F, 4:05- 5:00 pm **Email: ynwang@gmail.com**

COURSE DESCRIPTION: The fundamental purpose of the Geometry course is to introduce students to formal geometric proofs and the study of plane figures, culminating in the study of right-triangle trigonometry and circles. Students begin to formally prove results about the geometry of the plane by using previously de ned terms and notions. Similarity is explored in greater detail, with an emphasis on discovering trigonometric relationships and solving problems with right triangles. The correspondence between the plane and the Cartesian coordinate system is explored when students connect algebra concepts with geometry concepts. Students explore probability concepts and use probability in real-world situations. The major mathematical ideas in the Geometry course include geometric transformations, proving geometric theorems, congruence and similarity, analytic geometry, right-triangle trigonometry, and probability.[1]

TEXTBOOK: Eureka Math Geometry, 2015

COURSE OUTLINE: The course contents are listed below:

Module 1: Congruence, Proof, and Constructions
Module 2: Similarity, Proof, and Trigonometry
Module 3: Extending to Three Dimensions
Module 4: Connecting Algebra and Geometry Through Coordinates
Module 5: Circles With and Without Coordinates

GRADING POLICY:

90 - 100	A
80 - 89	B
60 - 79	C
50 - 59	D
Below 50	F

Personal Growth	50%
Academics	50%

A– F GRADE ONLY. "INCOMPLETE" OR "MAKEUP WORK" GRADE IS NOT AN OPTION.

Personal Growth, 50%: Will include the following:

Homework, 25%: Homework is a way to practice perseverance. Homework will be graded based on completion, on-time submission and effort. If you don't know how to do it, never be afraid to ask the teacher and friends for help till you fully understand how to do it by yourself.

Personal development and class participation, 25%: Please see "Your Actions Matter" handout for details.

Academics, 50%: Will include chapter tests, midterm exam, final exam, quizzes and projects.

PLAGIARISM: Will follow the DVGS school policy on cheating or plagiarism.

ATTENDANCE: Will follow the DVGS school policy on attendance and absences. Student absence forms with guardian's signature need to be submitted to class teachers.

CLASSROOM GUIDLINES:

Class participation is very important for active learning. Students will be on time and prepared for class. Everyday please bring with you your textbook, notes, completed homework, calculator and pencil. No food in class without permission.

TUTORING: Tutoring will be available during both office hours and peer tutor sessions. **The purpose of tutoring sessions is to help and support anyone who has questions, regardless of their course grades.** Please feel free to contact Ms. Wang if you have any questions or concerns.

References:
1. California Department of Education Mathematics Framework, Geometry, **2015.**

We are a team, let's learn together and help each other!

Parent/Guardian and Student Signature

I have read the above Course Syllabus and I agree the course requirements as well as the Classroom Rules and Grading Policies.

*Student Name (print)*_____ *Signature*_____ *Date*_____

*Parent/Guardian name (print)*_____ *Signature*_____ *Date*_____

Please sign this form and return to Ms. Wang promptly at office 202.

2 1223 2036 3299 0

San Francisco Public Library
sfpl.org (415) 557-4400

SFUSD

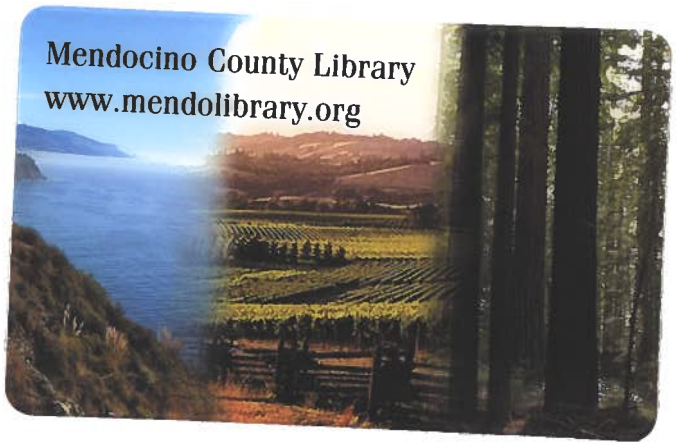
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sfpl.org (415) 557-4400

SFUSD

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Koha UserID: [redacted]
Koha Password: [redacted]

Instilling Goodness Developing Virtue Library Card Application

NAME: [redacted] [redacted] [redacted]
Last Name First Name Middle Name

MAILING ADDRESS: 2001 Talmage Road Ukiah, CA 95482

PHYSICAL ADDRESS: same as mailing address

E-MAIL ADDRESS: [redacted] BIRTH DATE: [redacted]

PHONE #: [redacted] ALTERNATE PHONE #: [redacted]

PLEASE READ AND SIGN:
I AGREE TO BE RESPONSIBLE FOR ALL MATERIALS BORROWED WITH THIS CARD AND FOR ALL FINES INCURRED, INCLUDING CHARGES FOR LATE, LOST AND DAMAGED MATERIALS. I UNDERSTAND THAT I MUST FOLLOW ALL LIBRARY RULES OF BEHAVIOR, AND THAT IF I CHOOSE NOT TO COMPLY WITH THESE RULES, MY LIBRARY PRIVILEGES MAY BE SUSPENDED OR REVOKED.

SIGNATURE: [redacted] DATE: 9 / 30 / 2016

PARENT OR LEGAL GUARDIAN INFORMATION
PLEASE PRINT PARENT OR GUARDIAN INFORMATION IF APPLICANT IS UNDER 18 YEARS OF AGE.

NAME: [redacted] [redacted]
Last Name First Name Middle Name

MAILING ADDRESS: same
(if different from minor's address)

BIRTH DATE: [redacted] HOME PHONE #: [redacted]

WORK PHONE #: [redacted] CELL PHONE #: [redacted]

PLEASE READ AND SIGN:
I HAVE GIVEN PERMISSION FOR THE MINOR LISTED ON THIS APPLICATION TO RECEIVE LIBRARY PRIVILEGES. I AGREE TO BE RESPONSIBLE FOR ALL MATERIALS BORROWED BY THE MINOR WITH THIS CARD AND FOR ALL FINES INCURRED, INCLUDING CHARGES FOR LATE, LOST AND DAMAGED MATERIALS. I UNDERSTAND THAT I AM TAKING RESPONSIBILITY TO ENSURE THAT THE MINOR WILL FOLLOW ALL LIBRARY RULES OF BEHAVIOR, AND THAT IF HE OR SHE CHOOSES NOT TO COMPLY WITH THESE RULES, HIS/HER LIBRARY PRIVILEGES MAY BE SUSPENDED OR REVOKED.

GNATURE: [redacted] DATE: 9 / 30 / 2016

San Francisco Public Library

LIBRARY CARD APPLICATION

Photo identification and proof of address are required for all registrations.
If you are 12 years of age or under, your parent/guardian must sign the application form.

Date: _____

PLEASE PRINT

Date of Birth [redacted] (MM DD YYYY)

Age category: [✓] 0-12 years [ ] 13-17 [ ] 18-64 [ ] 65 and older

Last Name [redacted] First Name [redacted] Middle Initial

Address (proof of California residency) [redacted] 4951 Bodhi Way

City [redacted] State CA ZIP Code [redacted]

Telephone [redacted]

[✓] I would like to receive information by email about SFPL's programs, services and initiatives.

Email (Library notices are sent by email.) [redacted] @ gmail.com

Driver License/Other ID none

Student ID: [redacted]

My language preference is:

[✓] English [ ] Chinese [ ] Spanish [ ] Russian [ ] Vietnamese [ ] Tagalog [ ] Japanese [ ] Other _____

PIN: [redacted]
(Choose a minimum of 4 characters)

PINs are required for using self-check machines, reserving and renewing library items online, reserving public computers and for accessing online resources, collections, and your library record.

I agree to abide by library rules regarding behavior, public computer use and borrowing materials. I agree to pay for any loss of, or damage to, library materials and to pay for overdue fines accumulated on this card. I understand I am responsible for notifying the Library in case of loss or theft of this card. Failure to do so will result in my being held liable for materials on this card and for fines incurred on this card. I also agree to inform the Library of any changes to the above information or change in the status of parent/guardian.

Share with your child the importance of having a library card and the responsibility that goes along with it. The Library has an open access policy to all materials and information sources, which means that the Library does not restrict access to any item in the collection or limit access to the Internet. It is a parent or guardian's right and responsibility to guide their own children, ensuring that they use the Library according to individual family values.

Your Signature: [redacted]

Signature of Parent/Guardian: [redacted] Print Name: [redacted]
(If applicant is 12 years of age or younger)

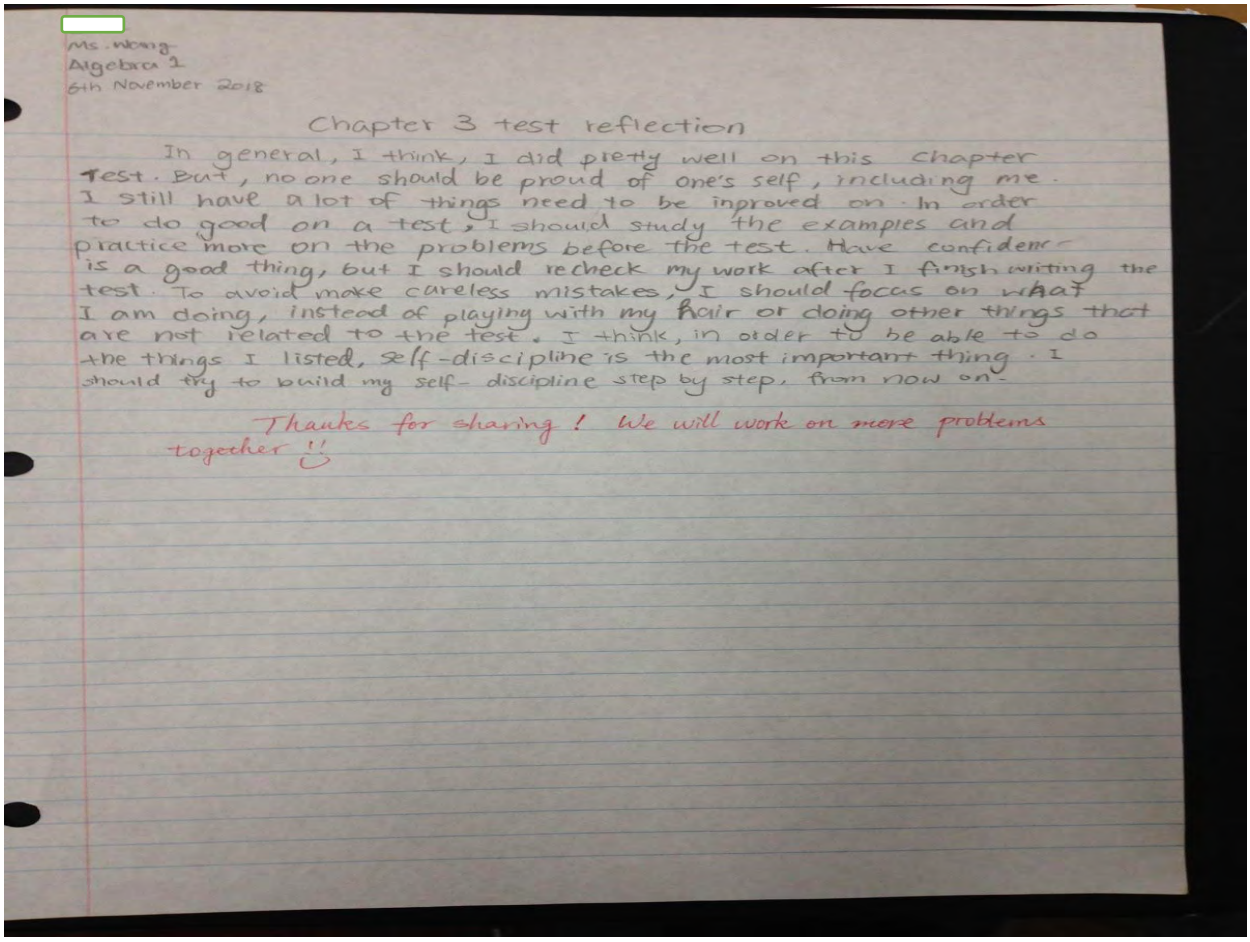
PLEASE DO NOT WRITE BELOW THIS LINE.

Type: JV YA AD SR ST BU RC VC

Agency: _____

pNumber: _ _ _ _ _ _ _ _ _

Initials: _____

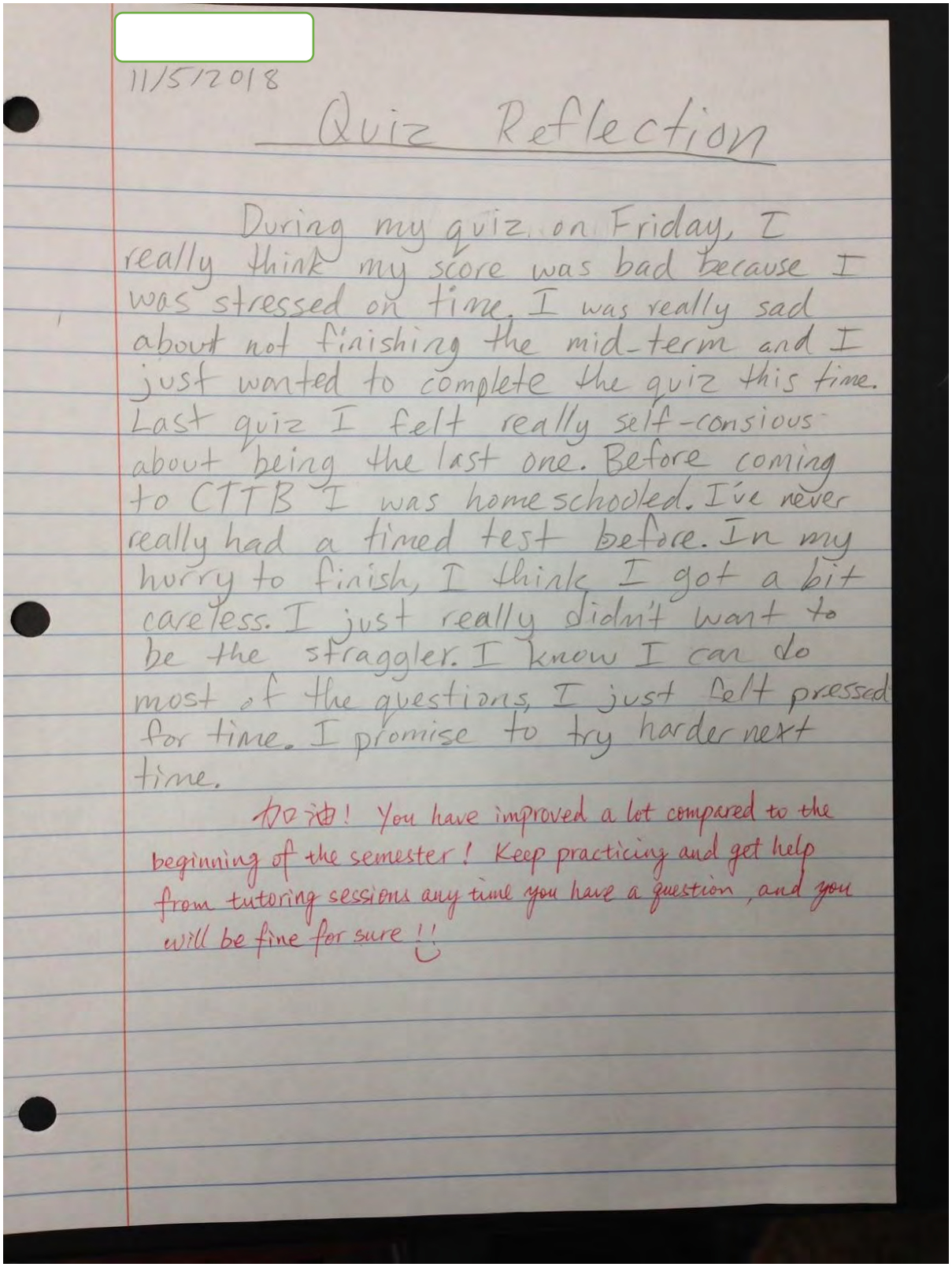


Ms. Wang
Algebra 1
6th November 2018

Chapter 3 test reflection

In general, I think, I did pretty well on this chapter test. But, no one should be proud of one's self, including me. I still have a lot of things need to be improved on. In order to do good on a test, I should study the examples and practice more on the problems before the test. Have confidence is a good thing, but I should recheck my work after I finish writing the test. To avoid make careless mistakes, I should focus on what I am doing, instead of playing with my hair or doing other things that are not related to the test. I think, in order to be able to do the things I listed, self-discipline is the most important thing. I should try to build my self-discipline step by step, from now on.

Thanks for sharing! We will work on more problems together!!



11/5/2018

Quiz Reflection

During my quiz on Friday, I really think my score was bad because I was stressed on time. I was really sad about not finishing the mid-term and I just wanted to complete the quiz this time. Last quiz I felt really self-consious about being the last one. Before coming to CTTB I was homeschooled. I've never really had a timed test before. In my hurry to finish, I think I got a bit careless. I just really didn't want to be the straggler. I know I can do most of the questions, I just felt pressed for time. I promise to try harder next time.

加油! You have improved a lot compared to the beginning of the semester! Keep practicing and get help from tutoring sessions any time you have a question, and you will be fine for sure!! ☺

NAME _____ 11/16/17 APES

Chapter 12: Fisheries

60/60 + 19/21 = 79/81 graphs FRQs

SUSTAINING FISHERIES

Seven percent of the world's food comes from oceanic fisheries and aquaculture. Habitat protection and regulation of fish harvest are two major concerns when discussing marine fisheries. Pollution and other factors that change abiotic and biotic conditions in the ocean can affect fish populations. Regulation of fish harvests has proven to be a challenge because it has been difficult to get nations to agree on harvest limits. International agreements are needed because the oceans are a "common resource"; a single country cannot regulate or enforce harvest limits.

Directions

1. Read the following pages in your text: ~~253-260~~ 263-265 on managing fisheries, and ~~292-293~~ 285 & 305-06 on aquaculture.

2. Go to the following web site: http://www.st.nmfs.noaa.gov

   At the home page, click on "site map," then scroll down and click on "Fisheries," then to "Fisheries Statistics." From the menu listed, click on "Commercial Fisheries," then "Annual Landings."

   After reaching the "Annual Landings" page, search for harvest records for Albacore Tuna by clicking on "species Locator," then type in "Tuna, albacore" and click "search." When a new box comes up with "Tuna, albacore" shown in the box, click on "return."

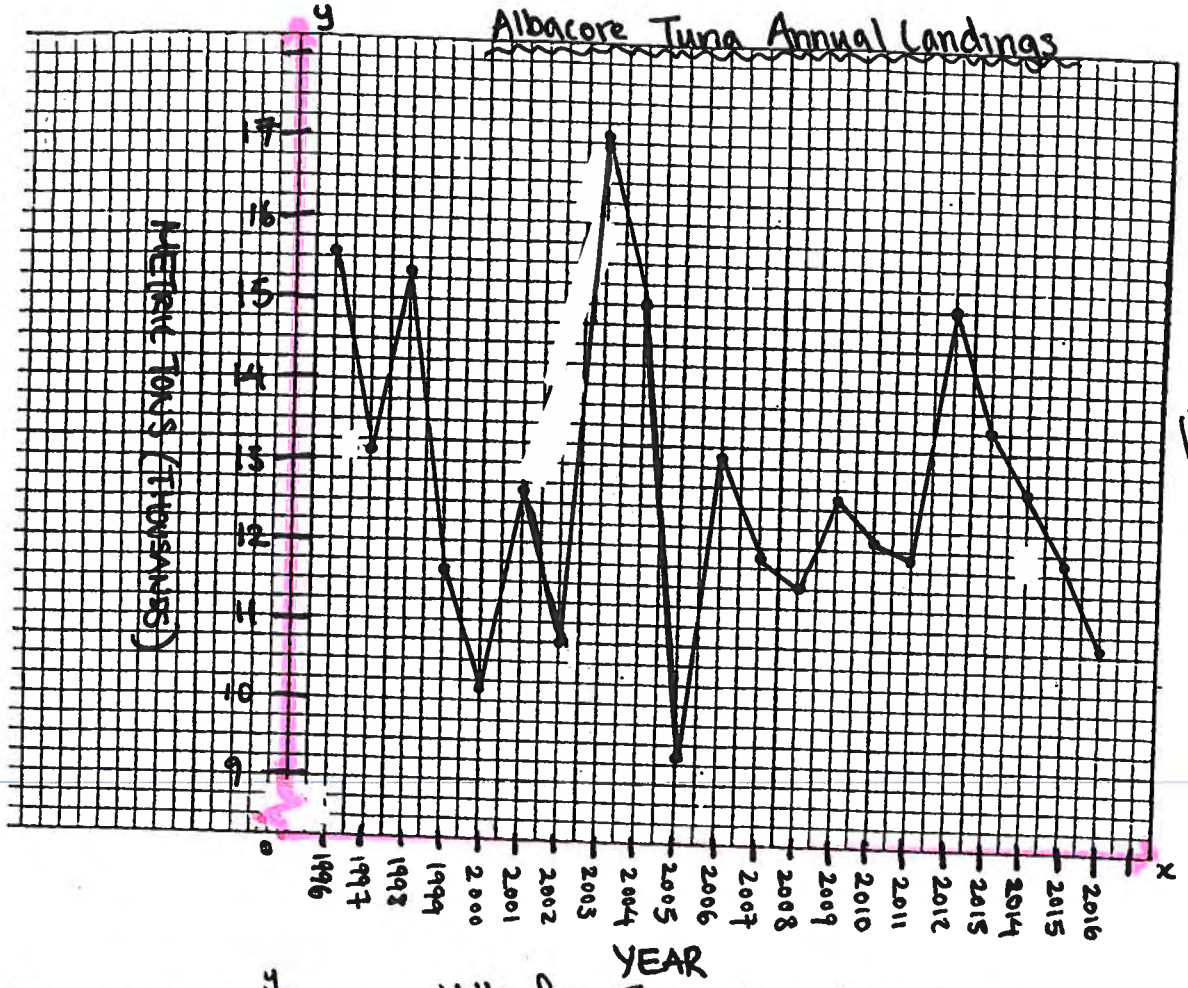
   Now enter the following parameters:

" year range"	1985-2007	1996 - 2016
"state/area"	all states	
"output form"	table	

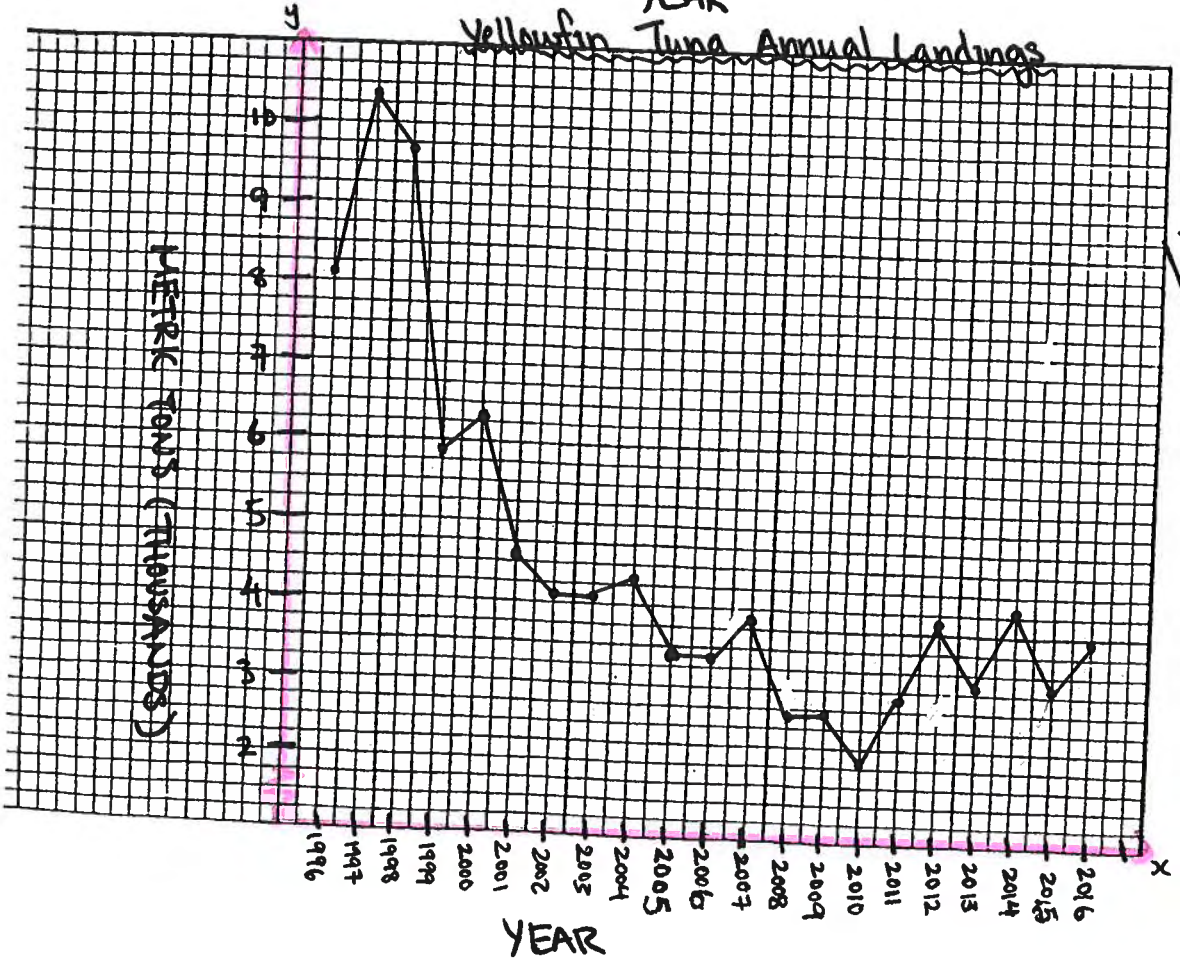
   Then click on "submit query." You will then see a table that summarizes the annual catch of albacore tuna for the last 20 years. Record the data (metric tons) I the table on the next page.

