
APPENDIX 1

Wilma Chan
2627 Clay Street
Alameda, California 94501
(510) 769-6312
chanwy@aol.com

Education

Masters in Education Policy and Administration, Stanford University

Bachelors of Art in History, Wellesley College

Relevant Work Experience

- | | |
|---|--------------|
| Vice President for Policy, Children Now
<i>Lead education and health policy for national child advocacy organization</i> | 2008-present |
| Instructor in Political Science UC Berkeley | 2007-2008 |
| Consultant Alameda Health Consortium
<i>Provide policy guidance to the Access to Care Collaborative on healthcare reform efforts; develop collaborative between Alameda County and Peralta Community College District to expand healthcare access for Peralta students</i> | 2007-present |
| Commissioner California Medical Assistance Commission
<i>Member of Commission that sets rate for Medi-Cal hospitals</i> | 2007-present |
| State Assemblywoman representing Oakland, Alameda and Piedmont
<i>Served as Assembly Majority Whip, Majority Leader and Chair of the Assembly Committee on Health. Enacted over seventy bills and resolutions including consumer oriented healthcare bills, landmark toxic legislation and expansion of State Preschool. Supervised a 27 person legislative staff, policy staff and interns.</i> | 2000-2006 |
| Alameda County Supervisor, District 3
<i>Chaired County Committee on Health and Legislation. Created Strategic Plan for the Alameda County Medical Center, the Alameda Collaborative for Children and Their Families, and the Alameda County First Five Commission (Every Child Counts)</i> | 1994-2000 |

Oakland Unified School District Board of Trustee 1990-1994
*Chaired Legislative Committee. Member of Committee on Curriculum
And Budget*

Effective Parenting Information for Children, program coordinator 1990-1994
*Developed and conducted turnkey training in 10 Bay
Area public schools, worked with grant makers to provide
funding for the program*

Chinatown Immigrant Advocacy Program
*Directed program aimed at helping Chinese immigrants attain
Citizenship and integrate into American life* 1982-1987

Other skills and experience

See biography

ARDELLA J. DAILEY

3215 Phoenix Lane
Alameda, CA 94502
PH: 510.865.0512
ardelladailey@sbcglobal.net

EDUCATION

- Currently a candidate in the Joint Doctoral Program in Educational Leadership at University of California, Berkeley have completed advanced studies in areas of Curriculum and Instruction, Systemic Reform, Educational Equity, and Resource Management (expected completion by June 2010)
- MA / Early Childhood Education and Special Education, CSU, San Francisco
- BA / Sociology, minor in African American Studies, City University of New York
- AA/ Liberal Arts, New York City Community College

PROFESSIONAL EXPERIENCE

SUPERINTENDENT OF SCHOOLS

Alameda Unified School District – Alameda, CA (2005 – 2008)

Led a culturally and racially diverse California school district with 10,000 K -12 students, 200 preschool and 5000 adult school students with over 1,000 employees. Designed and implemented an action plan that improved student achievement focused on math and literacy. Managed an annual operating budget of over 80 million dollars and passed parcel tax to support the continuum of programs and services for the schools.

ASSISTANT SUPERINTENDENT – EDUCATIONAL SERVICES

Alameda Unified School District - Alameda, CA (2000 – 2005)

Responsible for supervision and coordination of preschool, adult school and K-12 Alameda Unified School District (AUSD) Educational Services programs including Curriculum, Instruction, Staff Development, Standards, Assessment and Accountability, Special Education, Student Services, Alternative Programs, English Language Development, Equity and Diversity, Regional Occupation Programs and Career Education and Underperforming Schools Program, Child Development, and Adult School.

ASSISTANT TO THE SUPERINTENDENT

Alameda Unified School District - Alameda, CA (1996 – 1999)

Designed and implemented professional development for administrators and teachers in the areas of literacy, math, English language development, special education, and equity and student achievement.

ASSISTANT TO THE SUPERINTENDENT FOR TRANSITION PLANNING

Alameda Unified School District – Alameda, CA (1993 – 1996)

Responsible for the facilitation, planning, and coordination of all AUSD district activities related to downsizing and mitigating the impacts of closure of Alameda Naval Air Station to the district. This included restructuring, consolidation and realignment of resources to maximize resource allocation to the school sites to support student achievement goals.

PRINCIPAL – MILLER ELEMENTARY SCHOOL

Alameda Unified School District – Alameda, CA (1990 – 1993)

Instructional leader of the educational programs impacting 525 K-5 students, the supervision and evaluation of 22 teachers, 4 clerical, 2 custodians, 6 paraprofessionals and the coordination of the resource and support personnel.

DIRECTOR OF CHILD DEVELOPMENT

Alameda Unified School District – Alameda, CA (1985 – 1991)

Responsible for the leadership and management of an educational program for 250 children at two sites as well as the supervision of a staff of 50 including teachers, paraprofessionals, clerical and custodians. This included budget management and program monitoring to ensure compliance with federal, local, and state licensing and funding requirements.