   Repeat for the following species:

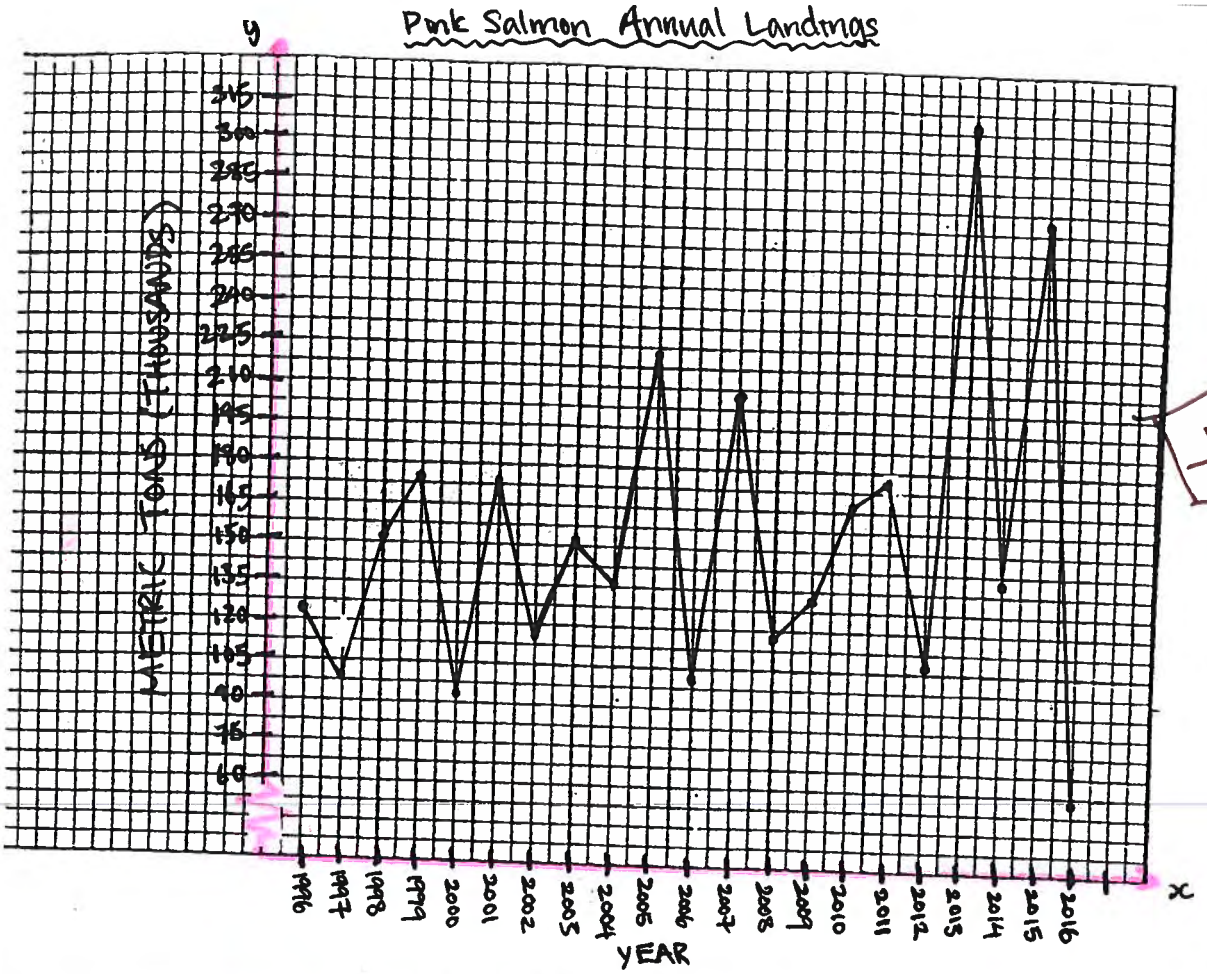
   - Yellowfin Tuna (enter in landing query as "tuna, yellowfin")
   - ~~Haddock~~ (pink salmon, enter as "salmon, pink")
   - ~~Swordfish~~ Tilapia


Albacore Tuna Annual Landings
METRIC TONS (THOUSANDS)
YEAR
y
x
17
16
15
14
13
12
11
10
9
0
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
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2009
2010
2011
2012
2013
2014
2015
2016

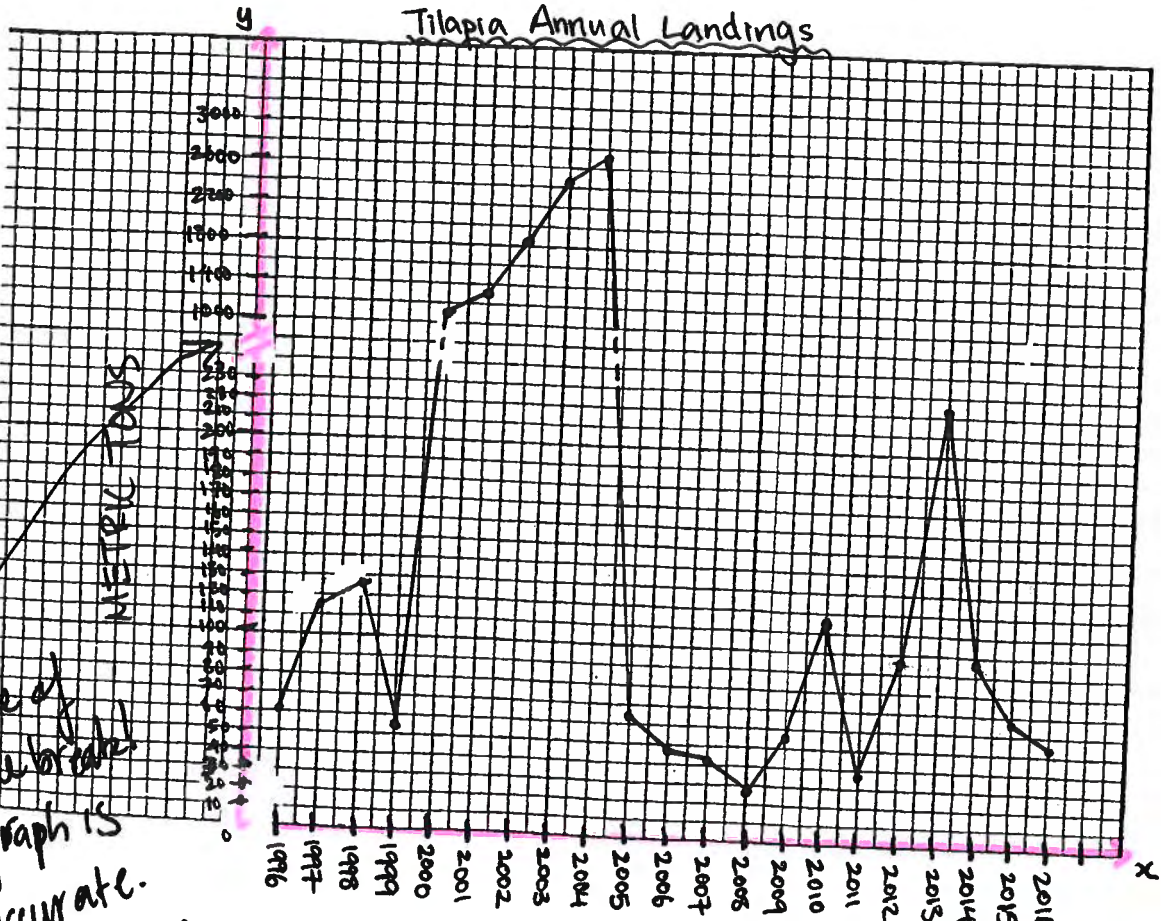
H15


Yellowfin Tuna Annual Landings
METRIC TONS (THOUSANDS)
YEAR
y
x
10
9
8
7
6
5
4
3
2
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016

H15



+15



+15

Good use of the line break! Your graph is very accurate. However, because you used the scale change in the middle of the graph, it is less accurate

pass

230 metric tons

12/12

Tilapia: Harvesting ↑ suddenly increased by a lot (Hyp. maybe people realized that it tasted good) resulting in overfishing, so that the number of this fish available remained low, leading to minimal harvesting (Hyp.) → (it does)

Analysis Questions:

1. For the fish species you have graphed, describe the changes in annual fish harvest over the last 20 years. Has the harvest increased, decreased, or stayed the same for each species? Hypothesize the causes of these trends. 8/8

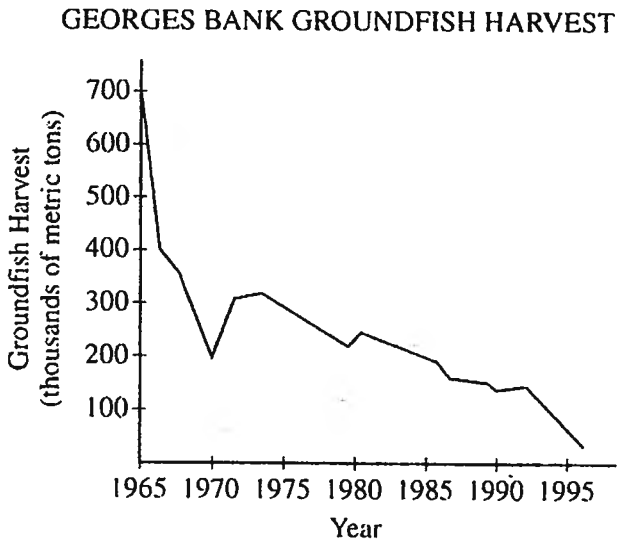
2004-2005 extreme drop?

Albacore Tuna: ✓ In the past 20 years, harvesting has repeatedly increased and decreased, although in general it has decreased. (Hyp. This could be because this tuna is harvested every few years, so that it can replenish.)

Yellowfin Tuna: ✓ Harvesting has greatly decreased. (Hyp. Most probably due to new laws and regulations; there was a sharp decline in 1999.)

Pink salmon: ✓ It has increased for one or two years, then decreased for a year for continuous cycles. (Hyp. This might be because they migrate somewhere else every 2 years.) ↳ rules & regulations? Maybe?

2. The graph below shows the decline in the catch of groundfish (such as cod, haddock, and flounder) from Georges Bank form 1965 to 1995. This decline in the fish harvest resulted in the closure of large portions of the fishery.



a. Identify the five-year period during which the greatest rate of decline in the fish harvest took place. For that five-year period, calculate the rate of decline in the fish harvest, in metric tons per year. Show clearly how you determined your answer. 3/3

1965 → 1970

$$\frac{700\,000 - 200\,000 \text{ metric tons}}{5 \text{ years}} = 100 \text{ thousand metric tons / year.}$$

4/4

b. Choose and TWO commercial fishing practices from the list below. For each of your choices, describe the practice and explain the role it plays in the depletion of marine organisms.

- Bottom trawling
- Using drift nets/gill nets/purse seines
- Long-line fishing
- Using sonar

Bottom trawling: The practice of dragging heavy nets along the ocean floor, collecting everything it passes. It depletes marine organisms because it destroys the habitats of marine life (such as coral reefs), and also pulls up lots of marine life.

Long-line fishing: Putting out long lines (up to 130 km) long, hung with thousands of barted hooks. It fishes all kinds of species, because it isn't controlled, and it may kill off endangered species. If it was a whale, for example, it wouldn't be capable of controlling fish populations, which results in too much resource consumption and the depletion of marine organisms

c. Identify one international regulation or United States federal law that applies to the harvesting of marine food resources and explain how that regulation or law helps to manage marine species.

2/2

Write the full name out please, then abbreviate after

The ESA restrict the harming of or harvesting of endangered species, so that the species won't get overfished, resulting in an exponentially decreased chance of them going extinct.

↳ Also helped to protect endangered species habitat (in conjunction to protecting endangered species).

3. Identify and describe two advantages and two negative impacts of aquaculture.

2/4

ADVANTAGES:

1. A reliable source of food.
2. Easy to have aquaculture because you just need a [body of water.]

↳ What if I gave you a swamp? You worded the answer in such a way I proved it false.

DISADVANTAGES:

1. Unsustainable, because the feed used is being overfished.

?? Please cite your source. I don't believe the fish are fed wild overfished food

2. A disease is catastrophic because it spreads quickly among the fish in the farms.

NAME _____ APES

Chapter 12: Fisheries

60/60 graphs + 17/21 FRQs = 77/81

SUSTAINING FISHERIES

Seven percent of the world's food comes from oceanic fisheries and aquaculture. Habitat protection and regulation of fish harvest are two major concerns when discussing marine fisheries. Pollution and other factors that change abiotic and biotic conditions in the ocean can affect fish populations. Regulation of fish harvests has proven to be a challenge because it has been difficult to get nations to agree on harvest limits. International agreements are needed because the oceans are a "common resource"; a single country cannot regulate or enforce harvest limits.

Directions

1. Read the following pages in your text: ~~253 – 262~~ 263-265 on managing fisheries, and ~~292-293~~ 285 & 305-06 on aquaculture.

2. Go to the following web site: http://www.st.nmfs.noaa.gov

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   Now enter the following parameters:

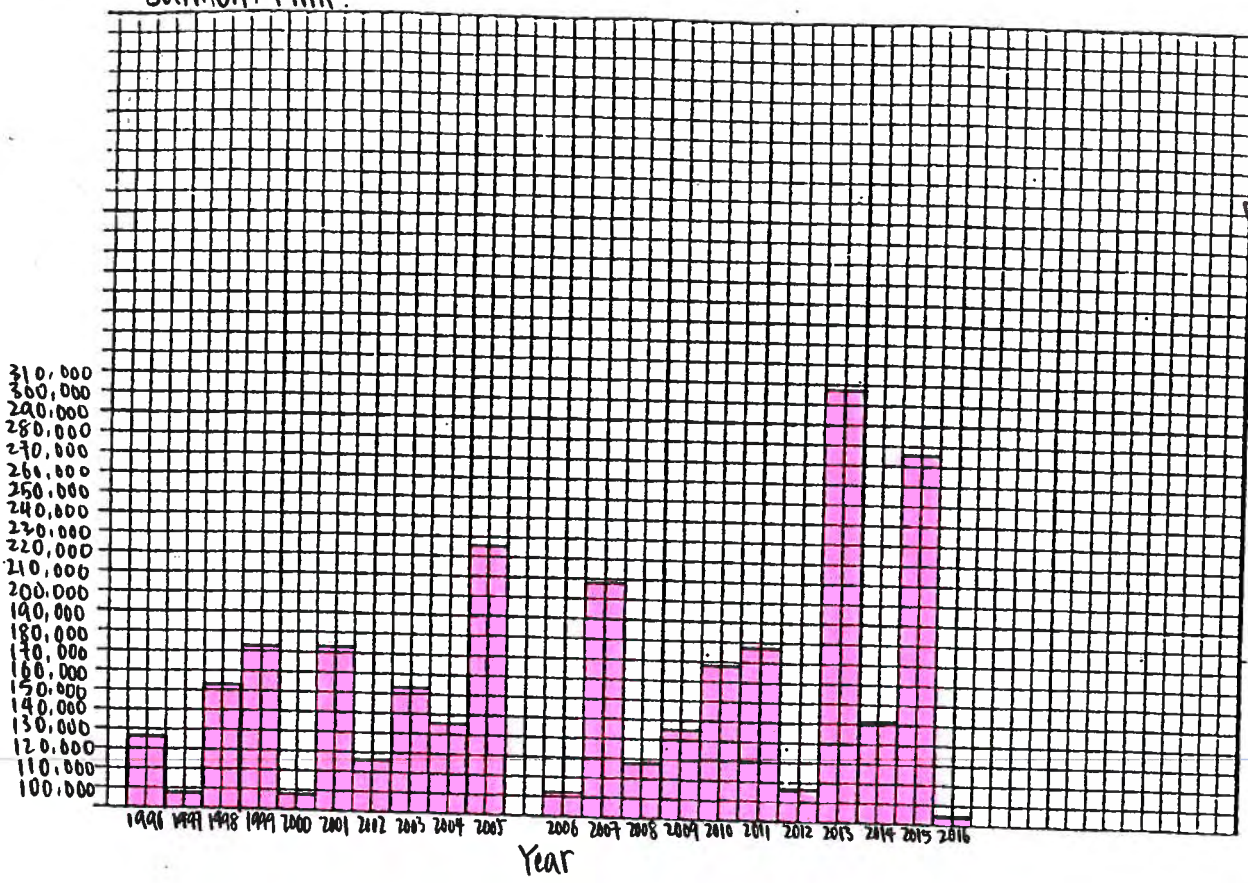
" year range"	1996-2016 ~~1985-2007~~
"state/area"	all states
"output form"	table

   Then click on "submit query." You will then see a table that summarizes the annual catch of albacore tuna for the last 20 years. Record the data (metric tons) I the table on the next page.

   Repeat for the following species:

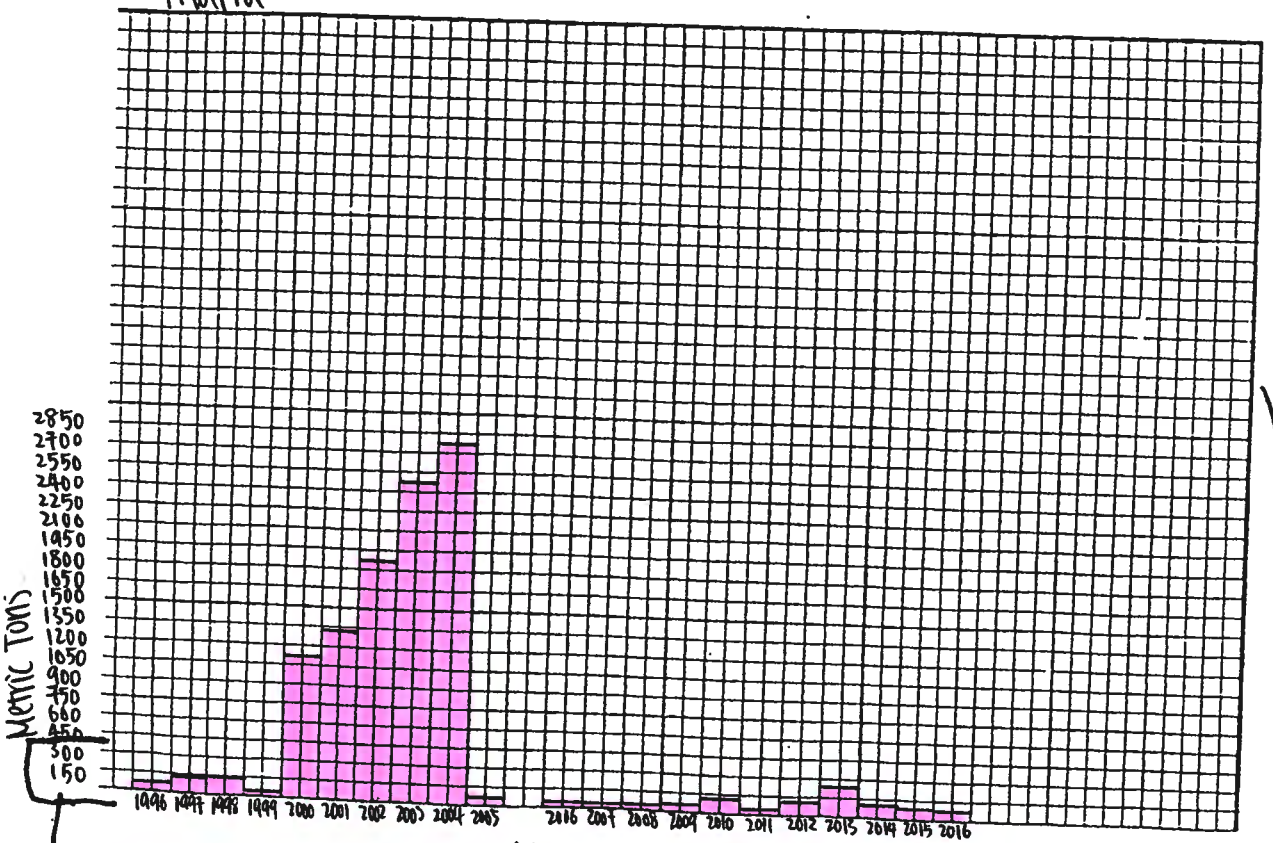
   - Yellowfin Tuna (enter in landing query as "tuna, yellowfin")
   - ~~Haddock~~ Pink Salmon (enter as "salmon, pink")
   - ~~Swordfish~~ Tilapia