ADJUNCT FACULTY

Pacific Oaks College – Pasadena, CA (1984 – 1993)

Responsible for course planning and teaching for the Masters and Bachelor of Arts Extension Program in the areas of early childhood education, child development, anti-bias curriculum and educational administration.

PROGRAM COORDINATOR, UC Berkeley Child Care Services, Berkeley, CA (1980 – 1985)

COLLEGE INSTRUCTOR, Federal Advanced Teachers College at Katsiana, Nigeria (1977-1980)

TEACHER, San Francisco Unified School District (1972-1977)

PROFESSIONAL MEMBERSHIPS

Association of California School Administrators

Association for Supervision and Curricular Development

National Alliance of Black School Educators

PROFESSIONAL AND COMMUNITY AWARDS

Association of California School Administrators – Region VI

- 1999 – 2000 Outstanding Administrator
- 2004 – 2005 Administrator of the Year

Phi Delta Kappa Award, California State University Hayward, Outstanding Administrator
Certificate of Recognition: Summit for Courageous Conversations for “Extraordinary passion, practice, persistence for leading courageous conversation and working to achieve racial justice and educational equity” (2008)

EDUCATIONAL AND PROFESSIONAL DEVELOPMENT CERTIFICATION

- Professional Clear Administrative Services Credential
- Life Standard Early Childhood Teaching Credential
- Certificate Leading the Leaders Professional Development Program for Superintendents, Association of California Administrators (ASCA)
- Certificate School District Management Negotiations Program, School Employers Association of Ca. (SEAC)
- Certificate Special Education Academy Course of Study, Association of California School Administrators (ACSA)
- Certificate of Completion Coaching Leaders to Achieve Student Success from New Teacher Center’s of California

Lauren Do

2370 Cole Lane • Alameda, California 94501
(510) 209-2463 • lauren@laurendo.com

Job Experience

- April 2005 – present [Company Name Withheld] San Francisco, CA
Director of Contracts and Special Projects
- Coordinate new and existing accounts.
 - Manage all projects, focusing specifically on layout, formatting, and design.
 - Prepare proposals for new contracts and clients.
- May 2002 – March 2005 Charles and Helen Schwab Foundation San Mateo, CA
Program Associate
- Associate in the Homelessness and Substance Abuse program areas of the Foundation's grant making arm.
 - Coordinated program area specific initiatives to further Foundation's mission.
 - Vetted grant applications from non-profit agencies for possible funding.
- Jan 2000 – April 2002 City and County of San Francisco San Francisco, CA
Mayor's Office of Neighborhood Services (MONS) Liaison to District 6
- Represented Mayor Willie L. Brown, Jr. at community meetings, in interactions with community members, as well as problem solved neighborhood issues.
 - Wrote constituent letters, proclamations, greeting letters, certificates of honor, and condolence letters on behalf of the Mayor.
 - Trained and supervised interns.

Education

- August 1996- Dec. 1999 University of San Francisco San Francisco, CA
- B.A., Communications

Community Activities

- Founding Board member of the Academy of Alameda Middle School
- Board member of Bayport Alameda Homeowners Association
- Web log author of Blogging Bayport Alameda (www.LaurenDo.com)
- Contributing writer to SFGate.com In Alameda web log
- Member of Alameda Democratic Club
- Former Board member Alameda Free Library Foundation

Judith Goodwin
Email: jgoodwin@lameda.k12.ca.us
510-748-4017

EDUCATION

California State University, East Bay
Masters of Science, Educational Leadership, June 1999
California Clear Multiple Subject Teaching Credential, 1992

California State University, Long Beach
BA Radio/Television/Film, Journalism Minor
Graduate with Great Distinction

EMPLOYMENT

Alameda Unified School District, Alameda, California

August 2009 to Present	Principal Chipman Middle School (grades 6-8)
January 2006 to June 2009	Principal Lincoln Middle School (grades 6-8)
January 2001 to January 2006	Principal Paden School (grades K-8)
August 1999 to January 2001	Assistant Principal, Earhart Elementary School (grades K-6)

Hayward Unified School District

September 1988 to June 1999	Elementary Educator Grades Third, Fourth and Sixth
September 1987 to 1988	Substitute Teacher Grades Kindergarten – Eighth

Other Education Employment

September 1985 – 1987	Belmont Oaks Academy Music Teacher, ages 3-9 years.
-----------------------	--

LEADERSHIP SKILLS

- Develop a collaborative leadership model working with school leadership teams
- Support and guide school wide cycles of inquiry to inform the ongoing educational program for all students
- Supervise the implementation of instructional programs and practices
- Use student data to evaluate the effectiveness of instructional programs
- Identify and coordinate staff development opportunities that align with the achievement of district and school initiatives
- Conduct staff meetings on a monthly basis to support communication and collaboration towards the achievement of program goals
- Implement school wide plans and procedures to create a safe school climate
- Oversee the development and writing of yearly school plans aligning resources with a theory of action to meet academic targets for all students

- Supervise and evaluate certificated and classified personnel
- Manage and align site, categorical and grant funds to support academic outcomes for all students
- Develop processes to ensure community input on school wide change initiatives
- Coordinate partnerships with school PTA's and volunteer programs

LEADERSHIP EXPERIENCES

- Administrative representative School Site Council teams
- Alameda Unified District Negotiations Team 1999, 2001, 2004
- Coordination of the Bay Area School Reform Collaborative grant, Paden School
- Alameda Reform Collaborative, Paden School
- President Association California School Administrators, Alameda Chapter
- State Delegate Representative, Association California School Administrators
- Writing team for the Hayward Unified Content and Performance Standards
- Co-author of BASRC Leadership Funding Proposal, Eden Gardens School, Hayward
- Co-Chair Site Based Decision Making Team, Eden Gardens School
- Elementary Director, Hayward Education Association
- Negotiations Team, Hayward Education Association

ASSOCIATIONS

- Charter Board Member, Academy of Alameda
- Association California School Administrators
- Delta Kappa Gamma
- Board of Directors California NOW Foundation

William Schaff, CFA

Summary

CEO and Senior Portfolio Manager, Phocas Financial Corp.

Extensive knowledge of US domestic equity markets. Over 20 years of experience investing in domestic capital markets with an extensive track record of superior active management in US value-oriented equities. Currently manages assets for major state pension funds in California, New York, Illinois, Ohio and Maryland as well as large US corporations. Has managed two 5-star Morningstar mutual funds during his tenure. Currently sub-advises a 4-star Morningstar mutual fund for Wells Fargo. In 2008, managed three mutual funds, all in the top quartile ranked by Morningstar, Small Cap Value was ranked in the top 6th percentile, Large Cap Value was ranked in the top 23rd percentile and US Real Estate was ranked in the top 14th percentile of all domestic mutual funds by category.

Board member of Docufide, Inc., a company focusing on the electronic delivery, management, and analysis of student academic records for K-12 schools, colleges, and state education agencies.

Other Accomplishments

Former President and Member of the Board of Trustees, Alameda Unified School District. 2004-2008.

Former Trustee and Chair of the Investment Committee, Alameda County Employees Retirement Association, a \$5 Billion public pension plan serving Alameda County employees and retirees. 1998-2003. During 5 year tenure as chair of the investment committee, the ACERA pension fund, was ranked in the top 17th percentile of all Public Funds with over \$100 MM in assets.

Former Board member and Chair of the Audit committee, iTradeNetwork Inc., the leading online commerce provider for produce and perishable foods and services.

Financial Columnist, InformationWeek Magazine, a CMP Publication, the leading Information Technology weekly magazine for CIOs. 1997-2004.

Professional Experience

ALLYSON NOLTE TILLES

1537 Paru Street
Alameda, CA 94501

510.769.6322
datilles@yahoo.com

WORK EXPERIENCE

- 2007-present Phocas Financial Corporation, Alameda, CA
Operations
Responsible for daily retrieval and reconciliation of client financial records from custodial partners.
Complete weekly and monthly reconciliation reports for custodians.
Process quarterly financial reports and invoices.
Assist with accounting and bookkeeping tasks.
- 2002-present Franklin Elementary and Chipman Middle Schools, Alameda, CA
Volunteer Fundraiser
Wrote and received grants for school site recycling projects.
Organized and managed multiple fundraising events, soliciting and facilitating participation of local businesses.
Raised approximately 14% of annual budgeted gross income for Franklin Elementary.
- 1994-2002 Higuera Associates, Oakland, CA
Associate
Investigated and evaluated defective construction claims for litigation involving residential construction.
Prepared data collected during visual and/or destructive building inspections for presentation in court.
- 1989-1994 The Friends of Photography, San Francisco, CA
Exhibition Coordinator/Registrar
Responsible for procurement and installation of fine-art exhibits.
Developed and maintained database of museum's photographic collections.
Organized biennial fundraising fine-art auction, including cataloging artwork, supervising production of illustrated catalog, and event planning.
Hired, trained and supervised preparators, interns and volunteers.

EDUCATION

University of California, Berkeley - Bachelor of Arts, Architecture.
Peralta Colleges; coursework in Business/Accounting.