Salmon, Pink



+15

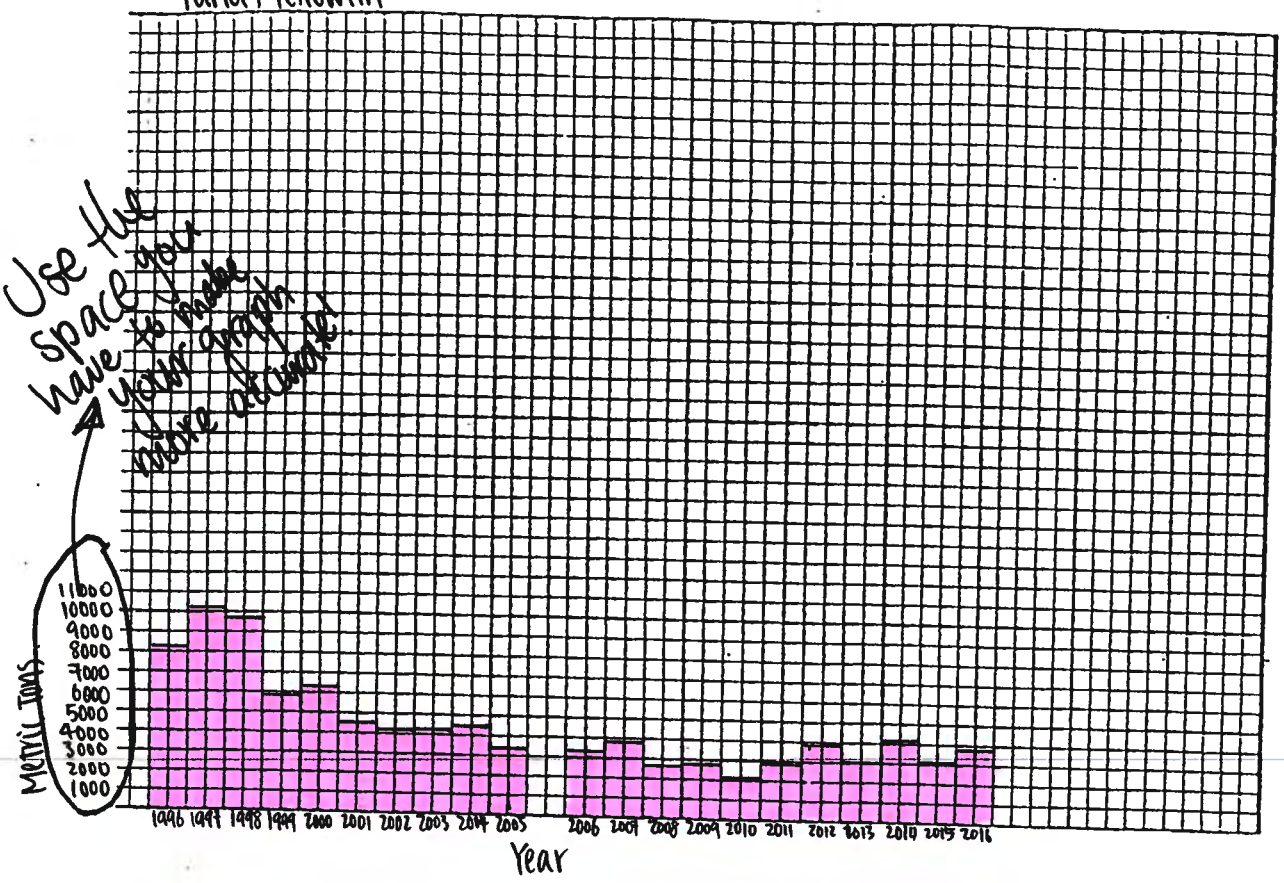
Tilapia



+15

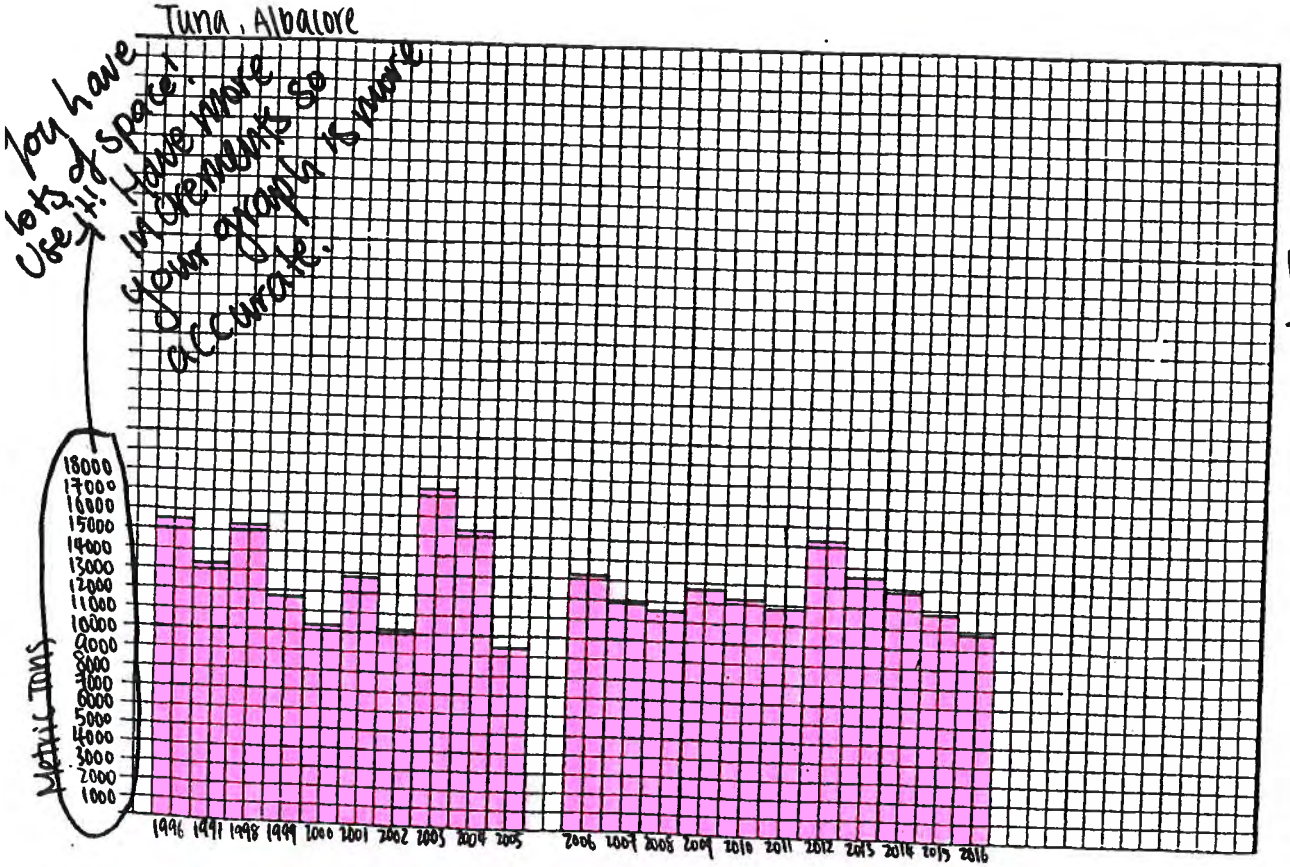
→ USE LARGER INCREMENTS FOR BETTER ACCURACY!

Tuna, Yellowfin



+15

Tuna, Albalore



+15

17/21

Analysis Questions:

1. For the fish species you have graphed, describe the changes in annual fish harvest over the last 20 years. Has the harvest increased, decreased, or stayed the same for each species? Hypothesize the causes of these trends.

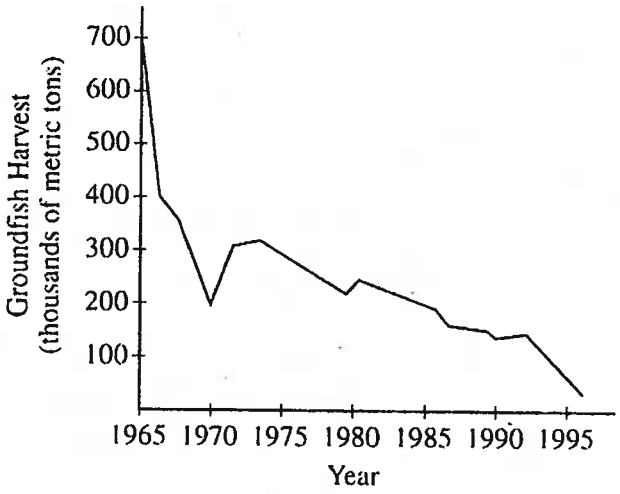
7/8

Salmon, Pink – Alternate, one year high, the next year low, but generally increased ✓
Tilapia – Increased till 2004, then decrease a lot onward ✓
Tuna, yellowfin – Slowly decreasing ✓
Tuna, albacore – Stayed around the same ✓

Hypothesis: Salmon, Pink – laws to force fishermen to harvest in big number every other year. ✓ → Good hypothesis
Tilapia – People probably harvested too many before 2005, and ever since there weren't that many ✓ "Overfished & the population could not recover?
Tuna, yellowfin – number of this fish is slowly decreasing. ✗ → Please use more detail or have a better explanation
Tuna, albacore – changes according to the market need. ✓

2. The graph below shows the decline in the catch of groundfish (such as cod, haddock, and flounder) from Georges Bank form 1965 to 1995. This decline in the fish harvest resulted in the closure of large portions of the fishery.

GEORGES BANK GROUNDFISH HARVEST



3/3

a. Identify the five-year period during which the greatest rate of decline in the fish harvest took place. For that five-year period, calculate the rate of decline in the fish harvest, in metric tons per year. Show clearly how you determined your answer.

From 1965 to 1970

$$\frac{700-200}{5} = 100 \text{ thousand metric tons / year}$$

Please label your work to make it less confusing.

4/4

b. Choose and TWO commercial fishing practices from the list below. For each of your choices, describe the practice and explain the role it plays in the depletion of marine organisms.

- Bottom trawling
- Using drift nets/gill nets/purse seines
- Long-line fishing
- Using sonar

✓ Bottom trawling. (goes all the way to the bottom of the ocean and drag) it destroys the ocean floor and habitat for a lot of species. → It destroys the coral reefs!

✓ Using drift nets. (put out a huge fishing net to drag). it harvests a lot of fish that would be unwanted and they would be killed for no value.

They die from being trapped in the nets; not killed directly by humans.

What is the name? 1.5/2

c. Identify one international regulation or United States federal law that applies to the harvesting of marine food resources and explain how that regulation or law helps to manage marine species.

1995 United States introduced tradable quotas to regulate Alaska's halibut fishery. This reduced the fishing season to 2 days per year. A lot of fishermen retired. Population of fish restored.

This is true, but without a name, I can't give full credit.

1.5/4

3. Identify and describe two advantages and two negative impacts of aquaculture.

This is not a good answer because this is not necessarily an advantage.

Advantages: ~~A source of food~~ - wider variety of food to choose from. ~~Economic benefit~~ - can be sold for a huge amount of money. 1.5/2

?? Aquaculture does not lead to overfishing?

Negative impacts: ~~Reduce biodiversity in ocean~~ - eventually some species of fish would extinct due to overfishing. ~~Destruction of natural habitat~~ - Bottom trawling destroy the ocean floor habitat. 0/2

Aquaculture does not involve trawling either!!

11/16/17

NAME _____ APES

Chapter 12: ~~Fisheries~~

50/60 + ~~13~~/21 = ~~663~~/81 graph FRQ

SUSTAINING FISHERIES

Seven percent of the world's food comes from oceanic fisheries and aquaculture. Habitat protection and regulation of fish harvest are two major concerns when discussing marine fisheries. Pollution and other factors that change abiotic and biotic conditions in the ocean can affect fish populations. Regulation of fish harvests has proven to be a challenge because it has been difficult to get nations to agree on harvest limits. International agreements are needed because the oceans are a "common resource"; a single country cannot regulate or enforce harvest limits.

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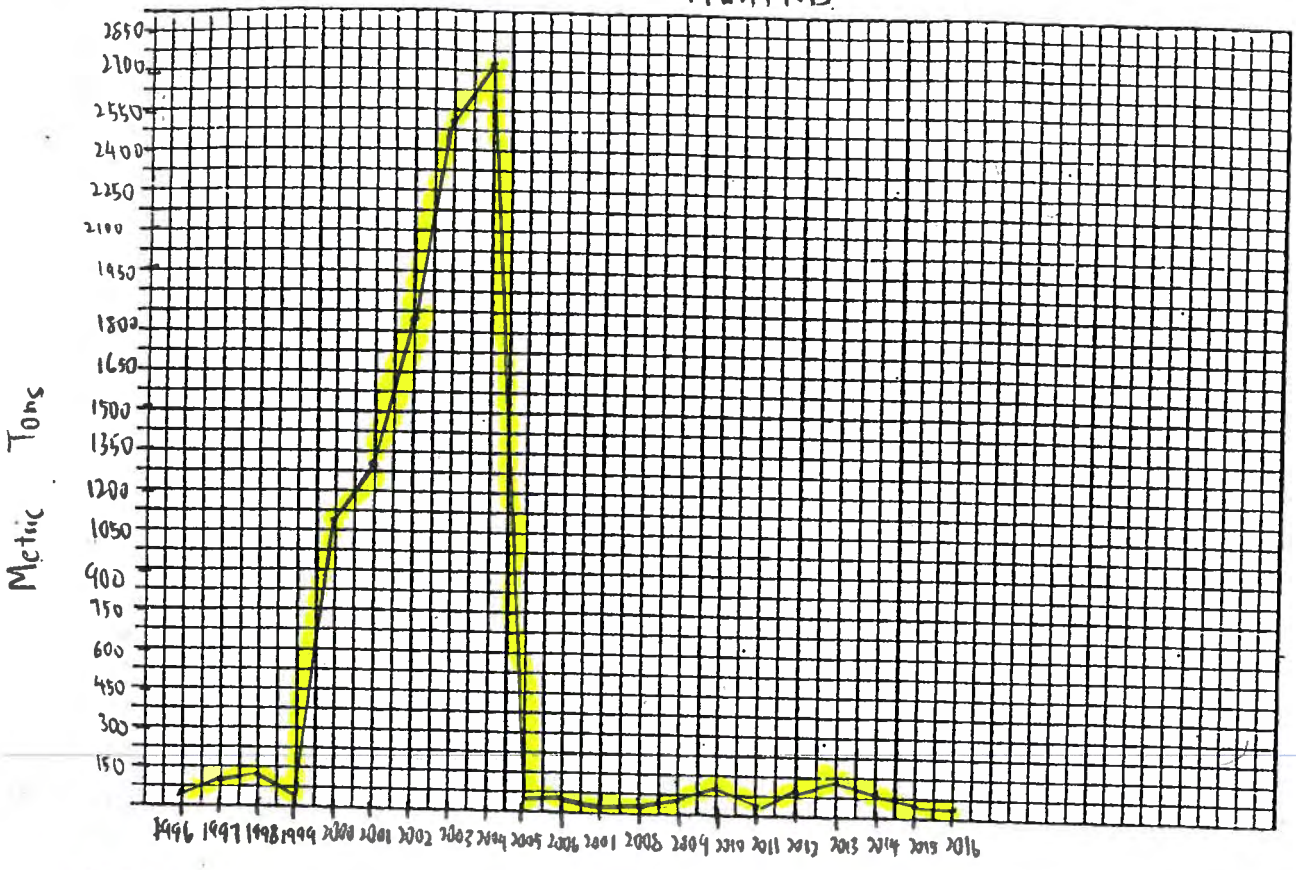
" year range"	1985-2007 1996 - 2016
"state/area"	all states
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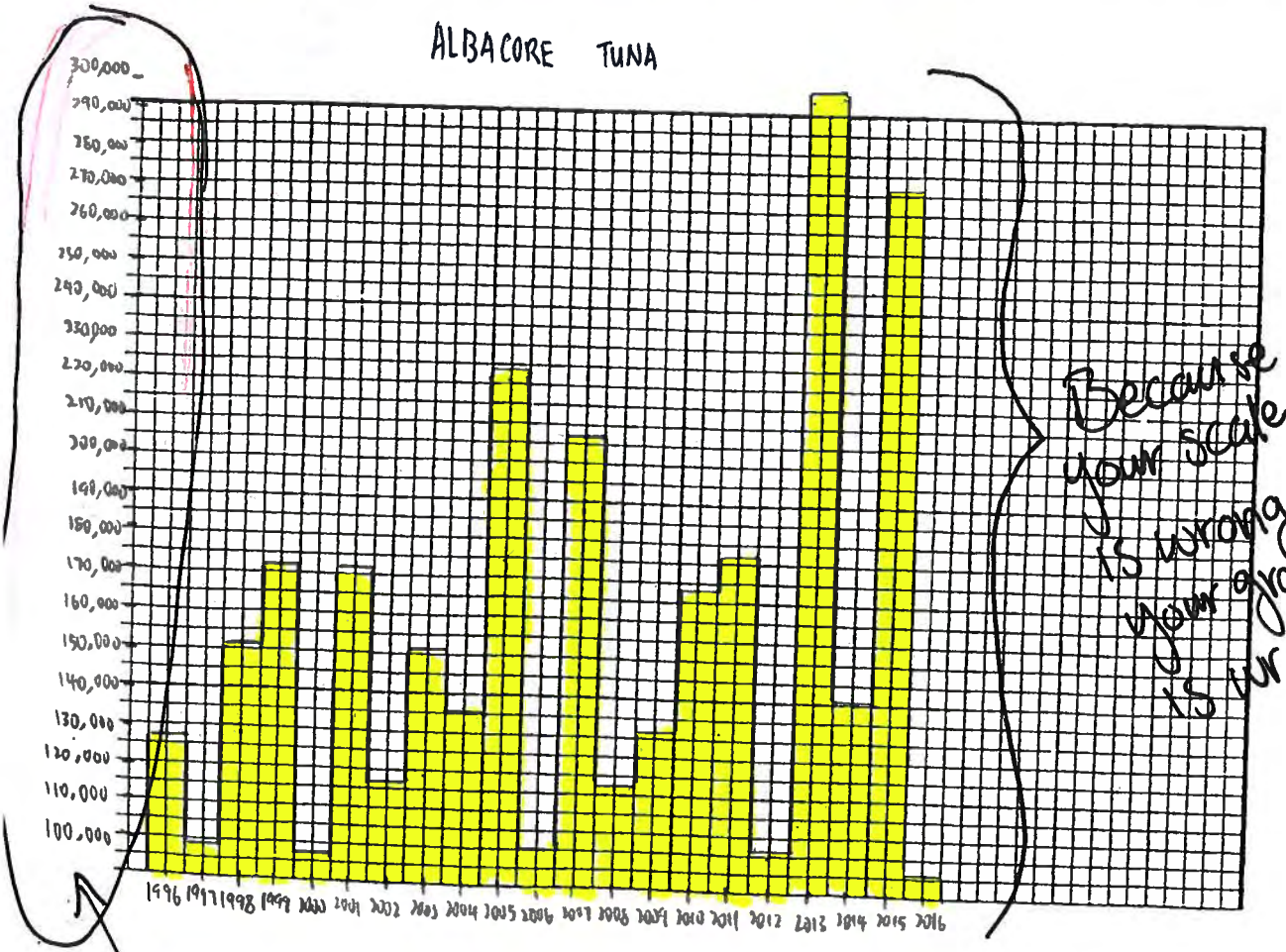
   - Yellowfin Tuna (enter in landing query as "tuna, yellowfin")
   - ~~Haddock~~ Pink Salmon (enter as "salmon, pink")
   - ~~Swordfish~~ Tilapia

TILAPIAs



+15

ALBACORE TUNA

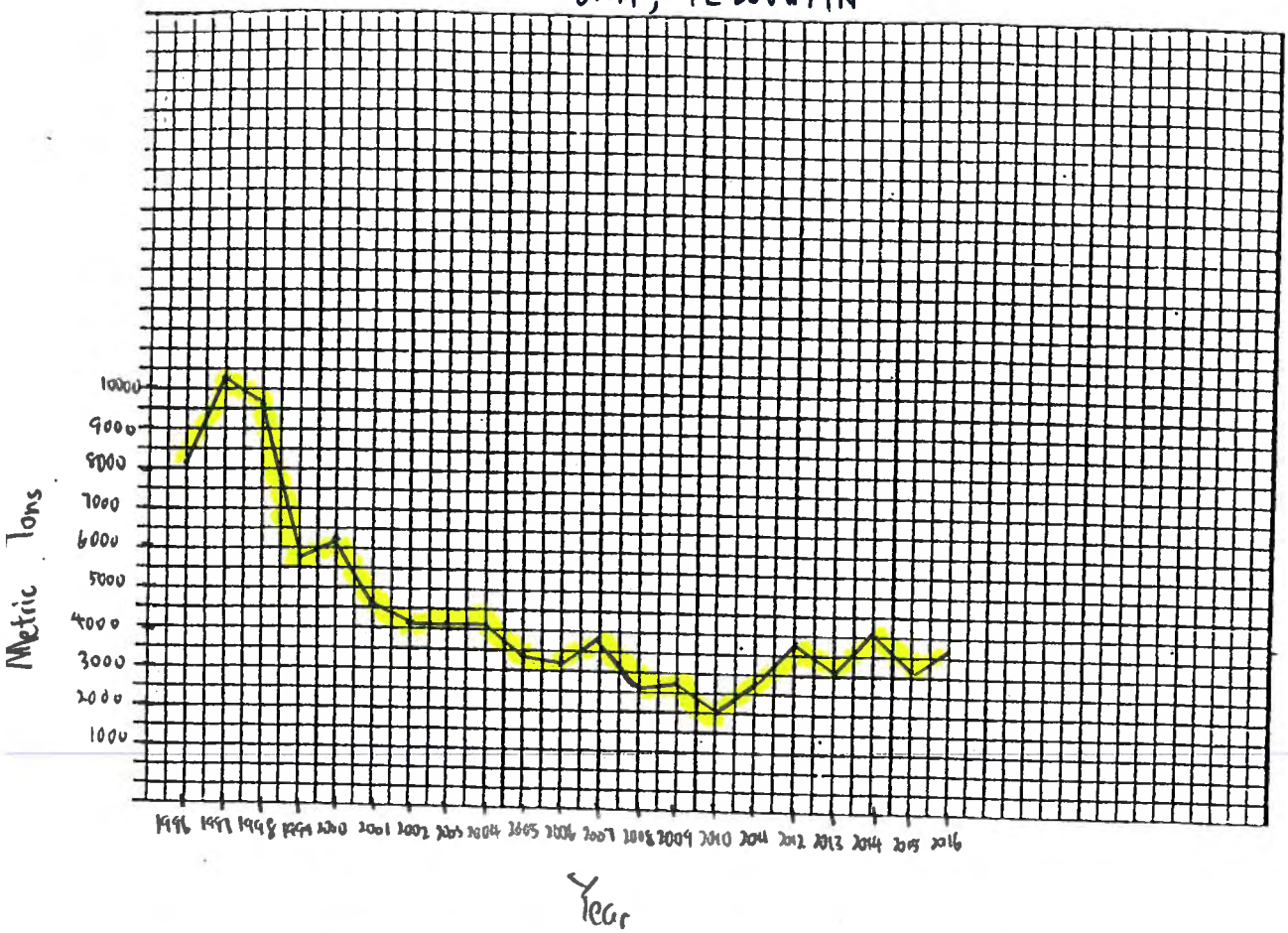


Because your scale is wrong, your graph is wrong.

+5
15

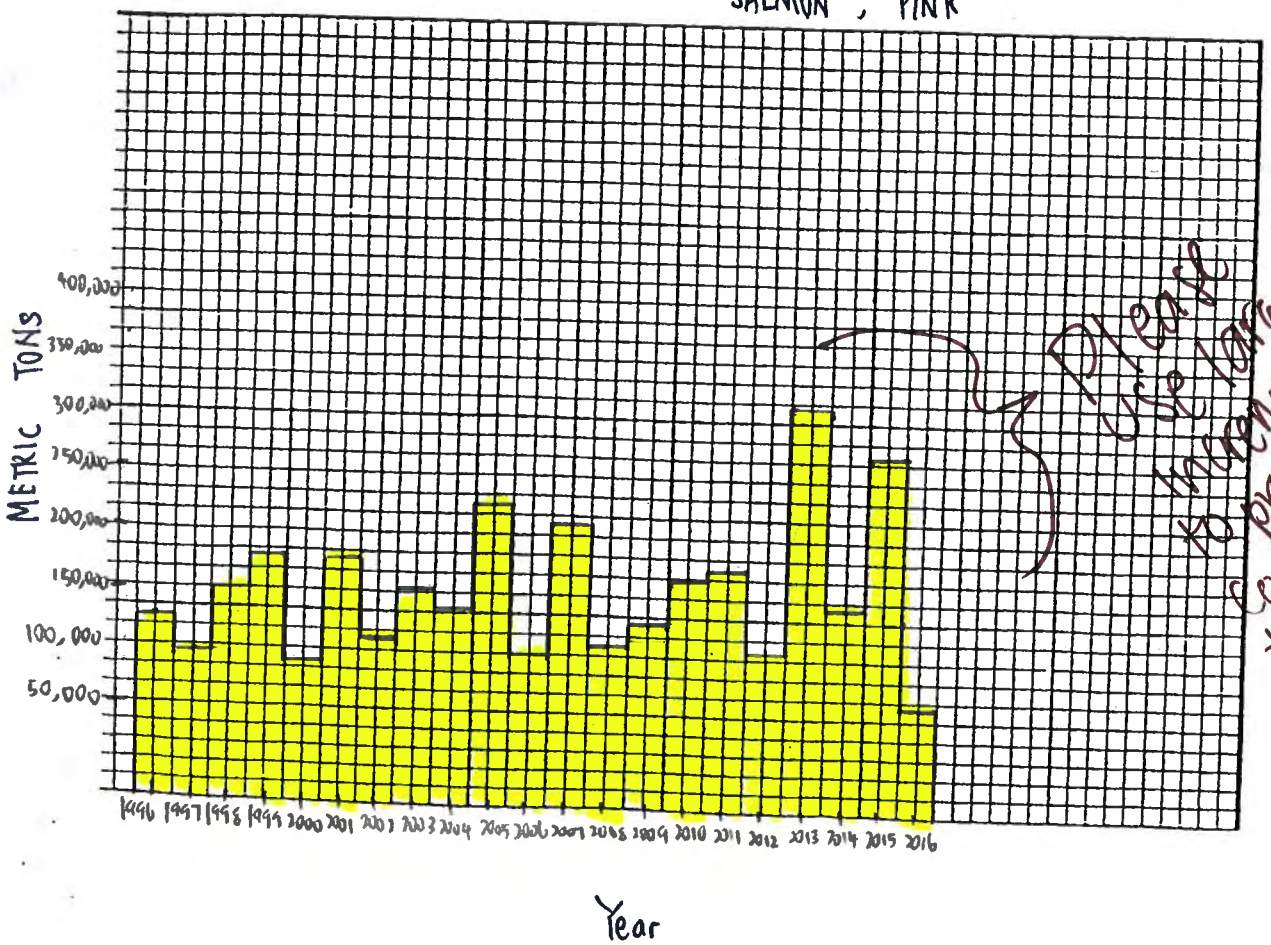
The scale is wrong!