APPENDIX 2A

III. Technology Integration

The Academy of Alameda believes that technology integration enhances student achievement and motivation. Technology, however, is no substitute for high quality lesson plans and a master teacher. Great lesson plans plus great teachers plus great (and appropriate) technology equals superior learning. When the appropriate technology is integrated into a thoughtful, innovative lesson plan, technology can help open a classroom to a wealth of information, resources and original source documents from such locations as the Louve, the Smithsonian or the Gettysburg Battlefield. Students preparing for a 21st century work force must understand how to interpret and evaluate Internet search results, as well as how to communicate deep understanding using software applications and multimedia technology. Technology-savvy teachers will be recruited, trained and provided with the appropriate resources to teach at The Academy of Alameda. All of the support and instructional staff will be involved in professional development activities that include educational technology and coaching. For example, teachers will be trained in the use of Dream Weaver as a web design tool, or provided with and trained in the use of Promethean “smart boards” and “document cameras.” Teachers will be given useful strategies to guide their students to evaluate multiple modes of information presentation, and to determine Internet source credibility.

The Academy of Alameda will strive to have one computer for each student. The computers will be centrally networked and have access to a variety of educational software. Every computer will have Internet access with proper firewalls and content screening. Each teacher will easily control access to computers or the Internet via an instructional computer at his/her desk. Additionally students will have access to “Netbooks, small light-weight computers that connect to the Internet and will save information on the Internet or on student thumb drives (USB Drives). Netbooks will be available in the Media Center for checkout, in pods of five to ten in certain classrooms and in portable labs of 18 up to 36 for specialized curriculum, and in fully integrated high-tech classrooms with multimedia capability. Teachers will use visual aids such as LCD projectors and document cameras to aid lessons. Extensive professional development and in-class coaching for teachers will ensure that lesson plans use this technology to enhance high-quality lesson plans.

The Academy of Alameda will use technology in the classroom to improve the following areas: communication, collaboration, project-based learning, and advanced problem-solving.

- **Communication** between educators, students, and parents will increase as the school removes the barriers between classrooms, the school, and the community. Communications packages and parent portals such as SchoolLoop will provide the mechanism for students as well as parents and school staff to communicate on a daily basis. The Academy’s website will allow teachers and parents to share information, schedules, home-work assignments and create a space to showcase student work and accomplishments. Students will always have access to teacher feedback and class requirements. Teachers will be able to build web-resource pages with SchoolLoop and Google for students to use in their research projects.

- **Collaboration** will come in several forms. Teachers, administrators and staff development professionals will be part of an online technology community that will bridge existing communication and information tools used by educators throughout the United States. Teachers and teacher mentors will collaboratively build long-term interdisciplinary units that share a common theme. Teachers will create an overarching social infrastructure to nurture, organize, and manage educational activities and resources for students. Students will be able to download templates, rubrics, and resources for use in classroom assignments and group projects. They will also work simultaneously on projects that enable them to brainstorm and problem-solve as a local group with students and teachers from around the world.
- **Project-based learning** helps to create multidisciplinary projects that allow students to combine knowledge from several subjects, creating a unified piece of work, often in collaboration with other students. Students will store their work on the Internet (Google Docs or SchoolLoop) while working on their projects and use diverse media offered by computers, text, pictures, video, and sound, accessible to students and staff on a 24x7 basis.
- **Advanced problem-solving** will allow students to create solutions to problems presented to them by their teacher, or peer students from anywhere in the world. These problems will require creativity, research, and critical thinking to solve. Students will use installed software packages to test assumptions, research potential answers, and track their progress. Examples include opening up a virtual business, creating a simple computer program, managing a school activity, or adding to the school / classroom websites.

By melding technology with project-based learning, students will learn relevant and effective ways to enhance their own educational journey. Technology will help students understand appropriate grade-level scientific and mathematic concepts, collaborate with fellow students, and improve basic skills at their own pace. Technology will enhance student learning by providing a multimedia-learning environment that caters to students' different learning styles.

Technology resources, such as online research online documents, video documents and more diverse ways to communicate with peers are a part of everyday life for the modern student. The Academy of Alameda will utilize these technology resources and other variations of 'Social Networking,' to go beyond computer training. We will create a framework for 21st century learning and fulfill our promise to the next generation that they **will** know more than we do.

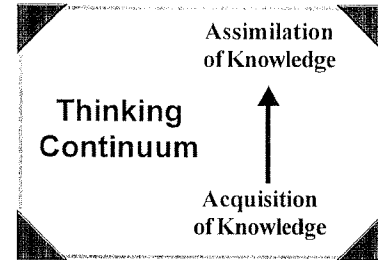
APPENDIX 2

Rigor/Relevance Framework™

The Rigor/Relevance Framework is a tool developed by staff of the International Center for Leadership in Education to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement.

First, there is a continuum of knowledge that describes the increasingly complex ways in which we think. The Knowledge Taxonomy is based on the six levels of Bloom's Taxonomy:

- (1) awareness
- (2) comprehension
- (3) application
- (4) analysis
- (5) synthesis
- (6) evaluation.

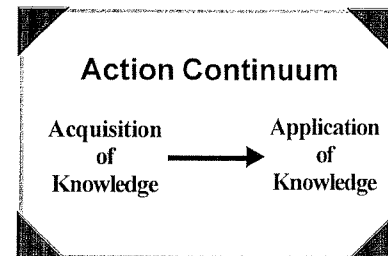


The low end of this continuum involves acquiring knowledge and being able to recall or locate that knowledge in a simple manner. Just as a computer completes a word search in a word processing program, a competent person at this level can scan through thousands of bits of information in the brain to locate that desired knowledge.