TUNA, YELLOWFIN



+15

SALMON, PINK



+15

Please use larger increments to prevent the confusion of the reader

+ 13 16/21

?! Just kidding, I didn't see it! Sorry!

Analysis Questions:

5/8

1. For the fish species you have graphed, describe the changes in annual fish harvest over the last 20 years. Has the harvest increased, decreased, or stayed the same for each species? Hypothesize the causes of these trends.

TILAPIAS: The number of fish fished peaked from 1994 - end of 2004 and then dropped drastically.

Hypothesis: Humans introduced more Tilapias that location so the population of the fish rose, but due to over-fishing / unsustainable fishing, the population rate went back to before more Tilapias were introduced in that water body. → The carrying capacity could not handle the over population

This is not a good answer

Albacore - The fishing degrades, increases and decreases before rising and then crashing.

Hypothesis: There might have been a population boom and the over-fishing decreased the number of fish.

2. The graph below shows the decline in the catch of groundfish (such as cod, haddock, and flounder) from Georges Bank form 1965 to 1995. This decline in the fish harvest resulted in the closure of large portions of the fishery.

IT IS NOT LINEAR!!! LOOK @ a LINE GRAPH!!

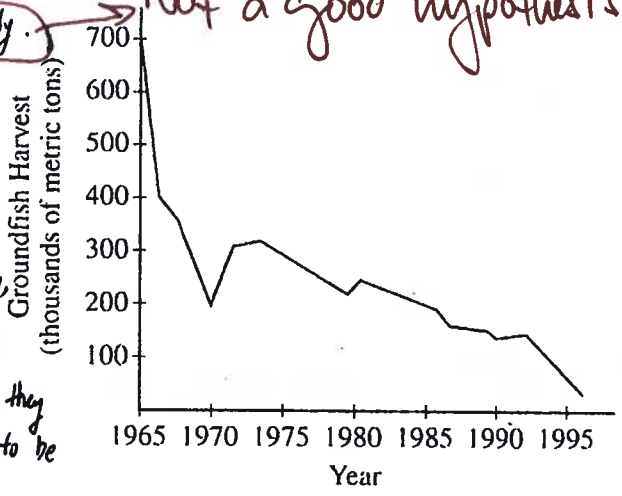
Not a good hypothesis; please use more detail

Salmon - It increases in a linear rate.

Hypothesis: The Salmon's were fished sustainably.

Yellowfin - It decreases then slowly increases.

Hypothesis: After a couple of overfishing, fishermen realises they needed to fish sustainably so that is what they did. It looks like it is going to be growing at a linear rate.



a. Identify the five-year period during which the greatest rate of decline in the fish harvest took place. For that five-year period, calculate the rate of decline in the fish harvest, in metric tons per year. (Show clearly how you determined your answer.)

0/3

It declines at the greatest rate from 1965 to 1970.

(700 - 200) tons = 500 tons

500 tons per 5 years

= 100 tons per year

100000 metric tons / year

please show more clear work on the test you would not get points

4/4

b. Choose and TWO commercial fishing practices from the list below. For each of your choices, describe the practice and explain the role it plays in the depletion of marine organisms.

- Bottom trawling
- Using drift nets/gill nets/purse seines
- Long-line fishing
- Using sonar

Drift lines - The nets do not select the fish that are being fished, so many that were not meant to be caught gets trapped in the net and die eventually. This degrades the biodiversity of the ocean.

Explain what "it" is. (the weighted nets)

Bottom trawling: It depletes marine organisms because it kills all of the plants and coral reefs on the ocean floor by dragging (it) along the floor itself. This degrades fish biodiversity by killing the fish's habitat.

2/2

c. Identify one international regulation or United States federal law that applies to the harvesting of marine food resources and explain how that regulation or law helps to manage marine species.

ESA (Endangered Species Act) prohibits the harming or harvesting of species that are [in the endangered species.]

→ "Classified as endangered species"

2/4

3. Identify and describe two advantages and two negative impacts of aquaculture.

Advantage 1/2: a.) Humans can get more fish for food.

b.) It is available anywhere body of water is present and can be used.

→ False! You cannot use swamps, therefore your statement is false & does not get points.

Disadvantage 1/2: a) diseases can be spread throughout the fish in the farms.

b.) Not a sustainable method as the food used to feed the fish in the farm are [overfished] and are dissapearing.

This does not make sense

Section 4 **Guided Reading and Review**



Birth of the American Republic (textbook pp. 470–473)

CHAPTER 18

A. Main Ideas

The flow chart below shows the dates of key events in the birth of the American republic. As you read Section 4, fill in the events after the date on which the event occurred.

After 1763:
1. Britain imposed more tax on trades, and the relationship between the colonists and the British tensed up as colonists resented this tax.

→ **1770:**
2. The Boston Massacre, an event in which British soldiers opened fire on a crowd of colonists.

→ **1773:**
3. The Boston Tea Party, an event in which a handful of colonists protested a tax on tea.

↓

April 1775:
4. The colonists started a war with the British.

→ **July 1776:**
5. American leaders adopted the Declaration of Independence.

→ **1777:**
6. The Battle of Saratoga, a battle in which the Americans beat the British and led to the French siding with the Americans.

↓

1781:
7. Washington forced the surrender of a British army at Yorktown, marking the defeat of Britain.

→ **1783:**
8. American, British, and French negotiators signed the Treaty of Paris, recognizing the U.S. being independent and its border being the Mississipi River.

→ **1787:**
9. The leaders of the United States created the Constitution of the United States.

B. Reviewing Key Terms and People

Briefly explain the significance of each of the following to the American Revolution on the back of this paper or on a separate piece of paper.

10. Thomas Jefferson

11. Treaty of Paris

12. Navigation Acts

13. Continental Congress

14. Battle of Saratoga

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Name _____ Class World History Date January 22, 2018

Section 4 Quiz

Birth of the American Republic (textbook pp. 470–473)

CHAPTER 18

A. Key Terms and People

Match the descriptions in Column I with the terms and names in Column II. Write the letter of the correct answer in the blank provided.

Column I

d 1. Wrote the Declaration of Independence

a 2. Battle that convinced the French to join the American side

b 3. Group of colonial leaders who made decisions during the American Revolution

e 4. Treaty that ended the American Revolution

c 5. Laws passed by Parliament to regulate colonial trade and manufacturing

Column II

a. Battle of Saratoga
b. Continental Congress
c. Navigation Acts
d. Thomas Jefferson
e. Treaty of Paris

B. Main Ideas

Write the letter of the correct answer in the blank provided.

d 6. Why did colonists resent the British taxes they were required to pay?
a. The taxes were extremely high.
b. They had never paid them before.
c. They wanted their independence.
d. They had no representation in Parliament.

b 7. Why did colonists in Boston hold the Boston Tea Party?
a. to welcome the British to America
b. to protest a tax on tea
c. to undermine the independence movement
d. to persuade the French to join their side

c 8. Which of the following was a British advantage during the war?
a. They controlled the countryside.
b. The French were on their side.
c. They had a well-trained army.
d. They fought on foreign soil.

a 9. Why did delegates gather to write a Constitution?
a. The Articles of Confederation proved to be too weak.
b. The Treaty of Paris required them to do so.
c. The war could not be fought without one.
d. They wanted to persuade the French to join their side.

d 10. Where did the ideas for the Constitution originate?
a. the French monarchy
b. the British Parliament
c. the common people
d. Europe's Enlightenment thinkers

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C+
63/82 + 1 76%

World History 10 Unit Test Ch.1-4 3.5.2018

Define or explain each term. (2 pts. each)

2/2 1. philosophe
one who studies or creates a new form of philosophy

1/2 2. physiocrat
artist and skilled artisans in the enlightenment.

2/2 3. salon
a place where people met to talk about their ideas during the enlightenment

1/2 4. bourgeoisie
a members of the third estate
group of

2/2 5. émigré
one who fled their country, kindof like an immagrant

Match each term with the best definition.

✓ 6. e suffrage
a. the working class

✓ 7. c plebiscite
b. step down from power

✓ 8. b abdicate
c. a set of beliefs

✓ 9. a proletariat
d. a ballot in which voters say yes or no

✓ 10. c ideology
e. the right to vote

76.8
82|6300
574
560
492
680

82|6200
574
460
410

Identify and give brief details about each person. (2 pts. each)

2/2 11. Karl Marx
wrote the comunist manifesto. a european mran.

1/2 12. Simon Bolivar
(english) creole philosopher) who helped people gain independence.
S.A. General

1/2 13. Louis Kossuth
he was the third louis besides Louis Napolean and louis phillipe

1/2 14. Toussaint L'Ouverture
~~french~~ Haitian former slave battle leader who helped Hati gain independence

1/2 15. Olympe de Gouges
french person, whe converted oxygen into carbon dyaxide

Match each person with what they wrote.

16. h Mary Wollstonecraft
17. i Thomas Jefferson
18. j Tom Paine
19. f Adam Smith
20. g Thomas Malthus

f. *The Wealth of Nations*
g. "population will outpace food supply"
h. A *Vindication of the Rights of Women*
i. *Declaration of Independence*
j. *Common Sense*

True or False?

21. F Tupac Amaru was a famous rapper.
22. F Voltaire compiled the *Encyclopedia.*
23. F Enlightened despots were willing to give up their power.
24. T Cahiers were notebooks in which the three estates listed their complaints.
25. F Jacobins were the moderate party during the French Revolution.
26. F Napoleon was eventually beheaded like so many others.
27. T Jethro Tull invented the seed drill.
28. F Most factories did not employ women and children.
29. T Robert Owen was a utopian socialist.
30. F Luddites tried to wreck factory machinery.

Answer each question as thoroughly as possible. If you need more space use the back of a test page or a separate sheet of paper.

1/3 31. How were Enlightenment ideas reflected in the Constitution of the United States? (3 pts.)

There was many things in the constitution written by tomas jefferson such as ideas from karl marx and other enlightened thinkers

5/6 32. List and describe the three estates. For each estate list one grievance they may have included in their cahiers. (6 pts.)

(1st estate) the clergy - didnt want to pay taxes

(2nd estate) the nobles - didnt want to pay tax

(3rd estate) borguasie, everyoneelse - better schools
didnt want to pay tax

2/6 33. What were the chief goals of the Congress of Vienna? What actions were taken to achieve those goals? (6 pts.)

The congress of Vienna wanted to make clear what belonges to who in europe, so they redrew the map of europe.

8/8 34. Explain why the industrial revolution began in England. (8 pts.)

The industrial revolution began because of 5 things. the first is their natural resourses. they had lumber and coal. Then also they had human resourses. They had many people to work. at that time there was lots of new technology being invented like the steam engine, and the spinning jenny. this made work easier. Also they were in good political conditions for trade. ~~and the~~ the last thing That caused the [redacted] revolution to begin was the supply and demand. meaning the population was rising so they needed more food and supplies.

3/5 35. What did Karl Marx write? What were his main points? Did his predictions come true? (Explain why or why not.) (5 pts.)

He wrote the communist Manifesto. his main points were those of communists. many of his predictions did come true. that is because the liberals were defeated and beat by the communists.

1/4 36. How did events and ideas in Europe affect the people of Latin America? (4 pts.) These events and ideas had gained many people of latin America freedom. It also caused many revolts to happen.

BONUS: 1) Who was Marx's co-author of the *Communist Manifesto?*
a european writter who wore shoes.

2) How many outs are there in each inning in baseball?
6 ✓

3) How many moons does Jupiter have? +1
$x \geq 0$

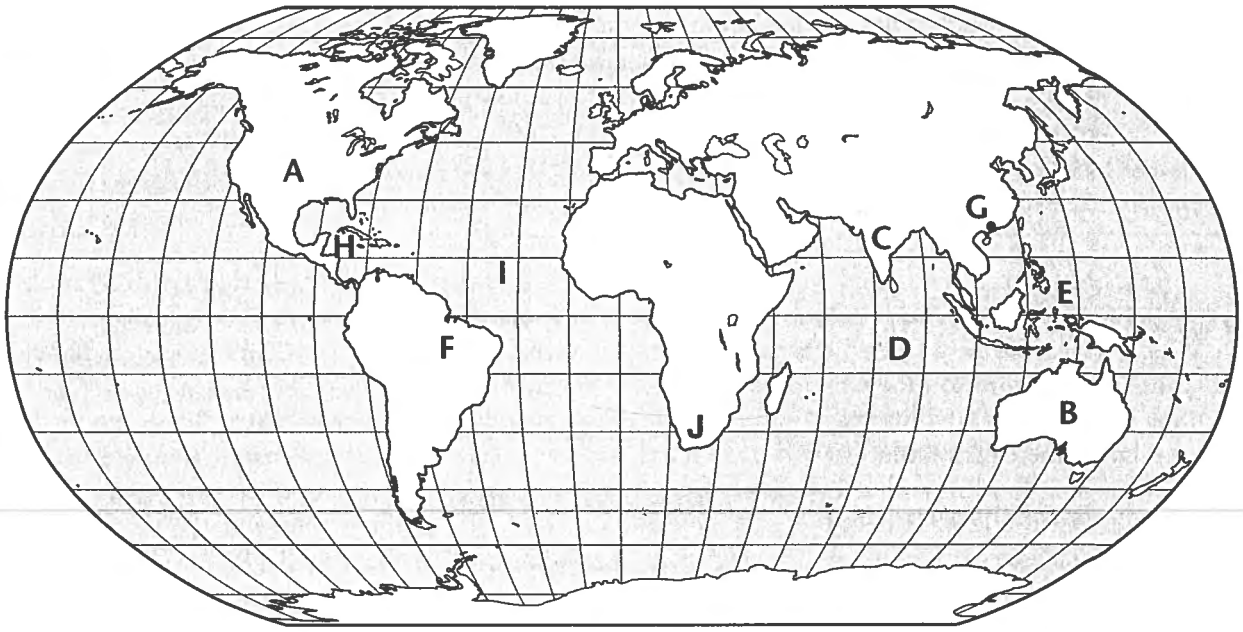
x-represents the number of moons

Name_____ Class _____ Date _____

Chapter 20 Geography Quiz

The Industrial Revolution Begins

(textbook pp. 506–525)



A. Location

Study the map above. Match the letters on the map with the following places.

g **1.** Hong Kong

b **2.** Australia

d **3.** Indian Ocean

e **4.** Cape Colony

f **5.** Brazil

B. Geography and History

Match the letters on the map with the correct description.

a **6.** The United States, from which Britain imported large amounts of cotton

c **7.** India, from which Britain also imported large amounts of cotton

e **8.** The East Indies, an important trading region

H **9.** The British West Indies, a region that imported cotton cloth from Britain

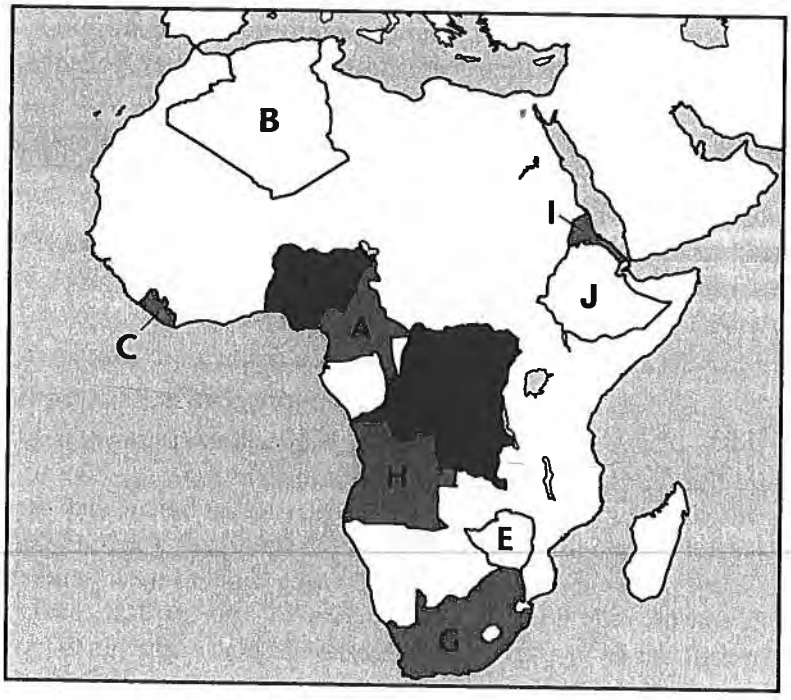
I **10.** The Atlantic Ocean, through which Britain's trading ships passed

CHAPTER 20

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Chapter 25 Geography Quiz

The New Imperialism (textbook pp. 630–655)



A. Location

Study the map above. Match the letters on the map with the following places.

A **1.** Cameroons

D **2.** Nigeria

H **3.** Angola

E **4.** Southern Rhodesia

I **5.** Eritrea

B. Geography and History

Match the letters on the map with the correct description.

C **6.** Liberia, an independent republic settled by free blacks from the United States

F **7.** The Belgian Congo, originally claimed by Leopold II of Belgium

B **8.** Algeria, invaded and conquered by the French in 1830

U **9.** The Union of South Africa, united in 1910 by the British

J **10.** Ethiopia, one of only two countries to remain independent of European rule

CHAPTER 25

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√+

Primary Source Activity Chapter 21

2/26/18

Group members :

[redacted]

Summary :

The democratic students of Bonn wanted to show support for the Constituent Assembly, so they started by stopping the levying of duties (taxes) at the city gates where food was brought into town. This made peasants happy, but lead to conflicts with the police, which the students easily had the upper hand.
The students then wanted to take over the tax department, so they formed a committee to talk to the mayor (Burgomaster). He was very evasive, and distracted the students until the Prussian military arrived. The demoratic committee decided that attacking the soldiers would only be important as part of an uprising.
Cologne, the central focus for all political movements, was expecting the signal for a general uprising from democratic leaders.

Answers to the Questions :

1. Stopping the levying of taxes, which benefited the peasants.
2. They were kept distracted by the mayor until the Prussian military arrived.
3. There would probably be a massacre, where soldiers would shoot down mobs of students.

Name _____ Class _____ Date _____

Chapter 21 Viewpoint Activity

It was mainly well-educated creoles who led independence movements in Latin America (textbook pages 536–543), inspired by ideas of the Enlightenment and the American and French revolutions, as well as by their resentment of Spanish colonial officials. These two excerpts present two complaints: Manuel Belgrano of Argentina, and the most famous liberator, Simón Bolívar, writing from the island of Jamaica in 1814. ◆ *As you read, think about conditions in colonial Latin America. Then, on a separate sheet of paper, answer the questions that follow.*

Why Latin Americans Wanted Independence

Manuel Belgrano Since I was in Spain in 1789, and the French Revolution was then causing a change in ideas, especially among the men of letters with whom I associated, the ideals of liberty, equality, security, and property took a firm hold on me, and I saw only tyrants in those who would restrain a man, wherever he might be, from enjoying the rights with which God and Nature had endowed him. . . .

I finally departed from Spain for Buenos Aires; I cannot sufficiently express the surprise I felt when I met the men named by the king [of Spain] to the council which was to deal with agriculture, industry, and commerce and work for the happiness of the provinces composing the vice-royalty of Buenos Aires. All were Spanish merchants. With the exception of one or two they knew nothing but their monopolistic business, namely to buy at four dollars and sell for eight. . . . My spirits fell, and I began to understand that the colonies could expect nothing from men who place their private interests above those of the community.

> ***". . . Americans, under the existing Spanish system, occupy a position in society no better than that of serfs . . ."***

Simon Bólívar The position of the inhabitants of the American hemisphere has been for centuries purely passive. Politically they were nonexistent. We have been molested by a system which has not only deprived us of our rights but has kept us in a state of permanent childhood with regard to public affairs. If we could at least have managed our domestic affairs and our internal administration, we could have acquainted ourselves with the process and machinery of government. We should also have enjoyed a personal consideration, thereby commanding a certain automatic respect from the people, which is so necessary to preserve amidst revolutions. . . . Americans, under the existing Spanish system, occupy a position in society no better than that of serfs suitable for labor, or at best that of mere consumers [of Spanish goods].

Sources: (1) *Latin American Civilization*, ed. Benjamin Keen (Westview Press, 1986); (2) *The Origins of the Latin American Revolutions*, 1808–1826, ed. R. A. Humphreys and John Lynch (Alfred A. Knopf, 1965).

CHAPTER 21

Questions to Discuss

1. What ideas and ideals does Belgrano say he learned while studying in Spain? What was happening there at the time?
2. Who are the main targets of both these leaders' complaints? What do they specifically object to?
3. **Identifying Central Issues** Why, do you think, was it the educated creoles in Latin America who most resented Spanish colonial rule?

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Name _____ Class _____ Date _____

Chapter 21 **Skill Application: Critical Thinking**

Identifying Ideologies

As you read on textbook pages 541–543, in the early 1800s Simón Bolívar led his country of Venezuela in a successful uprising against Spain. To Bolívar's dismay, however, conservatives overthrew Bolívar's republic and civil war followed. As conservatives and revolutionaries battled, Bolívar fought to unite his country. At the same time, he struggled with the gap between what he wished for his country and what it seemed realistic for his country to attain. In his famous "Jamaica Letter," Bolívar explains the result of his ponderings about Latin America's future. The excerpt below is taken from this letter. ◆ *As you read, think about the various ideologies considered by Bolívar. Then, on a separate sheet of paper, answer the questions that follow.*

"Events . . . have proved that institutions which are wholly representative are not suited to our character, customs, and present knowledge. . . . As long as our countrymen do not acquire the [necessary] abilities and political virtues . . . , wholly popular systems, far from working to our advantage, will, I greatly fear, bring about our downfall. Unfortunately, . . . we are dominated by the vices that one learns under the rule of a nation like Spain, which has only distinguished itself in ferocity, ambition, vindictiveness, and greed.

"It is harder, Montesquieu has written, to release a nation from servitude than to enslave a free nation. This truth is proven by the annals of all times, which reveal that most free nations have been put under the yoke, but very few enslaved nations have recovered their liberty. Despite the convictions of history, South Americans have made efforts to obtain liberal, even perfect, institutions, doubtless out of that instinct to aspire to the greatest possible happiness, which, common to all men, is bound to follow in civil societies founded on the principles of justice, liberty, and equality. But are we capable of maintaining in proper balance the difficult charge of a republic? Is it conceivable that a newly emancipated people can soar to the heights of liberty, and, unlike Icarus, neither have its wings melt nor fall into an abyss? Such a marvel is inconceivable and without precedent. There is no reasonable probability to bolster our hopes.