The high end of the Knowledge Taxonomy labels more complex ways in which individuals use knowledge. At this level, knowledge is fully integrated into one's mind, and individuals can do much more than locate information. They can take several pieces of knowledge and combine them in both logical and creative ways. Assimilation of knowledge is a good way to describe this high level of the thinking continuum. Assimilation is often referred to as a higher-order thinking skill: at this level, the student can solve multistep problems and create unique work and solutions.

The second continuum, created by Dr. Willard R. Daggett, is known as the Application Model. The five levels of this action continuum are:

- (1) knowledge in one discipline
- (2) apply in discipline
- (3) apply across disciplines
- (4) apply to real-world predictable situations
- (5) apply to real-world unpredictable situations



The Application Model describes putting knowledge to use. While the low end is knowledge acquired for its own sake, the high end signifies action — use of that knowledge to solve complex real-world problems and to create projects, designs, and other works for use in real-world situations.

Quadrant A — Acquisition

Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this acquired knowledge.

Quadrant B — Application

Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply appropriate knowledge to new and unpredictable situations.

Quadrant C — Assimilation

Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create unique solutions.

Quadrant D — Adaptation

Students have the competence to think in complex ways and also apply knowledge and skills they have acquired. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.

A Fresh Approach

The Rigor/Relevance Framework is a fresh approach to looking at curriculum standards and assessment. It is based on traditional elements of education yet encourages movement to application of knowledge instead of maintaining an exclusive focus on acquisition of knowledge.

The Framework is easy to understand. With its simple, straightforward structure, it can serve as a bridge between school and the community. It offers a common language with which to express the notion of a more rigorous and relevant curriculum and encompasses much of what parents, business leaders, and community members want students to learn. The Framework is versatile; it can be used in the development of instruction and assessment. Likewise, teachers can use it to measure their progress in adding rigor and relevance to instruction and to select appropriate instructional strategies to meet learner needs and higher achievement goals.

Here is an example involving technical reading and writing.

Quadrant A

Recall definitions of various technical terms.

Quadrant B

Follow written directions to install new software on a computer.

Quadrant C

Compare and contrast several technical documents to evaluate purpose, audience, and clarity.

Quadrant D

Write procedures for installing and troubleshooting new software.

Defining Rigor

Rigor refers to academic rigor — learning in which students demonstrate a thorough, in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem-solving, evaluation, or creativity. Rigorous learning can occur at any school grade and in any subject. The Knowledge Taxonomy describes levels of rigor.

A versatile way to define the level of rigor of curriculum objectives, instructional activities, or assessments is the Knowledge Taxonomy Verb List (see page 6). The Verb List can be used either to create a desired level of expected student performance or to evaluate the level of existing curriculum, instruction or assessment.

An example of student performance at various levels follows. Notice each statement starts with a verb that comes from the appropriate section of the Knowledge Taxonomy Verb List. The expected achievement level for teaching about nutrition can vary depending on the purpose of the instruction. If a teacher only wants students to acquire basic nutritional knowledge, a student performance set at level one of two is adequate. If the instruction is intended to have a more significant impact on nutritional habits then some of the objectives need to be similar to levels four through six.

BASIC NUTRITION	
Level	Performance
Level 1 – Knowledge	Label foods by nutritional groups
Level 2 – Comprehension	Explain nutritional value of individual foods
Level 3 – Application	Make use of nutrition guidelines in planning meals
Level 4 – Analysis	Examine success in achieving nutrition goals
Level 5 – Synthesis	Develop personal nutrition goals
Level 6 – Evaluation	Appraise results of personal eating habits over time

Note that each of the levels requires students to think differently. Levels four through six require more complex thinking than levels one through three.

When creating lesson plans and student objectives, selecting the proper word from the Knowledge Taxonomy Verb List can help to describe the appropriate performance. Simply start with a verb from the desired level and finish the statement with a specific description of that skill or knowledge area.

The Verb List can also be used to evaluate existing lesson plans, assessments, and instructional experiences. Looking for verbs and identifying their level will give a good indication of the level of student performance in that instruction.

Defining Relevance

Relevance refers to learning in which students apply core knowledge, concepts, or skills to solve real-world problems. Relevant learning is interdisciplinary and contextual. Student work can range from routine to complex at any school grade and in any subject. Relevant learning is created, for example, through authentic problems or tasks, simulation, service learning, connecting concepts to current issues, and teaching others. The Application Model describes the levels of relevance.