> ***"More than anyone, I desire to see America fashioned into the greatest nation in the world . . ."***

"More than anyone, I desire to see America fashioned into the greatest nation in the world, greatest not so much by virtue of her area and wealth as by her freedom and glory. Although I seek perfection for the government of my country, I cannot persuade myself that the New World can, at the moment, be organized as a great republic. Since it is impossible, I dare not desire it; yet much less do I desire to have all America a monarchy because this plan is not only impracticable but also impossible."

Source: *Selected Writings of Bolívar, Volume I,* compiled by Vicente Lecuna, edited by Harold A. Bierck, Jr. (The Colonial Press, Inc., 1951).

Questions to Think About

1. What does Bolívar write about Latin America becoming a republic? Why does he feel this way?
2. **Recognizing Ideologies** (a) Based on the excerpt, what ideologies does Bolívar NOT support? (b) Write a short statement that describes what you believe to be Bolívar's ideological beliefs.

Linking Past and Present

3. Ask your parents or other adult relatives whether they consider themselves conservative, liberal, or something in between. Choose several relevant issues of the day, and ask where they stand on those issues. Write a short report of your findings.

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Mr. Barth
World History
1/20/2018

VERY Good
✓+

Family and Personal History

I was born in Beijing, China and mostly raised in the suburbs of Toronto, Canada, but my family history goes beyond that. My paternal ancestors are from Wuxi, China and my maternal ancestors are from Guilin, China. In the generation of my grandparents, both their families moved to the metropolis of Beijing for work or for study and eventually resided there. Therefore, my parents were born and raised in Beijing and I was born there as well.

A year before I was born, my mother already visited Toronto and decided that it was a great place for immigration because of its diversity, education, and bountifulness of jobs. I was raised in Beijing until the age of four, and my memory is not clear of what has really happened there except for that I went to preschool at the age of one-and-a-half and that my parents traveled a lot with me, taking me to places such as Sydney, Hong Kong, Shanghai, and other places in the Eastern Hemisphere. In 2007, our family moved to Mississauga, a suburb of Toronto but also a large city in its own right with over 700,000 people. →

educational opportunities

→ Even after moving to Mississauga, we constantly visited our relatives in China. At the age of five, I entered kindergarten in a public school, and that was really my first true encounter with the Western world. I was not adept with the English language, and as a result, my academics in my first few years of school were far from adequacy. In those years, I was able to try out some new hobbies, such as piano, chess, swimming, and skating, but it would be a few years until I met my lifelong hobby of bridge.

Mississauga was a vibrant and modernized city, but it did meet its limits for our family. Its education was merely satisfactory, and crime rates were higher because of the rapid increase in immigrants. Our family also had enough wealth to move to somewhere more comfortable than our small two-floor townhouse.

In my fourth-grade year, 2011, our family moved to the town of Oakville, a quiet suburb of Toronto that was further away from the metropolis. I went to the local elementary school for about a year, and then I was met with switched to the "gifted" program which they allowed us, if we scored high enough on a certain IQ test, to go to a "gifted" school or skip a grade in our current school. Obviously, this was a choice for the parents and without consulting me, my mother decided that sending me off to this certain "gifted" school would be a better choice for my education than the latter option.

It turned out to be a beneficial choice for me. In my new school, academics were substantially more challenging, and also, the new school incorporated students from

all over Oakville instead of just our neighborhood. I met with new people and gained a wider understanding of the world. Furthermore, there were two major life-changing events that happened in that year. One was related to school, and that was when I joined the school bridge club, giving me a hobby that is sure to accompany me through my lifetime. Second was that I started to attend the IGDVS Summer Camp, and two years later, in my seventh-grade year, I was admitted to this school.

In recent years, I have had some accomplishments. In 2016, I was selected on the Canadian Under-15 Bridge Team which placed ninth worldwide in the World Youth Bridge Tournament in Italy. This year, I was selected on the Canadian Under-21 Bridge Team, which will compete in Suzhou, China during the summer. Also, at Developing Virtue Boys School, I was able to expedite my learning, sometimes finishing two courses of the same subject in one year.

Now, I am at this school and everyday is constant, yet plentiful. I am sure to be grateful for the history of my ancestors, my parents and also of myself that is leading me to such a fruitful life today.

Poems √+ 4/18/18

Native American viewpoint:

The white man steals the land of our Creator the great,
Oh why, oh why is this our fate?
Our ancestors are grieving, our children are mourning,
Now my only wish is to live until next morning.

GOOD

An immigrant:

Today I was walking between some buildings,
Until I was brutally beaten by the Know-Nothings.
They know nothing of my plight,
Which was a result of the blight,
Now I know America is equally as bad as British kings.

GOOD

[redacted]
AP World History
Dr. Patterson

#3

Christianity, initially practiced by a group of Jews, was greatly influenced by Judaism. The core belief of Christianity, the supreme God who created this world, originated in Judaism. As both Christians and Jew believe that there is only one God and that he should be respected and worshipped by the people.

However, the spread of Christianity and Jewish communities was not identical at all, from 600 B.C.E to 600 C.E. Judaism is deeply related to the Hebrews. They had the idea that they are the people, chosen by God. This leads to the exclusiveness of Judaism and it was mainly practiced within the Hebrews. In contrast, Christianity emphasizes on inclusiveness, that everyone can be Christian. Later, it became the official religion of the Roman Empire and had became the main religion in the Mediterranean basin. In brief, Judaism was spread within the Hebrews' community whilst Christianity spread within and beyond boundaries of the Roman Empire.

One thing that can be found in the spread of both Judaism and Christianity is that both religions are based on a book or multiple books, which contain moral codes and guidelines, explanations of the religion's doctrines and of course, the story of God. Judaism's Torah, Christianity's Old and New Testaments, help maintain and spread traditions and principles of ~~its~~ / their religion.

2017 AP® WORLD HISTORY FREE-RESPONSE QUESTIONS

Use the passage below to answer all parts of the question that follows.

> **"First and most important in the early modern era [1450–1750 C.E.] is the intensified human land use in every world region. Rising human numbers put increasing pressure on the land. Almost invariably [human] expansion caused a reduction in the quantity and diversity of vegetation or, to put it in other terms, a reduction in biomass and biodiversity. That is, sedentary cultivation depended on selection of one or a few favored plant species . . . in place of a variety of grass, shrubs, and trees. . . . Agriculture was and continues to be the single most important means by which humans change the world's lands and its ecosystems."**
>
> **John F. Richards, historian, *The Unending Frontier: An Environmental History of the Early Modern World*, 2003**

2. **a) Identify and explain ONE historically specific example of intensified human land use in the period 1450–1750 C.E. that would support the author's argument.**

   b) Identify and explain ONE historically specific example from the period before 1450 C.E. in which humans interacted with the environment in ways similar to those described in the passage.

   c) Identify and explain ONE late-twentieth-century development that likely explains historians' interest in the subject of the passage.

In the period 1450 - 1750 C.E, the Columbian Exchange, the discovery of the new land, brought various kinds of high in calorie and can be easily cultivated food crops from America to Europe, including potatoes, squash, beans, corns, etc. This triggered the rapid growth of population in Europe, since people were provided sufficient foods. However, as population increased, demand of ~~more~~ food also grew. Thus, more lands were enclosured and cultivated. In order to produce sufficient food for everyone, only few, rapid growing, easily raised crops were selected.

Similarly, early civilizations that flourished along the rivers in 3000 BCE, such as Mesopotamia, had changed and influenced its surroundings greatly. As people settled down and started to grow food, the ~~the~~ population increased since sufficient food source was provided. By growing only few kinds of food crops, people were able to survive and satisfy their needs. As population grew continually, more forests or grasslands were cultivated and turned into farm lands. Animals were also domesticated, as a source of labor or food.

"The" green revolution" in the late-twentieth-century likely explains historian's interest in the subject. During "green revolution", in order to produce more and inexpensive foods, Chemical fertilizers were used commonly; food crops greatly deduced the diversity of vegetation, as rainforests and grasslands were destroyed. ~~the~~ Historians could find similarities between these development such as they both caused deforestation and polluted the environment.

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GO ON TO THE NEXT PAGE.

Choose EITHER Question 3 OR Question 4.

3. **Answer all parts of the question that follows.**

   a) Identify ONE way in which Judaism influenced the development of Christianity in the period 600 B.C.E.–600 C.E.

   b) Explain ONE difference between the spread of Christian communities and the spread of Jewish communities in the period 600 B.C.E.–600 C.E.

   c) Explain ONE similarity between the spread of Christian communities and the spread of Jewish communities in the period 600 B.C.E.–600 C.E.

4. **Answer all parts of the question that follows.**

   a) Identify ONE similarity in the way elites used art or architecture in Europe and in Asia during the period 1450–1750.

   b) Explain ONE difference in the way elites used art or architecture in Europe and in Asia during the period 1450–1750.

   c) Explain ONE reason for the difference in way elites used art or architecture in Europe and in Asia during the period 1450–1750.

Scoring the Response

For a short-answer question, a good response should:

- accomplish all three tasks set by the question. It should answer each task with complete sentences and must show some specific knowledge of history to receive credit.

Depending on the question, a good response should:

- explain a historical interpretation, compare two interpretations, and/or explain how evidence relates to an interpretation.
- go beyond simply quoting or paraphrasing primary or secondary sources in explaining their meaning or significance.
- address causes and effects, similarities and differences, or continuities and changes over time for different historical issues, and provide specific evidence in relation to the prompt.

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AP World History
Dr. Patterson
April 30th, 2018

2017 AP® WORLD HISTORY FREE-RESPONSE QUESTIONS

Answer all parts of the question that follows.

3. a) Identify and explain ONE way in which industrialization in the period circa 1750–1900 can be considered an economic turning point in global history.

   b) Identify and explain ONE way in which industrialization in the period circa 1750–1900 can be considered a political turning point in global history.

   c) Identify and explain ONE way in which industrialization in the period circa 1750–1900 can be considered a social turning point in global history.

a) Industrialization (1750~1900) can be considered an economic turning point, since during this period, the idea of private property ownership, Capitalism, emerged and was developed. The rise of middle class and business owner triggered the well of able to produce and sell products in a free market that the gavemment should not interfere or control. This idea helped and support the growth of a free and capitalistic market.

b) Industrialization is also a political turning point. During this time, most of the factory workers were underpaid and worked in polluted and dangerous environment. Thus, Karl Marx's socialism encouraged workers and peasants to seek for their own rights. In England, workers protested and went on a strike. The British government clearly saw the abuses and exploitation. Thus, It passed the Factory Act of 1883, that protected workers' rights, provided a save working environment.

c) During the industrialization, new social classes emerged. A class of "new aristocrats", who gained wealth through industrial factories, quickly emerged. The middle class, mainly made up of skilled workers, grow exponentially, especially in the U.S. — working class, workers outside of home, expendable income ⟹ entertainment

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2017 AP® WORLD HISTORY FREE-RESPONSE QUESTIONS

Answer all parts of the question that follows.

4. a) Identify ONE technology that has contributed to globalization since the end of the Second World War and explain how it contributed to globalization.

   b) Identify a SECOND technology that has contributed to globalization since the end of the Second World War and explain how it contributed to globalization.

   c) Identify a THIRD technology that has contributed to globalization since the end of the Second World War and explain how it contributed to globalization.

a) The Internet, first developed in 1980s, has contributed to globalization. The Internet collects and provided data from all around the world, to people all around the world. For instance, it can laccelerate the speed of the spread of news. Just at their home, people are able to know what is happening in the world.

END OF SECTION I

b) Personal computer, which is easy to carry and use, helps to introduce the Internet to more people. By using personal computer, people have a faster, easier access the mass, various information provided by the Internet. By using personal computer, people have more opportunities to learn about different cultures, religions or countries. They are also abled to exchange information with people from a different culture or county. This is how the development of personal computer has contributed to globalization.

c) Invention of nuclear weapons has also contributed to globalization. It urges and forces the nations to form International Organizations and to sign treaties to maintain the peace and relationship between each other.

Good ideas and examples!

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Dr. Patterson
WHAP
5 Feb. 2018

A

what enabled Europeans to carve out huge empires an ocean away from their homelands?

Geography was a big part for the European success in overthrowing other countries oceans away. The Europeans were closer to the Americas than the Asian countries which gave the Europeans a greater advantage on the Americas. Also another aspect which helped the Europeans have a greater advantage over America is the direction of the winds. The winds of the Atlantic helped the European ships travel to the Americas faster after they learned how to master it. Therefore, the Europeans became motivated to conquer more lands by knowing that they had an advantage over the oceans. Instead of relying upon Muslim intermediaries bringing goods from Asia, the Europeans went there themselves to bring goods back to their own country and trade. Another aspect that enabled the Europeans to create empires oceans away is the thought of spreading more Christianity throughout the world. The Europeans learned a lot from the Chinese shipbuilders on how to build ships which gave them an upperhand in the boat industry. Also, the invention of gunpowder weapons, horses, and ironworking skills gave the Europeans an advantage against the people they conquered.

What large-scale transformations did European empires generate?

When the Europeans arrived in the Americas, they unknowingly brought many diseases with them and infected those living in America. The reason for this was because the Europeans domesticated animals for a very long period of time, therefore they became immune of those diseases. But since the Native Americans did not domesticate any animals, they were not immune to those diseases and as a result almost 90% of the population died from diseases such as smallpox, measles, typhus, influenza, malaria, and yellow fever. Since many of the original population of the Americas died from diseases, other people from European countries came and settled in the Americas. The Europeans not only brought germs, but also crops such as wheat, rice, sugarcane,

grapes, and animals such as horses, pigs, cattle, goat, and sheep, which all heavily transformed the land and also made a European diet possible. Also, domesticated animals changed America to be able to have raching economy, cowboy cultures, and the transformation of Native American societies. Moreover, as the Europeans came to America, they spread American crops such as corn, potatoes, cassava to the Eastern hemisphere which gave rise to a population growth since it was easy to grow and had a lot of nutrition. Commerce and migration that the Europeans had changed the world. Transatlantic and transpacific commerce emerged and to support the plantations in the Americas, slaves were transported from Africa: This resulted in many Africans in the Americas. With all these transformations, initiated by the Europeans, Europe become the top world power at that time.

What was the economic foundation of colonial rule in Mexico and Peru? How did it shape the kinds of societies that arose there?

The Spanish had arrived in South America long before the British did. The Aztec and Inca empires were very populated, urbanized and wealthy when the Spanish took over. When the Spanish took over they built many universities, churches, cathedrals, missions, cities, had an elaborate beaueracy, and a network of international commerce. The economic foundation for colonial rule was commercial agriculture, and the mining of gold and silver. This resulted in the Spanish declaring themselves separate but equal from Spain and wanted to self-govern.

Dr. Patterson
AP World History
4 May 2018

Short Answer Questions

#2 During the period of 1450-1750 C.E., in the Americas, the Europeans intensified land use by planting sugar cane. Especially, in South America and central America, the Europeans planted a huge amount of sugar cane and tobacco to sell back in Europe. Since land had to be cleared to be able to have plantations, the Europeans destroyed a lot of natural habitat, such as cutting down trees. Also, since tobacco and sugar cane was constantly planted, the soil because overused and not fertile enough so the Europeans had to find more new land to use. Therefore, more and more land got destroyed. But in the period before 1450-1750, humans had also interacted with the environment and destroyed the natural habitat. In the Agricultural Revolution, during when people were farming in Mesopotamia, they had used irrigation to bring enough water to farm the lands for agriculture. But as more and more people started to irrigate their lands, the environment and natural habitat was changed. An overuse of irrigation caused the soil to have too much salt and as a result, farming was not possible anymore, changing the ecosystem. To make be came aware of the environmental damage people were causing the environment, there were many new laws enforcing changes such as the Kyoto Protocol, an attempt to make a global agreement on ways to reduce environmental damage.

#3 Judaism was the first monotheistic religion which lead to the development of the second monotheistic religion, Christianity. Judaism had influenced the development of Christianity since Jesus had been born Jewish, therefore he brought many Jewish traditions such as the monotheism to Christianity. one difference between the spread of Christianity and Judaism is that in Christianity, Paul, a disciple of Jesus, had spread Christianity by traveling to many different places and cities around the Meaitterranean. While in Judaism, there was not a specific person or group who went aronna spreading Judaism. Judaism mainly stayed in Jerusalem, since the Jews did not have to goal to spread Judaism throughout the world, unlike the Christians who wanted to spread Christianity throughout the world. Even though there were differences between the spread of Jewish and Christian communities, there were still some similarities. One similarity is that both religions did not limit who could practice their religion. Anyone could practice Christianity and Judaism whatever their class was. A person could be rich or poor, and still could practice Christianity or Judaism.

A

AP World Hist
Dr. Patterson

Countries experienced Western Imperialism

	China	~~Ottoman~~ Japan	~~Japan~~ Ottoman
Nation's Reaction	Peasants: desperate, infuriated → Boxer Rebellion & Taiping Rebellion Government: Opium war & Self-strengthening Movement	Peasants: heavy taxes → revolts Government: Industrialization & modernization	Government: "defensive modernization" Young Ottomans: adopt Europe's laws, schools and political system
Influence in Economy	→ Weak government + Opium = weak economy → Open door policy with U.S	→ Became huge exporter of goods. → New model of business: capitalism → Heavy taxes: peasants in poverty	→ Trade diminished as Europeans invaded → New industries established during restoration.
Influence in Politics	→ Lost 1st Opium War → Sign the unequal treaties Treaty of Nanjing. → Lost control of Vietnam, Korea, Hongkong and Taiwan.	→ Organized: Emperor Meiji restored to power	→ European powers invaded: loss of territories → Romania, Bulgaria, etc. achieved independence → Local landlords gained power.
Technology (New)	→ Adopt new industries, however, failed since they relied on foreigners.	Japan's Modernization: → build railroads	Restoration: → Factories → Mining → Telegraphs & postal service → Transportations
Restoration / Modernize	→ Self-Strengthening Movement (1860s) → Boxer Rebellion → Taiping Rebellion	→ Meiji Restoration (1868) → Samurai Rebellion	→ Sultan Selim III (18th cent.) → Tanzimat = industrialization → Young Ottomans: westernize
Influence in Trade	Opium was introduced by British traders.	Maintained trade and became main exporter of various goods.	Trade diminished: → Competition with Europeans → Unequal treaties

Course Evaluation 2017-2018

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	Math	Geom.	World Hist.	WHAP	Chinese	English	Choir	P.E.	Yoga
Teacher	Jin Xiang shr	Dr. Chang	Ginger Shr	Dr. Patterson	Jing-i shr	Ms Feinwitz	Mr Reid	Mr. Preston	Ms Mayer
1. Were the requirements clearly explained (papers, projects, exams)?	2	4	5	5	5	5	5	5	5
2. Did assignments help you learn?	2	4	5	5	5	5	5	4	5
3. Was the material intellectually challenging?	1	3	4	4	x	4	x	x	x
4. Was the teacher well prepared and organized?	4	5	5	5	5	5	5	5	5
5. Did the teacher effectively convey the subject matter?	2	3	5	5	5	5	5	x	x
6. Did the teacher encourage student participation?	4	4	5	5	5	5	5	5	5
7. Was the teacher responsive to student needs?	3	3	4	4	5	5	5	4	5
8. Did the teacher start and end the class on time?	3	2	4	4	5	5	5	5	5
9. Did the teacher explain the material clearly?	2	3	5	5	5	5	5	x	x
10. Is the teacher passionate about teaching and/or the subject matter?	x	5	5	5	5	5	5	x	5
11. Did the teacher show respect toward her students?	2.5	2	5	5	5	5	5	3	5
12. Did the teacher create a comfortable atmosphere?	3	3	4	5	5	5	5	4	5
13.Did the teacher give me a feedback on how I'm doing in the class, either written or face-to-face?	1	4	1	4	4	4	5	2	5
14. Overall, this teacher and course was:	1	3.5	4.5	5	5	5	5	3	5

What did you learn from the course that will stay with you? What did you like best about this course? What suggestions do you have about this course?

English (E)
I learned about existentialism, and the dust bowl.
I liked Mr. kravitz's style of teaching.
keep doing your Ms. Kravitz.

Social Studies (SS)
I learned a lot more than I was expecting to learn.
I liked Dr Patterson's class to begin with.
I think Dr Patterson is doing a good job.

Mathematics (M)
I don't like math :-(
At all. :-(

Science (Sc)

Buddhism/Ethics (Bud/E)
I learned how not to gossip the wells
I liked that Jinfa Shr included everyone in the class discussions.

Meditation (Med)

Physical Education (PE, Yoga, Taiji)
I learned how to meditate myself
through Shavasana. It works better
than meditation

Chinese/Spanish (Ch/Sp)
I learned more this year than I have ever before.

Art/Music
Ms. Clarke is the coolest.

Course Evaluation 2017-2018

Grade Level 10

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	meditation	Precalculus	chemistry	AP World Hist	English 10	Painting II	chinese 6H	PE	yoga
Teacher	Jin Xiang Shr	ms Tran	ms. Wang	Dr. Patterson	Dr. Patterson	ms Clarke	Dr. Chang	ms Preston	ms. Mark
1. Were the requirements clearly explained (papers, projects, exams)?	4	4	5	4	4	3	4	4	4
2. Did assignments help you learn?	3	4	5	4	3	5	3	3	4
3. Was the material intellectually challenging?	3	5	5	4	2	4	3	n/a	4
4. Was the teacher well prepared and organized?	4	4	4	4	4	4	4	4	5
5. Did the teacher effectively convey the subject matter?	3	4	3	3	3	3	3	5	5
6. Did the teacher encourage student participation?	5	4	4	3	3	3	4	5	5
7. Was the teacher responsive to student needs?	2	4	5	4	3	5	4	5	5
8. Did the teacher start and end the class on time?	4	5	5	5	4	4	5	5	4
9. Did the teacher explain the material clearly?	3	3	4	3	3	5	3	5	4
10. Is the teacher passionate about teaching and/or the subject matter?	3	4	5	3	3	5	5	4	4
11. Did the teacher show respect toward her students?	3	5	5	4	4	5	5	5	5
12. Did the teacher create a comfortable atmosphere?	3	4	5	4	2	5	3	4	5
13.Did the teacher give me a feedback on how I'm doing in the class, either written or face-to-face?	3	3	5	5	4	4	3	3	2
14. Overall, this teacher and course was:	3	4	5	4	3	4	3	3	4

What did you learn from the course that will stay with you? What did you like best about this course? What suggestions do you have about this course?

English (E)

I liked the variety of authors (esp. ethnically) that we read in class. However, I hope, in the future, we learn more poetry (esp. the more difficult ones like from Shakespeare's time), write much more essays, learn more SAT Literature-related books or passages, and get more criticism for our papers (content/form-related criticism) so we can improve more. Thank you!

Social Studies (SS)

I liked the broad scope and dense information of the course (AP World History). It would be more helpful if we didn't focus so much on the 1st period of History but learned the modern period more completely. In addition, we should have more short answer questions, long essay questions, & DBQ's to practice throughout the year (AP-style essay) instead of general essays or paragraphs. These questions should be more focused on change or continuity, etc, which are more effective for AP practice. Thank you!

Mathematics (M)

I learned a lot during the year but the information didn't sink in enough; I cannot remember some of the trig chapter or future values chapter now that it is nearing the end of the year. I learned some Buddhism, but sometimes the essays on it seem irrevelant to the course. I really appreciated the food, which helped me lift my spirits from the difficult material. Overall, I think the course prepared me for calculus very well. Thank you!

Science (Sc)

The discussions about life and overcoming struggles or finding a career direction were the most helpful parts of all the classes this year, and the reflection and discussion of the class will definitely stay with me. Of course, the information of the class was also good, and I appreciated the slightly slower pace that aided understanding. I suggest less reliance on the book for absorbing information; instead, we should listen to the teacher give short outlines of the chapter & then practice problems. Thank you!

Buddhism/Ethics (Bud/E)

Meditation (Med)

I enjoyed the quiet periods to relax, but I would like to have learned more accepting methods of meditation, not just highly structured sitting, stiff walking meditation, or reflection in journals. I enjoy the chanting before meditations. However, greater (more comfortable) connection between the teacher and students would result in less teacher-students disagreement and more willingness to mediate for one's own benefit. Thank you!

Physical Education (PE, Yoga, Taiji)

Thank you to the PE & Yoga teachers!
PE: Even though our PE facilities are insufficient, PE was pretty fun.
Yoga: It was relaxing to stretch and get some sleep :)

Chinese/Spanish (Ch/Sp)

Art/Music

Course Evaluation 2017-2018

Grade Level 9

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	Meditation	Ethics	Biology	Music	Chinese	English	P.E.	Geometry	
Teacher	Jin Xiang Shr	Jin Lian Shr + Heng Yuan Shr	Heng Yuan Shr	David Lao Shr	Jin Yi Shr	Ms. Kravitz + JJS	Ms. Preston	Dr. Chang	
1. Were the requirements clearly explained (papers, projects, exams)?	5	3	5	5	5	5	5	5	
2. Did assignments help you learn?	5	5	5	5	5	4	x	5	
3. Was the material intellectually challenging?	x	5	5	3	5	5	2	5	
4. Was the teacher well prepared and organized?	5	5	5	5	5	5	5	5	
5. Did the teacher effectively convey the subject matter?	4	4	5	5	5	5	5	5	
6. Did the teacher encourage student participation?	4	3	5	5	5	5	5	5	
7. Was the teacher responsive to student needs?	4	4	5	5	5	5	5	5	
8. Did the teacher start and end the class on time?	5	5	5	5	5	5	5	5	
9. Did the teacher explain the material clearly?	5	3	5	5	5	5	3	5	
10. Is the teacher passionate about teaching and/or the subject matter?	4	5	5	5	5	5	5	5	
11. Did the teacher show respect toward her students?	4	5	5	5	5	5	5	5	
12. Did the teacher create a comfortable atmosphere?	3	4	5	5	5	5	5	5	
13.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	~~3~~	5	4	5	
14. Overall, this teacher and course was:	4	4	5	5	5	5	4	5	

What did you learn from the course that will stay with you? What did you like best about this course? What suggestions do you have about this course?

English (E)

- Grammer, MLA, and outlines/sentence structure
- Atmosphere
- SAT Practice, more sharing from reading

Social Studies (SS)

Don't have this class

Mathematics (M)

- Proofs, Analysis, graphing, formulas, Algebra II material, Golden Ratio, shapes, triangles
- Learning, Atmosphere, Pace
- No suggestions

Science (Sc)

- Different bodily functions, Evolution, genetics
- Atmosphere, lecture
- No suggestions

Buddhism/Ethics (Bud/E)

- Utilitarianism, stoicism, kant, ethical issues
- working our analyzing skills
- More Explanation

Meditation (Med)

- Posture, mindfulness
- Relaxing our mind
- More Fun

Physical Education (PE, Yoga, Taiji)

- Sportsmanship
- Teamwork/team sports
- More variety

Chinese/Spanish (Ch/Sp)

- New chinese words, grammer, memorizing
- Learning
- More time to absorb material

Art/Music

- Playing Er hu, different periods, structure of music
- Atmosphere, Learning
- No suggestions

IGDV
PSAT Fall 2016 Question Analysis Report -Form F
Grade 11 Total School Scores

Reading

Total School Scores below 75% correct

Question	Percentage Correct	Level	Related cross-test & sub-scores
2	24	hard	
4	28	hard	
9	52	hard	command of evidence
12	72	hard	analysis in history/ss
13	56	hard	analysis in history/ss
17	44	hard	analysis in history/ss
28	64	hard	analysis in science
30	52	medium	analysis in history/ss
31	64	hard	analysis in history/ss
32	48	hard	analysis in history/ss
33	44	medium	words in context
34	52	hard	analysis in history/ss
35	72	medium	command of evidence analysis in history/ss
42	28	hard	words in context analysis in science
45	56	medium	analysis in science
46	44	hard	command of evidence analysis in science
47	60	hard	analysis in science

Writing & Language

Total School Scores below 75% correct

Question	Percentage Correct	Level	Related cross-test & sub-scores
1	56	medium	English conventions
3	68	medium	expression of ideas words in context
4	64	medium	English conventions
12	72	medium	English conventions
15	72	medium	English conventions
17	64	hard	English conventions
20	52	hard	expression of ideas
21	32	hard	English conventions
29	12	hard	command of evidence expression of ideas analysis in science
31	64	medium	expression of ideas analysis in science
32	64	hard	command of evidence expression of ideas analysis in science
34	52	hard	English conventions
38	64	hard	command of evidence expression of ideas analysis in history/ss
41	68	hard	command of evidence expression of ideas analysis in history/ss
42	36	hard	English conventions
43	44	hard	English conventions
44	72	hard	expression ideas analysis history/ ss

Notes from the Faculty Meeting March 20, 2017

Test Results for Grade 11 PSAT Question Analysis Report-Form F

Test taking strategies:

- Read questions first and use elimination process

Comprehension strategies:

- Compare and contrast (language)
- Text based evidence
- Qualifying
- Text structure
- Sentence frames for compare and contrast

PSAT Fall 2017 Question Analysis Report -Form D
Grade 11 Total School Scores in Reading by Sub-Section

Reading Test results are reported as the total school scores above and below 75% correct.
The Reading Test has 47 questions, 38 of which fall into the six major sub-sections listed below. Of the remaining 9 questions, 5 are focused on Reading and 2 each on Command of Evidence and Words in Context. These results are shown at the end of the report.

Reading Test Sub-Sections

1.Analysis in History/Social Science

2. Command of Evidence in History/ Social Science

3. Words in Context History/Social Science

4.Analysis in Science

5.Command of Evidence in Science

6.Words in Context Science

SUB-SECTION 1: ANALYSIS IN HISTORY/SOCIAL SCIENCE					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
11	M	44%	10	M	78%
15	M	33%	12	M	78%
16	H	44%			
18	H	22%			
29	M	67%			
32	H	11%			
34	H	44%			
36	H	33%			
37	M	56%			

SUB-SECTION 2: COMMAND of EVIDENCE ANALYSIS HISTORY/SOCIAL SCIENCE					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
13	H	33%	30	M	78%
35	H	56%			
38	H	0%			

SUB-SECTION 3: WORDS IN CONTEXT IN HISTORY/SOCIAL SCIENCE					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
			14	M	89%
			17	E	78%
			31	E	100%
			33	M	89%

SUB-SECTION 4: ANALYSIS IN SCIENCE					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
19	M	44%	22	E	89%
23	M	56%	28	E	89%
25	M	56%			
27	H	33%			
40	M	67%			
43	H	44%			
44	H	56%			
45	M	56%			

47	M	56%			

SUB-SECTION 5: COMMAND OF EVIDENCE IN ANALYSIS IN SCIENCE					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
24	H	67%	26	M	89%
41	M	67%			
46	E	67%			

SUB-SECTION 6: WORDS IN CONTEXT IN ANALYSIS IN SCIENCE					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
39	M	67%	20	E	100%
			21	E	78%
			42	E	78%

SUB-SECTION GENERAL: READING					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
4	M	67%	1	E	89%
8	M	67%	6	E	89%
			7	M	89%

SUB-SECTION GENERAL: COMMAND of EVIDENCE					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct

5	M	56%	2	M	100%

SUB-SECTION GENERAL: WORDS IN CONTEXT					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
9	M	56%	3	M	100%

Reading Test Results : Summary of School-wide Scores

Strongest school-wide scores were in the areas of :

Words in Context in Analysis of History/Social Science
Words in Context in Analysis of Science

Challenges in school-wide scores were in the areas of :

Analysis in History /Social Science
Analysis in Science
Command of Evidence in Analysis in History /Social Science
Command of Evidence in Analysis in Science

PSAT Fall 2017 Question Analysis Report -Form D
Grade 11 Total School Scores in Writing and Language by Sub-Section

Writing and Language Test results are reported as the total school scores above and below 75% correct. The Test has 44 questions, 20 of which are in Standard English Conventions. There are 4 questions each in: Expression of Ideas; Expression of Ideas/Command of Evidence; Expression of Ideas/Words in Context. There are 2 questions in each in: Expression of Ideas/Analysis in History/Social Science and Expression of Ideas/Analysis in Science. The remaining 8 questions combine three of the above areas.

Test Sub-Sections

1.Standard English Conventions

2.Expression of Ideas

3. Expression of Ideas/Command of Evidence

4. Expression of Ideas/Words in Context

5. Expression of Ideas in History Social Science

6. Expression of Ideas in Science

SUB-SECTION 1: STANDARD ENGLISH CONVENTIONS					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
2	H	67%	5	E	89%
12	M	33%	6	E	100%
13	M	56%	7	M	89%
23	M	67%	9	E	89%
28	E	67%	19	E	89%
29	M	56%	20	E	100%
40	M	33%	21	M	89%
43	M	67%	25	E	89%
			27	M	89%
			37	M	100%
			42	M	89%
			44	M	78%

SUB-SECTION 2: EXPRESSION OF IDEAS					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
31	H	44%			
33	H	33%			
35	M	67%			
41	H	33%			

SUB-SECTION 3: EXPRESSION OF IDEAS/COMMAND OF EVIDENCE					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
32	M	67%	30	M	78%
			34	M	89%
			39	M	89%

SUB-SECTION 4: EXPRESSION OF IDEAS/WORDS IN CONTEXT					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
24	H	33%	26	M	78%
38	H	33%	36	M	78%

SUB-SECTION 5: EXPRESSION OF IDEAS/ANALYSIS HISTORY/SOCIAL SCIENCE					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
15	M	56%	18	M	89%

SUB-SECTION 6: EXPRESSION OF IDEAS/ANALYSIS SCIENCE					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
			8	E	100%
			11	E	89%

SUB-SECTION: COMMAND OF EVIDENCE/EXPRESSION IDEAS/ANALYSIS HISTORY/SS					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
16	M	67%			
22	M	56%			

SUB-SECTION : COMMAND OF EVIDENCE/EXPRESSION IDEAS/ANALYSIS SCIENCE					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
			1	M	89%
			4	M	89%

SUB-SECTION : EXPRESSION IDEAS/WORDS IN CONTEXT/ANALYSIS HISTORY/SOCIAL SCIENCE					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
14	M	67%	17	M	78%

SUB-SECTION : EXPRESSION IDEAS/WORDS IN CONTEXT/ANALYSIS SCIENCE					
Below 75% correct			Above 75% correct		
Question #	Level	Percent Correct	Question #	Level	Percent Correct
			3	E	78%
			10	M	78%

Writing and Language Test Results: Summary of School-wide Scores

1. In the area of Standard English Conventions 12 of 20 answers were at or above 75% correct.

2. In Expression of Ideas 4 of 4 answers were below 75% correct.

3. In Expression of Ideas/Command of Evidence, 3 of 4 responses were correct

4. All scores were above 75% correct in the three areas of: Expression of Ideas/Analysis in Science; Command of Evidence/Expression of Ideas/Analysis in Science; Expression of Ideas/Words in Context/ Analysis in Science (2 questions in each of these areas).

Donna Farmer, FNP, PA
P.O. Box 107
Talmage, CA 95481
707-391-1000
donna.farmer@drbu.edu

Education/Training:

MA- Buddhist Classics, Dharma Realm Buddhist University, Ukiah, CA, 06/17
FNP/PA- Stanford/Foothill Primary Care Associate Program, Palo Alto, CA, 01/95
BSN- City College of New York, NYC, 01/82 (Summa Cum Laude)
MTh- The Swedish Institute, NYC, 1977 (Licensed Massage Therapist)

Cumulative Work Experience:

Dharma Realm Buddhist Association, Ukiah, CA, 2011-present (2019)

Started out as a volunteer primary care provider for the resident community at the City of Ten Thousand Buddhas, a Buddhist monastery, from 2011 to 2013. In 2013 began as school nurse/nurse practitioner for Instilling Goodness, Developing Virtue K-12 schools and Dharma Realm Buddhist University, located on-site at the City of Ten Thousand Buddhas. At present, also continue to provide care for the resident community of monks, nuns, and lay population. Physician supervisor/consultant: Dr. Hengbing Wang, MD.

Dr. Steven Wirth, MD, Ukiah, CA, 2010-2012

Served as a family nurse practitioner providing a full scope of primary care services in private practice with one physician.

Hospice of Ukiah, Ukiah, CA, 2008-2010
Coordination of nursing care for in-home and nursing home based hospice and palliative care patients. Supervisors: Dr. Robert Werra, MD and Leah Middleton, RN

Dr. Eric Schmidt, MD, Santa Rosa, CA, 2001-2007

Functioned as a surgical PA (physician assistant) first assistant for a high volume shoulder-focused orthopedic surgery practice which included total shoulder replacements. Clinical responsibility for managing patients at the Ukiah and Santa Rosa clinic offices, including all pre- and post operative care, in addition to assisting in surgery.

Mendocino Community Health Clinics, Ukiah, CA, 1997-2013

Worked as a family nurse practitioner, mostly providing vacation coverage off and on over these years. Provided full scope of family practice services for this rural health center.

Eden Emergency Medical Group, Castro Valley, CA, 1995-2003

PA for high volume Alameda County trauma center emergency room. Responsible for managing diverse urgent care and higher acuity cases. Examples of typical duties include laceration repair, gyn procedures, abscess I&D, slit lamp exams. Physician supervisors: Peter Joseph, MD, and Evan Wythe, MD.

Contra Costa County Public Health Department and Clinic Services, Martinez, CA, 1995-2001

Family nurse practitioner role providing public health and family practice services to the underserved urban, suburban and rural population of Contra Costa county. Worked in the base family practice clinic, located at the county hospital in Martinez, with regular assignments in the five outlying satellite clinics throughout the county as needed. Also staffed the public health clinics and provided care for well-child, family planning, breast screening, sexually transmitted disease, refugee, school-based, and juvenile hall based clinics. During this time also provided occupational health exams for county employees, including fire and sheriff's departments. Member of the mobile homeless health team, which provided primary care services from our mobile van throughout the county. Supervisor: Bev Jacobs, NP.

John Muir Hospital, Walnut Creek, CA, 1994
Per diem surgical RN covering trauma, weekends, on-call.

California-Pacific Medical Center, San Francisco, CA, 1992-94
Per diem surgical RN rotating assignments between three hospital campuses. Duties ranged from assisting on organ transplant cases to first-assisting on out-patient surgeries.

Kaiser Permanente Hospital, San Francisco, CA, 1986-92
Full-time surgical RN and RN first assistant, cardiac surgical team.

San Francisco General Hospital, San Francisco, CA, 1986-92
Per-diem surgical RN for weekend and late shift coverage, trauma center.

St. Luke's-Roosevelt Hospital, New York City, 1981-85
Full-time RN for surgical and obstetrical services. Assistant nursing care coordinator for surgical services from 1984-85.

Mt. Sinai Hospital, New York City, 1979-81
LVN for 17 bed adult/pediatric cardio-thoracic intensive care unit.

Additional information:

Clinical preceptorship in internal medicine while at Stanford completed at the VA Livermore. Clinical preceptorship in public health at the Contra Costa county public health department.

California RN license #394674; FNP furnishing #7477; DEA #MF1184643; NPI #1578763645; PA license #13520.

Any overlapping dates in this resume reflect that I was working two simultaneous jobs at that time.

My interests include yoga, meditation, wellness, and spiritually mindful living.

JOHN R. PEGAN
103 Scott St., Ukiah, CA 95482
Cell: 707-889-7175 / Fax: 888-234-6143 / web: peganlaw.com / e-mail: jrpegan@peganlaw.com

EMPLOYMENT

HUMAN RESOURCES EXPERIENCE

Mendocino Transit Authority – Interim Human Resources Director
241 Plant Rd., Ukiah, CA 95482 03/2017 – 12/11/2018

- Created from scratch a Human Resources Department under an interim contract to assemble HR processes, procedures, files and staff. Hands-on process with all areas of Human Resources.
- Managed a comprehensive Human Resources program including the hiring, retention, employment, evaluation, promotion, transfer, discipline, termination, and HR processes.
- Under direct line of authority of the General Manager - given authority to assemble an HR Department, which had not existed prior to my hire.
- Drafted multiple policies and procedures, contracts with Senior Centers, Agreements with various regulatory authorities, normally performed by the General Manager.
- Prepared numerous reports to authorities and agencies on behalf of MTA, including both HR subject areas and Operational areas.
- As the primary reporting authority for MTA, negotiated and dealt with all benefits, retirement programs, pension program with CalPERS, liability and vehicle insurance, safety audits and other regulatory audits, including some operational ones.
- Participated in review of collective bargaining agreement and personnel policies, began process of highlighting areas that would need negotiation and / or change in /meet and confer processes; developed labor relations proposals in preparation for a permanent HR Director.
- Developed and maintained classification/compensation system; developed and/or maintained job descriptions; reclassification committee reviews and salary survey; prepared reports and recommendations for the General Manager and Board of Directors.
- Reviewed legislation, labor and government codes, policies, and procedures related to HR administration; apprised others of pending or needed changes to current practice; recommended the development of or revision to personnel policies and procedures; designed HR systems and forms with minimal resources and HR personnel.
- Provided advice regarding District personnel practices to supervisors, managers, and the Board, monitoring for compliance with policy, collective bargaining agreements, and applicable laws and regulations; assisted in resolving and monitoring disciplinary actions.
- Supervised the HR budget; the MTA salaries and benefits forms and annual increases; employee seniority lists, unemployment and worker's compensation claims, personnel files, minimum qualifications, leave accruals, and coordinated daily with payroll and accounting.
- Developed HR goals and objectives, staffing recommendations, and recommending capital needs for Human Resources.

Mendocino-Lake Community College District – Director of Human Resources
MacMillan Hall, 1000 Hensley Creek Rd., Ukiah, CA 95482 4/2014 – 2/28/2015

- Chief Human Resources, Title IX & Equal Opportunity Compliance Officer for the College District, managed a comprehensive Human Resources program including the employment, evaluation, promotion, transfer, termination, and reduction-in-force processes for District personnel; conferred with Superintendent/President, Vice President, senior management and legal counsel regarding personnel issues.

- Coordinated the recruitment and selection of District personnel, including screening committee orientation and monitoring selection procedures for compliance with employment and EEO policies and regulations; conducted new employee orientations.
- Participated in collective bargaining/meet and confer processes; developed labor relations proposals; revised contracts pursuant to agreements; coordinated the grievance process.
- Developed and maintained classification/compensation systems; developed and maintained job descriptions; reclassification committee reviews and salary survey; prepared reports and recommendations for the President, Vice President and Board of Trustees.
- Reviewed legislation, education, labor and government codes, District policies, and procedures related to personnel administration; apprised others of pending or needed changes to current practice; recommended the development of or revision to personnel policies and procedures; designed HR systems and forms.
- Provided advice regarding District personnel practices to supervisors, administrators, and the Board, monitoring for compliance with Board policy, collective bargaining agreements, and applicable laws and regulations; assisted in resolving and monitoring disciplinary actions.
- Supervised the department budget; the District budget for salaries and benefits; employee seniority lists, unemployment and worker's compensation claims, personnel files, minimum qualifications, employment contracts, leave accruals, and payroll.
- Compliance Officer for the Equal Employment Opportunity Plan; in charge of receiving, investigating and processing any discrimination and harassment complaints; coordinates the reasonable accommodation process; chair of the EEO Committee.
- Oversaw a self-funded health benefit program; was chair of the Health Benefit Committee.
- In charge of processing personnel transactions, including Board actions and maintenance of personnel records.
- Served on the Planning and Budgeting Committee; developing goals and objectives, staffing recommendations, and capital outlay needs for Human Resources.
- Responsible for Flex Reporting, Payroll, multiple federal and Chancellor's Office reports.

North Coast Opportunities – Human Resources Director
413 N. State St., Ukiah, CA 95482 (707) 467-3203 9/2007 – 3/2014

- Managed and supervised a 4-person office staff and annual budget. Performed classification, compensation studies; created classifications, continuous improvement practices for supervisors and staff, training, manage benefits, discipline, retirement, termination, hiring, medical and other leaves, ADA and EEO compliance, and all personnel issues.
- Advise Executive Director and Governing Board on labor, employee relations, benefits, retirement and human resource issues, contract interpretation and compliance with grants and OMB as related to HR.
- Advise program directors covering seven northern California counties and diverse services to the communities on grants and legal compliance matters covering human resources, labor and employee relations.
- Draft and maintain personnel policies, practices, procedures and forms.
- Lead staff negotiator during labor negotiations with SEIU 1021 (when they represented Head Start site staff).
- Conducted employee relations for an organization employing over 250 people with annual grants of over $17.5 million.
- Lectured and trained on a variety of required legal topics and supervisory and management skills. Instituted a Training Academy for NCO – with skills training programmed over the next 18 months.

- Advised NCO's grants-funded programs employing over 250 people with over $17.5 million in grants funding on contracts, federal and state grants compliance and administration related to human resource issues.
- Lectured and trained on a variety of legal and human resource topics and supervisory and management skills, including:
  - Sexual Harassment Prevention Training for Supervisors & Manager and outside agencies.
  - Sexual Harassment Prevention for employees
  - Diversity in Interpersonal work relations for NCO and outside agencies.
  - Violence in the workplace & dealing with difficult employees or clients
  - Train on maintaining working files for supervisors & employees
  - Supervision, Coaching & Mentoring
  - Professional Development of employees & Continuous Improvement Practices
  - Progressive Discipline and duties of supervision and management
  - Policies Orientation & individualized instruction for supervisors and managers

Mendocino County Human Resources – Labor Relations Analyst
501 Low Gap Rd., Rm. 1050, Ukiah, CA 95482 (707) 463-4261 8/99 - 11/02

- Lead and team negotiator
  - Lead and team drafter of County policies, consolidated MOU's and a new Employer-Employee Relations Policy.
  - Successfully negotiated memoranda of understanding (MOU) with six bargaining units (including SEIU and law enforcement), and four bargaining units covering 2,500 employees.
  - Successfully completed comprehensive MOU's passed by bargaining units.
- Coordinated employee relations, medical leave, ADA and EEO compliance, wage and hour disputes, MOU grievances and disciplinary appeals, and advised the Civil Service Commission.
- Conducted workplace investigations and recommendations to Departments, including harassment, discrimination and disability.
- Provided training to county employees on labor and employment matters, including MOU updates, changes in ADA, medical leaves, discipline and grievances.
- Drafted job descriptions and was trained in employee classification systems.

LEGAL & RELATED EXPERIENCE

John R. Pegan, Esq. / Offices of John R. Pegan / PeganLaw.com / Human Resources & Legal Counseling & Training / Mediation, Arbitration, Negotiation & ADR Services
327 N. State St., Suite 204, Ukiah, CA 95482 cell: 707-889-7175 3/1986- PRESENT
EIN: 81-2939016. Consultancy focusing on human resources, labor & employment law, arbitration, mediation and counseling in the areas of academic regulatory compliance, harassment, investigations and hearings, contracts, business, educational and college counseling, and administrative law.

- Advisor to businesses, non-profit organizations, educational services, a career school, a computer R & D company, and an independent movie producer and distributor, on corporate and entity formation, business negotiations, commercial agreements and contracts, computer law, employee & non-compete agreements, collections, intellectual property licensing and distribution, employment law, litigation, discovery, jury and bench trials.
- Lead Negotiator for City of Ukiah with IBEW – drafted & negotiated a consolidated MOU. Advisor to Tribal government on employee relation matters.

- Administrative law including work with K-12 private school licensing and accreditation, real estate boards, zoning, gaming and common carrier commissions.
- Co-owner of a career school and started a business distributing medical supplies to local hospitals.
- Arbitrated and mediated over $3 million in claims.
- Negotiations in China resulting in business proposals to investors of over $20 million.
- Drafted a land lease agreement for a multi-billion-dollar project in the port of Tanggu in Tianjin, China.
- Met with a Chief Justice of the People's Supreme Court of China, and the Shanghai Appellate Court regarding intellectual property rights and contracts. Organized an artist exchange.