Identifying the level of relevance of curriculum objectives and instructional activities is a little more difficult than determining the Knowledge Taxonomy level because there is no verb list. However, just as the Knowledge Taxonomy categorizes increasing levels of thinking, the Application Model described increasingly complex applications of knowledge. Any student performance can be expressed as one of five levels of the Application Model. The Application Model Decision Tree can assist in setting the desired level of expected student performance in application (see pages 7-8) by asking the questions: Is it application? Is it real world? Is it unpredictable?

The Basic Nutrition example below is similar to the one in the Defining Rigor section in that it uses nutrition to describe student performance at various levels. Each level requires students to apply knowledge differently.

Similarly, the expected achievement level for teaching about nutrition can vary depending on the purpose of the instruction. If a teacher wants students only to acquire basic nutritional knowledge, a student performance set at level one is adequate. If the instruction is intended to have a significant impact on nutritional habits, then some of the objectives need to be at levels four and five.

Use of the Application Model Decision Tree can help to describe desired performance. Start by writing draft statements of student objectives and then use the Decision Tree to reflect on and revise these statements. The Decision Tree focuses on the three key characteristics that distinguish levels of the Application Model: application, real world, and unpredictability. The second page of the Decision Tree offers additional criteria to determine whether an objective meets the test of application, real world, and unpredictability.

The Application Model Decision Tree can also be used to evaluate existing lesson plans, assessments, and instructional experiences. Answer the questions to identify at which level of student performance that instruction or assessment is.

BASIC NUTRITION

Level	Performance
Level 1 – Knowledge in One Discipline	Label foods by nutritional groups
Level 2 – Application in One Discipline	Rank foods by nutritional value
Level 3 – Interdisciplinary Application	Make cost comparisons of different foods considering nutritional value
Level 4 – Real-world Predictable Situations	Develop a nutritional plan for a person with a health problem affected by food intake
Level 5 – Real-world Unpredictable Situations	Devise a sound nutritional plan for a group of 3-year-olds who are picky eaters

KNOWLEDGE TAXONOMY VERB LIST

1

KNOWLEDGE

arrange	match
check	name
choose	point to
find	recall
group	recite
identify	repeat
label	say
list	select
locate	write

2

COMPREHENSION

advance	interpret
calculate	outline
change	project
contemplate	propose
convert	reword
define	submit
explain	transform
extrapolate	translate
infer	vary

3

APPLICATION

adopt	manipulate
capitalize on	mobilize
consume	operate
devote	put to use
employ	relate
exercise	solve
handle	start
maintain	take up
make use of	utilize

4

ANALYSIS

assay	include
audit	inspect
break down	look at
canvass	scrutinize
check out	sift
deduce	study
dissect	survey
divide	test for
examine	uncover

5

SYNTHESIS

blend	develop
build	evolve
cause	form
combine	generate
compile	make up
compose	originate
conceive	produce
construct	reorder
create	structure