OTHER PROFESSIONAL EXPERIENCE

Mendocino Community College – Adjunct Instructor
1000 Hensley Creek Rd., Ukiah, CA 95482 (707) 468-3002

- Criminal Law 2006 – 2014
- Administration of Justice 2006 – 2008

Developing Virtue Schools –Teacher, Counselor, Consultant & WASC Accreditation Coordinator
City of 10,000 Buddhas, 2001 Talmage Rd., Ukiah, CA 95482 (707) 468-1138

- Legal Advisor & Consultant 1/2003 - Present
  - Preparation & Review of various school and handbook provisions and legal documents
- Accreditation Coordinator and assistant coordinator 4/2003 – 9/2005
  - Coordinated with staff & faculty initial WASC visit preparation, accreditation documents and policies; coordinated Accreditation site visit & updates with educational board
- 11th & 12th Grade Honors and AP subject Teacher 9/1997 - Present
  - Obtained California Teacher's Credential. Taught AP English, Honors World History, U.S. History & American Government

University of California, Los Angeles 8/14/97
Joint UCLA-USC Seminar Lecturer on Cross-Cultural Dispute Resolution.

Nankai University, Tianjin, China 8/86-6/87
Taught graduate & undergraduate level law courses in: (1) Comprehensive overview of American law and common law systems, (2) Comparative law, (3) Intellectual property, trademark & copyright law; (4) Legal remedies, (5) Criminal law, (6) Domestic relations and family law, (7) Litigation, court systems and civil and criminal procedures, (8) Dispute resolution systems; (9) International transactional law; and (10) International relations and U.S Diplomatic history.

Inner Mongolia Normal University, Huhehot, China 3/86-7/86
Taught graduate and undergraduate English, American and European literature, writing and composition.

Jason A. Awad & Associates*;* 4386 So. Eastern Ave., Las Vegas, NV 89119 3/91-1/94

- Supervised staff & and assisted on complex litigation.
- Developed negotiation, litigation and case management skills, handling over 120 active files covering commercial, RE, personal injury, administrative & common carrier law.

Oshins, Gibbons, Berkley, Segal, Berman & Wolfson*;* *Las Vegas, NV* 1/90-3/91

- Trained with Mark Gibbons – later Chief Justice of the Nevada Supreme Court. Managed complex commercial cases, increased project & people management skills, legal analysis, and document drafting & litigation skills.
- Broad experience in employment & labor law, business, telecommunications, franchise, licensing, intellectual property, real estate, collections, & commercial law. Trial, motion & discovery practice.
- Transactional work: Prepared attorney opinion letter for the successful sale of a local cable TV company. Assisted negotiations to extend option to purchase a moth-balled nuclear power plant from Washington Public Power Supply System for option-holder.

EDUCATION

PEPPERDINE UNIVERSITY, SCHOOL OF LAW; Malibu, CA 90263 (310) 456-4655

- Post-doctorate degree (Master's in Dispute Resolution and Negotiation).

UNIVERSITY OF IDAHO, COLLEGE OF LAW; Moscow, Idaho

- Juris Doctorate

CA Teachers Credentialing Program

- Permanent Teacher's Credential granted 6/04/2006

DOMINICAN UNIVERSITY OF CALIFORNIA; San Rafael, CA (Ukiah Extension Campus)

- CA Teaching Certificate June 2005

SONOMA STATE UNIVERSITY**;** Rohnert Park, CA

- B.A. – English / Humanities (minor)

INTERNSHIPS

- ***AMERICAN ARBITRATION ASSOCIATION*** [AAA]; Los Angeles, California 10/96-1/97
- ***NASD, DISPUTE RESOLUTION*** [NASDR]; Los Angeles, California 10/96-12/96
- ***WHITMAN & ASOTIN COUNTY PROSECUTOR'S OFFICES;*** Eastern Washington 6/84-7/85

AWARDS & HONORS

- Recipient of the CALI Award for Academic Excellence in International Arbitration.
- Recognition from the Idaho Supreme Court for work on revising the Judicial Handbook.
- Pepperdine School of Law, Straus Institute for Dispute Resolution, Scholar Fellowship

COMMUNITY INVOLVEMENT

- Active in resolving community and small business disputes on a volunteer basis: Past Vice-President of Board of Directors of North Coast Dispute Resolution Services.
- Active in local non-partisan districts: Ran for MCOE Board of Education, Area 6 – At-Large and ran for Board of Trustees, District 2 of the Mendocino-Lake Community College District
- Volunteer for over 20 years as college & financial aid counselor to low income and under-served high school students, transfer candidates, graduate students –local, national & international.

Heng Shun 恆順

Birth Date: August 14, 1951 Chicago, Illinois, U.S.A.

Educational Background and Training:

2000- Present	Attended annual high school counselor workshops sponsored by the University of California, those conducted by the California Student Aid Commission, and those by the College Board.
July-August 2004	National Endowment of the Humanities Scholarship for 5-week Institute at Holy Cross University on "Cultures and Religions of the Himalayan Region" conducted by Professors Todd Lewis of Holy Cross and Leonard van der Kuijp of Harvard University.
June 2004	Certificate in Character Education, University of San Diego, Graduate Studies in Education Department. Completed the three core courses offered on-line for the M.A. in Character Education
June-August 2000	National Endowment of the Humanities Scholarship for 6-week Seminar at Harvard University on "World Religions in America" conducted by Professor Diana Eck.
May 27, 1984	B.A. and M.A. Buddhist Study and Practice, Dharma Realm Buddhist University, California. Master's Thesis: "The Merit and Virtue of First Bringing Forth the Bodhi Mind," Chapter 17, *Flower Adornment Sutra* (Sanskrit: *Avatamsaka Sutra*, Chinese: 華嚴經) with detailed commentary by Venerable Master Hsuan Hua, 177 pages.
August 30, 1976	Bhikshu (Buddhist monk with life-long commitment) Ordination, with Venerable Master Hsuan Hua, City of 10,000 Buddhas, Talmage, California (9:18 PM)
August 2, 1974- August 29, 1976	Monastic Training Program, with Venerable Master Hsuan Hua, Gold Mountain Monastery, San Francisco, California
August 1974- October 1977	Seminar on *Flower Adornment Sutra*: attended Venerable Master Hsuan Hua's daily lecture series on the *Flower Adornment Sutra*, Gold Mountain Monastery, San Francisco, California (1000+ one-hour daily lectures lasting more than 3 years)
March 31, 1974	Shramanera (Novice Monk) Ordination at Wat Bovornives, Bangkok, Thailand by Venerable Somdet Phra Nyanasamvara, later (before his passing) served as the "Sangharaja" or the Supreme Patriarch of the community of all Buddhist monks in Thailand. Monastic name: Shramanera Jutindharo
January-June 1974	Monastic Training Program, Venerable Phra Khantipalo, British scholar-monk, specialist in the translation of the Pali Canon into English, Wat Bovornives, Bangkok, Thailand

April-June 1973 & January-June 1974	Studied Abhidharma (Buddhist psychology) with Sujin Boriharnwanaket, world renowned expert in Abhidharma of the Pali Canon, Wat Bovornives, Bangkok, Thailand
June 11, 1970	Diploma, Elk Grove High School, Elk Grove, Illinois

Jobs, Positions, and Special Skills:

2004- Present	Member of "leadership team" for WASC Accreditation purposes (helping to coordinate work of all department heads + other related "focus" groups), Developing Virtue Secondary School, City of 10,000 Buddhas, Talmage, CA
March 2001- Present	Translator of public lectures on the "Ten Grounds," Chapter 26, *Flower Adornment Sutra*, Chinese to English, on Wednesday evenings for the City of 10,000 Buddhas community (1-hour taped lectures by Venerable Master Hsuan Hua)
1996-Present	Core Teacher, 9th-12th Grades, Developing Virtue Secondary School- Boys Division (note: the core teacher serves as the academic advisor for each student's education program & also assists in their college applications as well as responsibility for their Secondary School Reports)
1994- Present	Teacher, Buddhist Studies (12th Grade), Religions of the World (11th-12th Grades until 2012), U.S. Government (12th Grade- back up teacher in years needed), & Meditation (7th-12th Grades), Developing Virtue Secondary School- Boys Division
1982-Present	Primary translator and editor for the Buddhist Text Translation Society (BTTS), City of 10,000 Buddhas, Talmage, CA (Note: BTTS has many primary translators who do the first draft of a translation from Chinese to English and there are also many editors that review and edit the English translation looking at the meaning of the Chinese and the fluency of the English)
1989-1991	Chief Financial Officer, Dharma Realm Buddhist Association, parent corporation for Gold Mountain Monastery, City of 10,000 Buddhas, and Buddhist Text Translation Society
1986-1991	Abbot, Gold Mountain Monastery, San Francisco
1986-1987	Chief Executive Officer, Buddhist Council for Refugee Rescue and Resettlement (BCRRR), Talmage, CA as the program wound down. The BCRRR was one of the 13 "volunteer agencies" in the United States with a direct contract with the U.S. Department of State to resettle refugees in the United States from foreign countries.
1982-1991	Specialist in matters related to non-profit religious corporation

	law (federal and state) for the Dharma Realm Buddhist Association, San Francisco
1978-1985	Manager, Gold Mountain Monastery, San Francisco
1976-1988	Assistant for financial affairs of the Dharma Realm Buddhist Association, San Francisco
1975-1991	Assistant for managing properties of the Dharma Realm Buddhist Association, San Francisco

Books, Translations, and Other Written Works:

"Entering the State of Inconceivable liberation By Means of the Practices and Vows of Samantabhadra Bodhisattva" with commentary by Venerable Master Hsuan Hua. Final chapter (Chapter 40) of *Flower Adornment Sutra*. Work in progress. Approx. 250 pages. Chinese Sutra-text is a translation from Sanskrit by Tripitaka Master Prajna in 798 AD, Taisho 293. Expected publication by the Buddhist Text Translation Society, 2nd Edition, 2016.

Buddhism: An Introduction to the Essential Teachings. A major revision and expansion of *Buddhism: A Brief Introduction*. Approx. 200 pages. Work in Progress. Expected publication: 2016.

Buddhism: A Brief Introduction, 121 pages. Many other people assisted in the editing process of this work. Published by the BTTS in June 1996.

"Merit and Virtue From First Bringing Forth the Mind," Chapter 17, *Flower Adornment Sutra*, with commentary by Venerable Master Hsuan Hua, 177 pages. Published by the BTTS in 1982. Translation from Chinese into English. Chinese Sutra-text is a translation from Sanskrit by Tripitaka Master Shikshananda in 699 AD, Taisho 279. Basis for Master's Thesis, Dharma Realm Buddhist University.

Flower Adornment Sutra, Chapters 1 to 19 of 40 chapters in total. (Tripitaka Master Shikshananda's 80-roll version translated from Sanskrit in 699 AD, Taisho 279). Translation from Chinese into English, 800+ pages, 1977-1982 (unpublished work).

Partial List of Additional Miscellaneous Translation Works:

"Universal Door of Kuan Shih Yin Bodhisattva," Chapter 25, *Lotus Flower of the Wondrous Dharma Sutra,* (Venerable Kumarajiva's translation from Sanskrit, early 400's, Taisho 262). Translation from Chinese, 7 pages.

Sutra of the Teaching Bequeathed by the Buddha, Venerable Kumarajiva's translation from Sanskrit, early 400's, Taisho 389. Translation from Chinese, 4 pages.

"Verses of Reverence to the *Flower Adornment Sutra*," by Chan Master Suei of Suei Province. Translation from Chinese, 4 pages.

"Outline of the *Flower Adornment Sutra*," modern day work. Translation from Chinese, 9 pages.

"Treatise on the Golden Lion," by National Master Fa Tsang 704 AD, Taisho 1880. Translation from Chinese, 6 pages.

"*Flower Adornment Sutra* Repentance Ceremony of Samantabhadra Bodhisattva's Practices and Vows," edited by Venerable Ch'ing Yuan, year unknown. Translation from Chinese, 9 pages.

"Preface to the *Flower Adornment Sutra*," by National Master Ch'ing Liang, 783 AD, Taisho 1735, 1736. Translation from Chinese, 4 pages.

College & Career Planning
Create a Life Portfolio: Pathways to Success

College and Career Training – The Who, What, Where, Why & How of your Life Path

Research says …
"When students are empowered to design and plan their own lives, they are engaged, they achieve, and they find themselves applying their learning in their daily lives…"



JOHN R. PEGAN, J.D., M.D.R.

COLLEGE COUNSELING CONSULTANT

What do you want to be? What is your passion? How do you develop your passion?

How do you find the right road to your destination in life, in your journey?



Definitions

- Who? Who are you, as an individual? Who do you want to be? What are your interests, talents, skills? What drives you?
- What? What will you study – what are your passions, interests, abilities? What will society pay for them?
- Where? Where will you go to get this training?
- Why? Why do you want to pursue college or career training at the college or J.C. level?
- How? How will you be able to get there?

Step two ~ Why

- Why go to college? Why pursue a career or technical education and training?
- Find and develop YOUR REASONS.
- Do you believe in yourself?
- Do you have hope or a direction or a purpose.
- Why go to college? Why career training?
- You alone can find your reasons and motivations.

Step one ~ Who

- Understand yourself – Who you are.
- Who do you want to be? What kind of person?
- What kind of life do you want to live?
- Where do you want to live?
- This is an ongoing process that never ends – finding yourself, developing YOUR Life.
- Do you believe in yourself?
- Do you have hope or a direction or a purpose? If you are lost or don't care – then how can you find a direction, a purpose?
- You alone can find your reasons and motivations.

Step three ~ What: Learn about yourself.

- What are your interests? your passions and abilities, your strengths and weaknesses?
- Learn about the World of Work. This will help you clarify your path, your passion, and help you build toward your purpose.
- Discover more about possible Majors & Career Pathways or Training Programs.

Step four ~ Where: Where do you get your desired education or training? Choosing a College, University or Training Program.

- **Review college information sites, talk to counselors, peers, parents, peers and recent graduates.**
- **Look at possible majors, discover what colleges have those majors.**
- **Tour or visit colleges – IRL (In Real Life) or virtually on the web.**
- **Talk to college representatives.**
- **Talk to college counselors / Native American counselors / anyone with knowledge that is willing to assist – don't be afraid to ask for information or help!**

College Planning

College is a journey - it is never too early to start planning where you want to go and why.

How will you get to your destination? What tools, resources will you need? Do you have the capability to get there? What are your obstacles? How can you get around them?

Step five ~ How: Understand the process of admissions and build toward it.
Honesty, not modesty: understand your strengths & weaknesses – academically and otherwise.
What are your particular strengths & weaknesses, your opportunities and obstacles?
Does the college have the major or subject you want to pursue? How do you gain access to that program or major?
Understand how your academics, your test scores, your extracurricular activities match those of admitted students.
What is the cost of the college? What financial aid is available to you?

If college is a journey – then you are the hero of your own journey. Success depends on you, your persistence, your planning & goals. "*You are your only hope*."

- **Where are you going? Why? What kind of person do you want to become?**
- **Will you fulfill your destiny – the destiny that you will create for yourself?**



What is Success? How do you succeed?

Through your "*True Grit*"

- **PASSION**
- **PERSISTENCE**
- **HOPE**
- **PURPOSE**

[Connecting the Internal with the External - Goals/Engagement/ Involvement]

You have 4 different tracks or paths that you can follow…



- College/University
- Community College
- Combination of college prep or A-G course requirements and Career Technical Education
- Career Technical Education



Why Go to College or Pursue a Technical Certificate (CTE)?

- *$$*
- *Life style*
- *Options in Life*
- *Control over your life*
- *Jobs – Work / over 92% of all of the new jobs created since the Recession went to 2 or 4 year college graduates.*
- *Meaningful contribution to Society*
- *Friends*
- *Prestige / Honor*

Technical & Vocational careers can fulfill all of these

How can you discover YOUR interests? Your strengths? The kind of job you might want in the future?

"To thine own self be true, and it must follow, as the night the day, thou canst not then be false to any man." – Shakespeare, Hamlet. But is this true? To what extent? The first step is to start to know yourself, your interests, your abilities and talents, your obstacles and obstructions, your goals and aims.

Tools to help you know yourself:
https://cdc-tree.stanford.edu/steps/readiness /

Always be guided by the keys to success: passion, persistence, purpose (with goal setting and internal and external involvement) and most important: hope

WHY do this work now – when you are still young?

- High School & College Drop out Rates. Result of failing to find themselves, their interests and following through on the path to success.
- Cost of changing Majors
- Stress & Health
- Standard of living
- Average 3-4 years in a job

Where?

Where do you go for your college or career training? **Location, Academics, Cost & Fit.**

- 113 community colleges in California.
- 23 CSU's
- 9 UC's
- 185 private colleges and universities in California alone. Average annual cost of tuition is $40,000.
- Over 1100 4-year colleges in U.S.
- 66 colleges & universities in US promise to cover all of the costs for admitted students.

How do you get to your desired college or training?

- Preparation for High School
- A-G in High School
- Academic preparation: courses & tests
- College options & review: visiting colleges & programs job shadowing
- Extracurricular activities
- People – advice & counsel
- Types of colleges:
  - 2-year - private & public
  - 4-year – private & public
- Financial Assistance – FAFSA / CalGrants / CSS

First: What kind of person do you want to be? What kind of Life Style do you want? Why?
Then: What do I want to do, in order to manifest that kind of person? To reach that goal?
Follow the Keys to Success: Passion, Persistence, Purpose & Hope.
Then: Where should I go to learn this? College Planning.

Goal for college planning: find a college that is right fit to you – where the goals, academics, cost and personality of the student are well matched with the college.

Students who think first about who they are and what they want are more likely to choose a college that fits them.

College Selection – the Myth of Fit – and the Reality

Τηερε ισ νο ονε περφεχτ χολλεγε φορ α στυδεντ – τηερε αρε μυλτιπλε ποσσιβιλιτιεσ ωιτη γραδατιονσ οφ "φιτ".

Λιφε Στψλε γοαλσ & φιτ

Αχαδεμιχ φιτ

- -Ματχηεσ στυδεντ'σ αχαδεμιχσ
- -Ματχηεσ στυδεντσ αχαδεμιχ γοαλσ ανδ νεεδσ

Σοχιαλ φιτ

Φινανχιαλ φιτ

Γεογραπηιχαλ φιτ

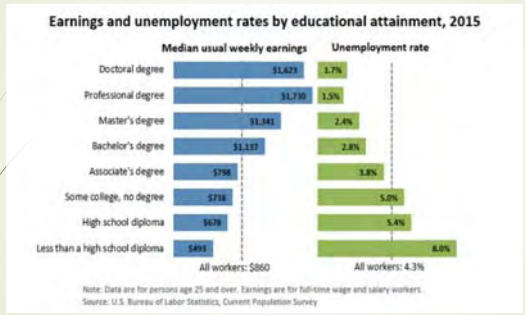


Some of the factors that go into "fit":

- What do you want to study?
- Where do you want to study for at least 4 years? – Location – location.
- What kind of school and fellow students do you want to be with?
- Are your academics & personal demographics a "fit"?
- $$$ makes the world go round – and college can either be affordable or not:
  - Can you and your family afford the college choices you are interested in?
  - Do you know the financial aid resources at your college choices?

Develop the Keys to Success: Passion, Perseverance, Purpose and Hope.

Build on small decisions that you complete, daily, weekly, monthly, yearly.
Work with others – develop your perseverance, expand your purpose and passion.
Enrich and keep alive your Hope.



Looking for a Career in the Medical Field?

Nursing, Dental & Other Patient Care Certificate Programs



- Phlebotomist (Phlb.)
- Medical Assistant (M.A.)
- Dental Assistant (D.A.)
- Emergency Medical Technician (E.M.T.)
- Certified Nursing Assistant (C.N.A.)
- Licensed Vocational Nurse (L.V.N.)
- Registered Nurse (R.N.)



Career Tech Education (CTE)

The choices are endless!





- Administration of Justice
- Construction/Sustainable Technology
- Automotive Technology
- Agriculture
- Culinary Arts
- Human Services
- Nursing-LVN to RN/Allied Health
- Business/Business Office Technology
- Computer Technology

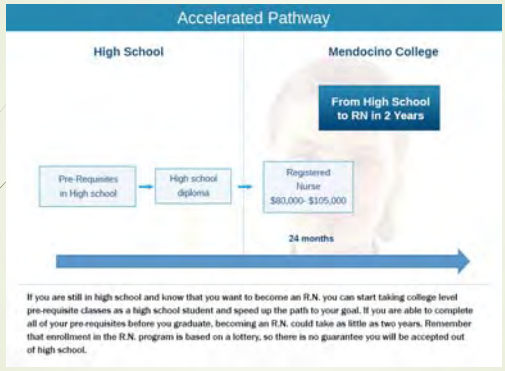




Just to name a few!





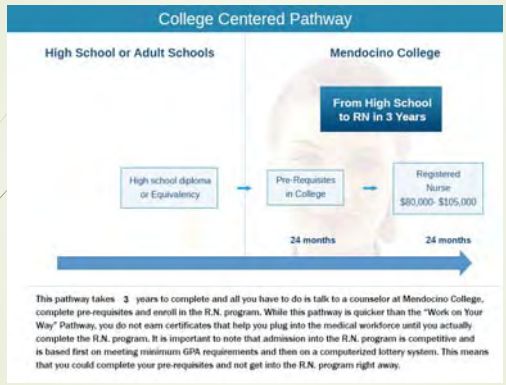




FINAL REMINDER & TOOL TO HELP

Career/Life Planning Portfolio

- The purpose of the Career/Life Planning Portfolio is to **document** the students' efforts and progress towards **developing the knowledge and understanding** that is needed for them reach their Career/Life goals.
- Provides a "road" map.
- Provides an **organized, well thought-out, process** that will help them **structure their future**—Especially their Senior year!!!
- **Have Fun** thinking about the future.



PORTFOLIO

- A *portfolio* is a compilation of materials that exemplifies your beliefs, skills, qualifications, education, training, and experiences.
- It provides insight into your personality and work ethic.
- All in all, it is a representation of your professionalism.
- Develops plans, time line, and life & career goals.

Seven Survival Skills for Careers, College, & Citizenship in the 21st Century

1. Χριτιχαλ Τηινκινγ ανδ Προβλεμ Σολωινγ
2. Χολλαβορατιον Αχροσσ Νετωορκσ ανδ Λεαδινγ βψ Ινφλυενχε
3. Αγιλιτψ ανδ Αδαπταβιλιτψ
4. Ινιτιατιωε ανδ Εντρεπρενευρσηιπ
5. Εφφεχτιωε Οραλ ανδ Ωριττεν Χομμυνιχατιον.
6. Αχχεσσινγ ανδ Αναλψζινγ Ινφορματιον
7. Χυριοσιτψ ανδ Ιμαγινατιον

Thank You!

Questions? Interested in Signing Up for Individual Counseling?

John R. Pegan
707-889-7175
jrpegan@gmail.com

Avoid debt as much as possible.
There are many resources and opportunities out there to obtain the education of your dreams without drowning in loans!

ROI = Return On Investment – the return on the investment of your time and money, for your education or training. Will it pay off $$ / happiness / your definition of success?

Dan Hibshman

Brandeis Univ. (Waltham, MA), B.A., major in English

New York Univ., M.A.T., (Master of Arts in Teaching), 1969

(I earned this degree as a participant in a two-year program called the Teacher Corps, which combined intern teaching at a middle school with graduate study at NYU.)