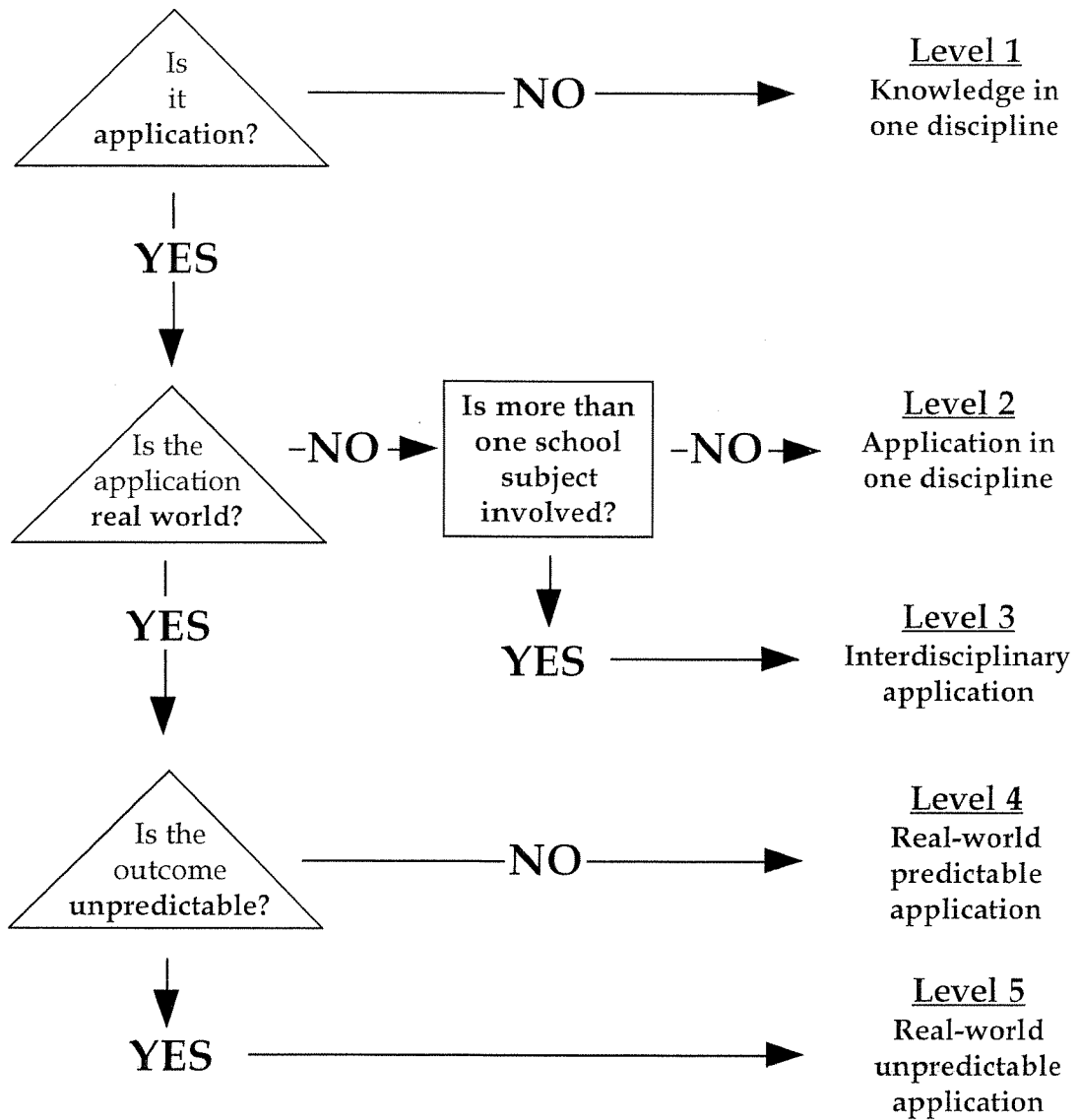
6

EVALUATION

accept	grade
appraise	judge
arbitrate	prioritize
assess	rank
award	rate
classify	reject
criticize	rule on
decide	settle
determine	weigh

Application Model Decision Tree

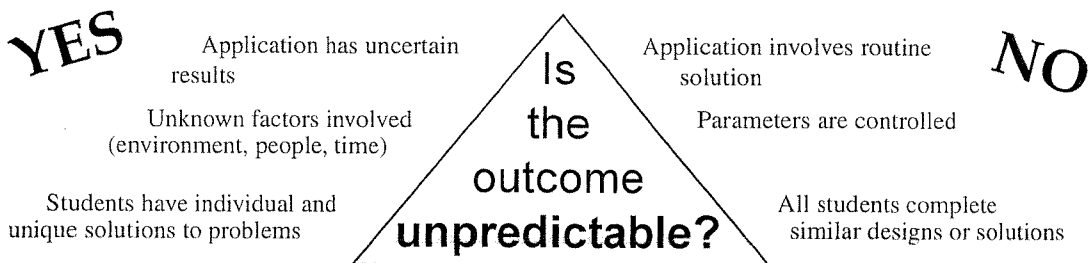
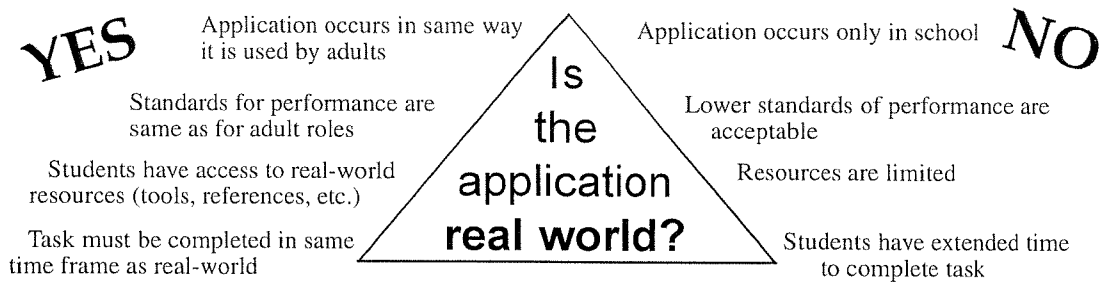
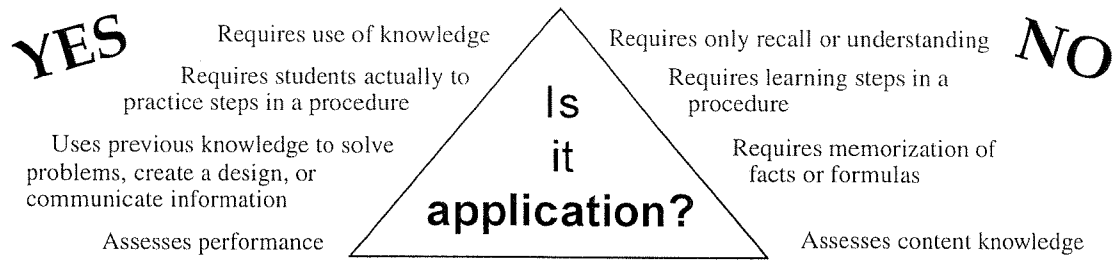
Directions: Select a task, application, or activity and then answer the following questions. See next page for clarification of the questions.



continued on page 8

Application Model Decision Tree

Directions: Use the following statements to clarify where a task, application, or assessment belongs on the Application Model.