Potter Valley Elementary School (Mendocino County, CA), 5th grade teacher, all subjects, 1969-72

Sonoma State Univ. (Rohnert Park, CA), course work to obtain lifetime California teaching credential

Mendocino College (part-time), English, 1980-95

Sonoma State Univ., M.A. in English, 1992

Developing Virtue Boys School (part-time), English and Social Studies, 1996-2014

Developing Virtue Boys School, after-school tutoring in English, 2005(?)-present

Melanie Kask
312 Snuffin Street
Ukiah, CA 95482
707-462-3468

JOB FOCUS: English Tutor

Experience Summary
Coaching in writing, one-on-one (local clients, IGDV Boys' School)
Teaching composition, developmental and creative writing (20 years)
Well versed in editing and proofreading books for social science, literary and legal clients
Strong command of the English language; familiar with a wide variety of writing styles, APA and MLA style guidelines; commitment to excellence in the written word

Teaching Summary
IGDV Boys' School
English Tutor, 2011-present
Mendocino College
Instructor (part-time), 2009: Taught Freshman Composition (English 200)
UC Berkeley
Instructor, Fall Program for Freshmen, 2004-2008: Taught Introduction to Literature (English 1B)
New College of California
Instructor, 1995-96; 1988-91: Taught seminars in Literature and Interdisciplinary Studies, Senior Advisor
Diablo Valley College
Instructor, 1992-1994: Taught Composition and Introduction to Literature, Creative Writing

Writer/Editor
Editor, UC Berkeley Survey Research Center (1981-1998)
Edited and proofread books, articles for UC professors (psychology, sociology, political science, public policy)
Freelance editing for a wide variety of clients (copy-editing and editing for content)

Education
Ph.D. (English) University of California at Berkeley, 2003
M.A. (English) University of California at Berkeley, 1972
B.A. (English) Mills College, 1968

References:

Armand Brint, poet
707-462-6181, armando@pacific.net
Dan Hibshman, English teacher (retired), IGDV Boys' School
707-462-7471, dhibshman@sbcglobal.net
Rondi Gilbert , Instructor, UC Berkeley Fall Program for Freshmen
510-501-8793, rondig@berkeley.edu

J. Stephen Setera

2001 Talmage Rd.
Ukiah, CA 95482 USA

ssetera@gmail.com
707-391-4154

January 2019

Dynamic international leader with a proven track record delivering successes in both corporate business and multi-cultural educational endeavors in Asia and North America. Extensive experience in leadership development with an entrepreneurial spirit and character with intuitive, enthusiastic and creative decision making ability.

Professional Experience:

City of Ten Thousand Buddhas, Ukiah, CA, USA 2009 – current
Volunteer Jr High and Sr High School Teacher and Buildings & Grounds staff.

Uphong Technical Services, Kuala Lumpur, Malaysia 2008-2009
Consultant – Recruitment of Indian Professional Technical personnel for Malaysian manufacturers.

SierraPine LTD, Rocklin, CA, USA 2007
Technical Director – Directed the turnaround of product quality and development of personnel.

McCarthy Products, Seattle, WA/Kuala Lumpur, Malaysia 2005-2006
Marketing Manager/Partner – International Business Development of MD F testing equipment
(Concurrent with)
Development Trainer/Consultant, Kuala Lumpur, Malaysia
A self- created program instructing individuals in their personal development and decision making.

KMB Educational Services Sdn Bhd, Kuala Lumpur, Malaysia 2003-2004
Project Manager – Guided training of trainers for Malaysian National Service Program.

CAL Polymers, Inc., Kuala Lumpur, Malaysia 1999-2003
International Business Development Manager and Marketing Director
Established company's entry and position as a key player in the Asian market. Developed to closure chemical plants in China, Malaysia and Thailand.

Borden Chemical, Inc., 1993-1998
International Business Development Manager – Malaysia (1996-1998)
Promoted from US to highly visible international position to direct the company's aggressive Asian expansion. Monitored international laws and compliance issues while advising/coaching local and US management. Oversaw all new project development operations.
Technical Sales Manager – Eastern US & Canada Resin Division (1994-1996)
Planned and directed all sales, marketing and product development in company's largest division.
Product Manager – Architectural Adhesive Products (1993-1994)
Managed the launch of new product line, recruited and trained product/marketing assistants.

Georgia-Pacific Corporation 1980-1993
Production Manager – California & Georgia (1989-1993)
Planned, staffed and directed production operations at two high-volume wood composite plants.
Managed Production, Quality and Maintenance staffs in both operations.
Sales Manager – Eastern US & Canada (1980-1989)
Sales Associate of the Year, established new Resin Sales territory in northern US and eastern Canada.

Additional employment:
Four years US Air Force
Marine Engineer aboard fishing vessels in Bering Sea

Wellness Coach, Kuala Lumpur:
Wellness Coach, Career Development, Personal Development, Cross-Cultural Diversity

Education:
PhD – Philosophy/Metaphysics - Sedona University, AZ
MBA – International (Asia-Pacific) Management – City University, Bellevue, WA
BS – Forest Products (National Honor Society) – Oregon State University, Corvallis, OR
Leadership Program – AsiaWorks, Kuala Lumpur, Malaysia
Coaching Workshop – The Works Partnership, Kuala Lumpur, Malaysia
SPC Executive Program – University of Tennessee, Knoxville, TN
Graduate School of Coaching

Professional & Civic Affiliations:
American Malaysian Chamber of Commerce (AMCHAM) Board of Governors; Chairman, US Government Relations Committee 1997-2003
Malaysian American Commission on Education Exchange (MACEE) Board of Directors, Fulbright Commission 1999-2003
Students in Free Enterprise (SIFE), Founding Business Advisor, Universiti Teknologi MARA, Malaysia 2000-2008
Yellow House, Founding Director – Friends of UNICEF project, Kuala Lumpur, Malaysia

Publications:
The Tao of Realization: *The Real Secret*
ISBN: 978-983-3118-18-2

Developing Virtue Girls School

Grades 9, 10 & 11

The Academic Excellence & Career Exploration Program was developed to:

1. Meet the WASC requirements for Career Exploration,
2. Fulfill Common Core requirements and
3. Fulfill Goal 7 of the School-wide Action Plan to Support for Student Personal and Academic Growth.
    - **Goal 7:** Monitor and improve student services, activities, opportunities that support student learning and achievement of ESLRs.
      Tasks for Goal #7:
        - *Review, revise, and administer student survey form.*
        - *Retain a professional guidance counselor to provide college and career guidance for students as well as training for volunteer counselors and core teachers.*

Career Exploration Program 2017 – 201

Fall Semester 2017

Freshmen:

- Boys & Girls School attend the *Academic Excellence & Career Exploration Class*

Spring Semester 2018 ~ Girls School, Boys School (?)

Sophomores will:

- attend a three hour Portfolio Workshop 4:00 pm – 7:00 pm, twice during the semester (Portfolio information below),
- tour Retech Systems LLC and
- attend a Career Panel.

Juniors will:

- attend a three hour Portfolio Workshop 4:00 pm – 7:00 pm, twice during the semester (Portfolio information below),
- tour Retech Systems LLC and
- attend a Career Panel.

Career Exploration Program 2017 – 2019

Freshmen Year Portfolio (completed in class)

Will contain the following listed documents:

A. First Section: Academic Excellence
   1. Study Skills Strategies
   2. Time Management

B. Second Section: Career Exploration, About Me
   1. Life Line Notes
   2. My Life Style 15 Years From Now
   3. My Future: Poster
   4. Knowing What I want to do
   5. Career Conscious Individual
   6. My Banner
   7. Motto Sheet
   8. Values Definition
   9. Skills/Interests/Needs/Values
   10. Clues for Clarifying Your Interests/Personal Traits & Qualities
   11. Work Values

C. Third Section: Career Exploration, About Careers
   1. My Next Move/O'Net
   2. Summary Questionnaire

Sophomore Year Portfolio (completed during workshops)

Will contain the following documents:

A. Description of Eight future roles

B. Future Lifestyle Collage
   1. Family (Spouse, Children, Parents etc.)
   2. Attitude
   3. Habits
   4. Social
   5. Hobbies
   6. Living/location (Urban, Suburban, Rural)
   7. Exercise
   8. Customs
   9. Health
   10. Housing
   11. Neighborhood
   12. Interests/Activities
   13. Spiritual Practice
   14. Relationships
   15. Work/Career
   16. Transportation
   17. Vacations
   18. Material items
   19. Pets
   20. Personal Needs
   21. Life Roles
   22. Volunteer/Community Service

C. Monthly Budget when I'm 35 Years Old
   1. Housing
      - Mortgage or Rent
      - Home repairs/maintenance
      - Property Tax
      - Home owners/renters Insurance
   2. Transportation
      - Car Payment
      - Gas/oil
      - Auto Repairs/Maintenance
      - Auto Insurance
   3. Utilities
      - Electricity
      - Water & Sewer

- Natural Gas or Oil
- Telephone (Land Line)

4. Clothing
5. Groceries
6. Sundries
    - Toiletries/Household products
    - Gifts/Donations
    - Miscellaneous Expenses
7. Entertainment
    - Eating out
    - Cable TV/Videos/Movies
    - Computers
    - Plays/Musicals/Sports Games
8. Vacations
9. Child Care
10. Health Care & Medical
    - Insurance (medical, dental, vision)
    - Out of pocket Medical Expenses
11. Furnishings/Appliances
12. Hobbies
13. Savings
14. Retirement (401K)
15. Pets
    - Food
    - Veterinarian
16. College Fund
17. Student Loans

D. Summary Questionnaire

Junior Year Portfolio

Will contain the following documents (underlined):

A. Describe Your Mission & Purpose, in life

B. Career Exploration Results

1. Job Outlook
2. Education
3. Salary
4. Knowledge
5. Skills
6. Abilities
7. Personality
8. Technology
9. Work Styles
10. Interests
11. Work Values
12. "Detailed" Work Activities (Top 4 Core Task and Percentage of Importance)
13. Job Shadow or Informational Interview of someone that is employed in chosen career
14. Notes and reflection from Career Panels that were attended

C. Select & Describe your Major (Education & Training).

D. Research two College/University (or Training Programs). For each College/University/Training Program, submit the following information:

1. Address
2. Website Address
3. Take Virtual Campus Tour
4. Title of the College or Department of where your Major is located
5. List 10 Careers that you can pursue after completing your degree
6. Interesting facts about the Department
    - Professors' Research
    - Clubs
    - Activities
    - Internships
7. Four-year Educational Plan for your Major
8. List of required Major courses
9. Description of 3 of the Major courses
10. On the College/University/Training Website Visit:
    - Admissions/Application
    - Academics
    - Research

- Student life
- News
- Student Housing
- Recourse Center
- Health & Wellness Center
- Facts (class size, number of students, ethnicity, graduation rate etc.)

11. List of factors considered when choosing a College/University
12. Visit Campus in Person (if possible)

E. Summary Questionnaire

Senior Year ~ Apply

My Career/Life Planning Portfolio

The purpose of the Career/Life Planning Portfolio is to document your efforts and progress towards developing the knowledge and understanding that is needed for you to reach your Career/Life goals. This portfolio will be a collection of information, activities, and insights that will demonstrate the quality of the learning, planning and knowledge that you will acquire through its development.

Through completing activities, research, and self-reflection the student will gain knowledge and insight regarding your personal values, interests, personality, strengths and skills. You will learn about careers, career pathways and lifestyles that fist your unique personal characteristics. You will learn about researching college/universities and other training program that offer your chosen major or career training needs.

Through this process you will gain knowledge about yourself, the world of work, colleges/universities and training programs that will help you develop a plan for a future that fits your personal and career goals.

The Key Features of the Common Core Learning Standards addressed in the *My Career/Life Planning Portfolio* Assignments.

- The reading standards emphasis on what **students read and the skills with which they read.**
- The writing standards focus on many writing skills and types. (Example, **plan, revise, edit publish,** writing arguments, **informational/explanatory texts, and narratives.)**
- The speaking and listening standards requires students to develop and use a wide range of **interpersonal and oral communication skills.**
- The language standards expect students to learn the essential **"rules" of the written and spoken English language.**
- **Technology** is integrated throughout the standards and students are expected to learn and use it.
- The math standards provide students with a solid foundation of **math concepts and procedures.**

Candie Dickinson, M.A.
Counselor/Instructor
Career Specialist
dickinsons@comcast.net
Cell ~ 707-972-6126

Developing Virtue Secondary Schools

My Career/Life Planning Portfolio

Supplies needed:

1. Three ring binder
2. Dividers
3. Paper
4. Pens, markers, colored pencils etc.

Directions:

1. A Portfolio Title cover and Table of Content are required
2. Each Section will have handouts, activities and research required before responding to the topics in the outline. This will be conducted during workshop or class time.
3. Each section & subsection needs a Title Page (ex. Section: Career Exploration & Choosing a Major, subsection: A. My Future Career)
4. Handouts and research materials need to be stored in appropriate subsection.
5. The *Self-Reflection Summary Statement* will be reflection of what you discovered, found interesting and helpful in the section.
6. When responding to numbered topic (ex. 1. Interests), use complete sentences. You may have more than one numbered topic on a page. Written work and illustrations (drawings, pictures from magazines, etc.) will have a detailed examination of the topic being addressed.
7. Be Creative and Have Fun. You may print or type the content.

If you have any questions, please contact me.

Candie Dickinson, M.A.
Counselor/Instructor
Career Specialist
dickinsons@comcast.net
Cell ~ 707-972-6126

Snapshot from Student Survey 2017-2018

	Suggestions regarding extracurricular activities
20	No comment
4	Music/art/dance/Entertainment
4	Soccer/More team sports
2	Self-defense/martial art
1	"lack enthusiasm"
2	Proper guidance/Better leadership
2	Extracurricular activities be optional – not forced
1	Too many fund-raising clubs
2	Need better equipments
1	1 club/day - more time

INSTILLING GOODNESS AND DEVELOPING VIRTUE SCHOOLS

2001, Talmage Road, Ukiah, CA 95482
Tel/Fax: (707) 468-3896 and (707) 468-3847

MID-TERM PROGRESS REPORT

YEAR: 2016/2017 **SEMESTER:** SPRING
Name: **Student No:** 276
AKA: **Grade-level:** 8

SUBJECT	UNITS	GRADE	GRD.PTS.	TEACHER	COMMENTS
ACADEMIC SKILLS I	5	A-	20.0	MS. GLENDA	2
ACADEMIC WRITING	3	B+	9.0	MS. MARK	0,1,2,9
ALGEBRA I	5	A	20.0	DR. SHU-CHU CHANG	
ENGLISH	5	B+	15.0	MS. MARK	0,1,2
MEDITATION	2	A	8.0	JIN KAI SHR	
MEMORIZATION	1	A-	4.0	JIN KAI SHR	
P.E.	2	A	8.0	MS. GLENDA	
PHYSICAL SCIENCE	5	A	20.0	MS. YINI WANG	
THEATRE ART	2	A-	8.0	MS. MARK	
U.S. HISTORY	5	B+	15.0	MS. MARK	0,1,2,9
VIRTUE STUDIES	3	A	12.0	JIN KAI SHR	

UNITS COMPLETED: 38
GRADE POINTS: 139
GRADE POINT AVERAGE: 3.66

UNEXCUSED ABSENCES -

Explanation of Comments:

0 Excellent Effort
1 Has Positive Attitude toward class
2 Has shown improvement
3 Achieving below ability
4 Does not use classtime productively / Does not follow directions
5 Materials not brought to class / Failure to dress for P.E.
6 Assignments not completed regularly / on time
7 Attendance / tardies affect work
8 Low quiz / test score
9 Grade reflects modified standards / assessment
10 Teacher note:
11 Grade Based on Exam Corrections
12 Grade Reflects Extra Credit Projects
13 Outstanding Final Exam Grade

Teacher Comments:

* 2 Tardies (1/30 ~ 3/31)

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MID-TERM REPORT CARD

YEAR:		**SEMESTER:**	FALL
Name:		**Student No:**	245
AKA:		**Grade-level:**	11

SUBJECT	UNITS	GRADE	GRD .PTS	TEACHER
AP CALC BC	5	A	20.0	MR. GRACIA
AP ENGL LANG	5	B	15.0	JIN JR SHR
AP PHYSICS C: M	5	A	20.0	DR. ZHANG MIN
BUDDHISM	5	A	20.0	DM J.JR
CHINESE 4	5	A	20.0	JIN LIANG SHR
MEDITATION	4	A	16.0	JIN XIANG SHR
P.E.	2	A	8.0	MS. JANEY MORRIS
P.E. YOGA	1	A	4.0	MS. MARK
US HISTORY	5	A	20.0	DR. PATTERSON

UNITS COMPLETED: 37
GRADE POINTS : 143
GRADE POINT AVERAGE: 3.86

UNEXCUSED ABSENCES:

Explanation of Comments:

0 Excellent Effort
1 Has Positive Attitude toward class
2 Has shown improvement
3 Achieving below ability
4 Does not use classtime productively / Does not follow directions
5 Materials not brought to class / Failure to dress for P.E.
6 Assignments not completed regularly / on time
7 Attendance / tardies affect work
8 Low quiz / test score
9 Grade reflects modified standards / assessment
10 Teacher note:
11 Grade Based on Exam Corrections
12 Grade Reflects Extra Credit Projects
13 Outstanding Final Exam Grade

Teachers' Comments:

EB meeting Nov 28, 2018 5:30-7:00 pm

Present: DMs Shun, Jin Yan, Heng Liang, Heng Yin, Heng Jiao, Jin Jr, Jin Rou, Marty, Doug, Mr. Gracia, Prof Vu, Leonie

1. Short term needs - facilities

Boys School Odyssey classrooms – B&G will install heat over winter break

Girls Dorm heat – B&G fixing now.

Soccer field – TM doesn't want have soccer field next to them. (or track)

That area cannot be graded or irrigated as a proper soccer field.

Boys school can look at other areas and give proposal to MPFC.

For now - Just need to remove rocks and/or cover with dirt. (B&G has budget for that)

Rocks are from old topsoil. WEBI soil is rockfree, ask if it is available.

Communicate so boys understand why this soccer field cannot be graded.

2. Science Lab proposal – modular classrooms

AP Bio/Chem/Env Sci/Physics – 3 classrooms,

This is in response to feedback from alumni to have better equipped science classrooms.

Required for AP and regular bio/chem. In last 3-6 years schools have bought materials for demo and small scale labs, not real labs due to space restriction and lack of vent.

Many classes are 8-15 students, current lab size comfortably and safely accommodates 6-8.

One of the main areas pointed out by WASC in 2007.

Possible locations: art center/cannery, Randy Peterson thought having an existing structure is better; prefab lab in the current scrap metal storage area

Total $2.5M - maybe phase II

Phase I – spend on equipment and equip a larger classroom space in girls school.

Some classes are crammed. Teachers cannot do collaborative work; use one of IITBT large rooms $150-250K

Boys division could develop in new DRBU library later?

Girls division – larger Bio and Chem labs needed

Boys division - size is not an issue

Jin Yan Shi – cannery is nice location for lab for both schools.

Any time pressure from WASC? As long as we make steady progress, we should be OK.

Our last WASC action plan included development in science facilities.

At this point this may serve; but should find facility that serves both divisions – 10 year vision.

Could include DRBU, too, although it has a different science model.

Prof. Vu: Science lab should be part of longterm plan to completely renovate classrooms, include computer lab, science labs. 10 year plan

DM Shun – immediate needs – insulate/replace windows in existing building and library building, replace wood stove heaters – not practical/polluting; maybe change over to central heating; roof leaks; same renovations needed in dorm. Daoyuan Hall needs renovation.

MOTION: To form the School Facilities Subcommittee– members: Reed Smith, Juan Gracia, John Vu, Leonie Tan, DM Dzu, Nakula (?), Randy Peterson (?)

3. Student – boy Ylias Zajac in our school for several years, homeschooled 5th grade, enrolled again 8th grade, knew he might be a behavior problem but gave him a chance. Behavior contract, 4-5 teachers complained. Senior students bought a $250 GoPro camera for another senior, who left it in the classroom. Camera was found in Ylias' backpack; he showed no remorse. Has many absences. Boys Division Committee voted not to accept him formally since he did not pass probation.

   EB votes to support Boys Division decision. Marty, Prof Vu

4. DVBS Propriety Program – DM Shun

Modification – teacher first talks to student to try to resolve; then if not resolved, goes to Discipline Coordinator who hears both sides using restorative practice; only if it's serious do demerits come in.

5. Some discussion on five year plan – need to raise tuition, manage staffing, and work on development, ask Prof Vu for advice and get alumni involved.

Reed Smith

707-468-1138 reed.smith@igdvs.org 1561 Glenwood Drive, Ukiah, CA, 95482

Profile

Lifelong educator involved in the academic community to promote democracy through critical thinking. California credentialed in English, Social Studies, and Mandarin.

Experience

TEACHER – INSTILLING GOODNESS AND DEVELOPING VIRTUE SECONDARY SCHOOLS – 2016 - PRESENT

English, U.S. History, Mandarin Chinese, and World History teacher.

TEACHER, ARDIS G. EGAN JR HIGH SCHOOL, LOS ALTOS, CA – 1996 - 2016

Teacher of U.S. History, World History, English, and Math. Tour director, 8th Grade Trip to Washington, D.C. (1997 - 2012).

TEACHER, PALO ALTO HIGH SCHOOL, PALO ALTO, CA – 1995-1996

Teacher of English.

TEACHER, INSTILLING GOODNESS ELEMENTARY SCHOOL – 1985 - 1992

Teacher of all subjects in the 5 - 7th grades.

Education

San Jose State University – Masters in Education Administration, 2006-2007

Stanford University – Masters in Teaching, 1995

Stanford University – Bachelor of Arts in both English and Chinese, 1992 - 1994

Skills

Fluent in English and in Mandarin Chinese.

References

Keith Rocha, principal, Egan Jr. High, Los Altos, CA 650-917-2200

Tom Kesselring, teacher, Egan Jr. High, Los Altos, CA 650-917-2200

Juan Gracia, teacher, Developing Virtue Secondary School, Ukiah, CA 707-468-1138

	2018-19 Year 1	2019-20 Year 2	2020-21 Year 4	2021-2022 Year 5	2022-2023 Year 6
Yearly Tuition (in $) (2% growth)	3,870	3,950	4,000	4,000	4,000
No. of Students	180	185	190	195	200
# Day Students (3% growth)	125	129	133	137	141
# Dorm students (2% growth)	55	56	57	58	60
Student scholarships - # waived	6	7	8	9	10
Total Tuition Income	697	730	759	780	801
Total minus 20% F. Aid	557	584	607	624	641
Other Income					
Interest income + registration	21	21	22	22	23
Summer Camp (2% growth)	37	38	38	39	40
Dorm Supervision income	165	167	168	168	168
General donations	125	125	125	125	125
Student scholarships – total	23	28	32	36	40
Total Income (in thousands)	928	941	971	992	1,014
EXPENSES					
Payroll/Taxes/Insurance	407,600	408,473	416,942	425,590	434,420
5050 · Continuing Education	10,000	10,300	10,609	10,927	11,255
5100 · Textbooks	10,000	10,000	10,300	10,609	10,927
5110 · Instruct. Material/Supplies	8,000	8,240	8,487	8,742	9,004
5115 · Art Supplies	2,000	2,060	2,122	2,185	2,251
5116 · Musical Instruments & Supplies	2,000	2,060	2,122	2,185	2,251
5120 · Library Supplies	2,000	2,060	2,122	2,185	2,251
5125 · Newspaper/Magazine	1,500	1,545	1,591	1,639	1,688
5130 · Sports & Other Activities	8,000	8,240	8,487	8,742	9,004
5150 · Office Supplies	6,500	6,695	6,896	7,103	7,316
5155 · Copier rental	6,500	6,695	6,896	7,103	7,316
5160 · Student Food Program Supplies	10,000	10,000	10,300	10,609	10,927
5165 · Other Supplies for Food Program	5,000	5,100	5,253	5,411	5,573
5170 · Summer School Expenses	6,000	6,180	6,365	6,556	6,753
5200 · Advertisement	4,000	4,120	4,244	4,371	4,502
5210 · Due & Membership	1,000	1,030	1,061	1,093	1,126
5213 · Academic Affairs	311,000	320,330	329,940	339,838	350,033
5215 · Legal & Professional	2,000	2,060	2,122	2,185	2,251
5220 · Postage	1,000	1,030	1,061	1,093	1,126
5230 · Repairs & Cleaning	10,000	10,300	10,609	10,927	11,255
5240 · Taxes & Licenses	1,000	1,030	1,061	1,093	1,126
5245 · Technology Support	12,000	12,360	12,731	13,113	13,506
5246 · Science Lab	10,000	10,300	10,609	10,927	11,255
5250 · Telephone	5,000	5,150	5,305	5,464	5,628
5260 · Transportation	7,500	7,725	7,957	8,195	8,441
5269 · Year Books	1,000	1,030	1,061	1,093	1,126
		72,100	74,263	76,491	78,786
5300 · Accreditation	5,000	1,000	1,000	5,000	1,000
5990 · Miscellaneous	500	500	500	500	500
Net Income (in thousands)	**2)**	**4)**	**9)**	**1)**	**1**