APPENDIX 3

Sixth Grade

English–Language Arts Content Standards

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Word Recognition

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- 1.2 Identify and interpret figurative language and words with multiple meanings.
- 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- 1.5 Understand and explain “shades of meaning” in related words (e.g., *softly* and *quietly*).

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

Grade Six

The ordering of fractions is best done through the use of the cross-multiplication algorithm.

Key Standards and Elaboration

Number Sense

Most of the standards in the Number Sense strand for the sixth grade are very important. These standards can be organized into four groups. The first is the comparison and ordering of positive and negative fractions (i.e., rational numbers), decimals, or mixed numbers and their placement on the number line:

- 1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.

The ordering of fractions is best done through the use of the *cross-multiplication algorithm*, which says $\frac{a}{b} = \frac{c}{d}$ exactly when $ad = bc$, and $\frac{a}{b} < \frac{c}{d}$ exactly when $ad < bc$. Students not only must be fluent in the use of this algorithm but also must *understand why it is true*. The reason for the latter goes back to the previous observation in the sections for grades four and five that any two fractions can be rewritten as two fractions with the same denominator. Thus $\frac{a}{b}$ and $\frac{c}{d}$ can be rewritten as $\frac{ad}{bd}$ and $\frac{bc}{bd}$. The cross-multiplication algorithm now becomes obvious.

Of particular importance is the students' understanding of the positions of the negative numbers and the geometric effect on the numbers of the number line when a number is added or subtracted from them.

The second group is represented by the next three standards, all of which refer to ratios and percents:

- 1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b , a to b , $a:b$).
- 1.3 Use proportions to solve problems (e.g., determine the value of N if $\frac{4}{7} = \frac{N}{21}$, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.
- 1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.

Although Standards 1.2 and 1.3 precede Standard 2.1, they need to be taught after students know all about Standard 2.1; that is, after they have learned about the multiplication and division of fractions. (An example of the need to follow this order is that Standard 1.3 explicitly uses the language of "multiplicative inverse"). Once students have learned these concepts, they can be taught the definition of a ratio as the division of one number by another; for example, the ratio of miles traveled to hours traveled (miles per hour), the ratio of the weights of two bags of potatoes, and so forth. While presenting Standard 1.4, the teacher must be sure to explain why the concept of *percent* is useful: it standardizes the comparison of magnitudes and, in most situations, facilitates computations. For

APPENDIX 4



Board of Directors

Officers

Arlette Walls
President

Courtenay Davis
1st Vice President

Sue Bevins
2nd Vice President

June Allen
Recording Secretary

Tracy Hart
Treasurer

Ingrid Lamrault
Director at Large

Marilyn Sandifur
Past President

Directors

Dania Alvarez-Morrone
Anita Battle

JuelleAnn Boyer

Andrea Carlise

Nancy Constantine

Monica Currie

Charlette Green

Laurie Harper

Richard Heaps

Nancy M. Heastings

Deborah Knowles

Audrey Lord-Hausman

Greg Mauldin

Luis M. Montes

Jill Ottaviano

Nick Petrulakis

Charlotte Tlachac

Karen Kenney

Executive Director

Tristen Fredrickson

Program Director

Girls & Teen Program

Pamela Williams

Program Director

Alameda Island Kids

Kellee Hearn

Development Director

Kaye Van Valkenberg

Founder

October 22, 2009

To whom it may concern,

It is with great enthusiasm that I offer this letter of support for the establishment of The Alameda Academy. The mission, goals and objectives of The Alameda Academy are directly aligned with Girls Inc. of the Island City and our National Girls Inc. organization.

Social justice, academic achievement, college and career readiness, and life skills development are hallmarks of our Girls Inc. organization. Girls Inc. develops research-based informal education programs that encourage girls to take risks and master physical, intellectual and emotional challenges. Major programs address math and science education, pregnancy and drug abuse prevention, media literacy, economic literacy, adolescent health, violence prevention, and sports participation.

We are eager to partner with The Alameda Academy in providing our nationally recognized programs as part of the afterschool program. Currently, we are exploring with The Alameda Academy team which programs are best suited for new school. We are also serving as experts to The Academy faculty and administrators in areas such as gender equity and service learning.

We strongly support creation of The Alameda Academy and we look forward to contributing to its success.

Sincerely,

Karen D. Kenney
Executive Director
Formerly Dean of Students, U.C. Berkeley

<http://www.girlsincislandcity.org/>

<http://www.girlsinc.org/index.html>

cc: Arlette Walls, Board President

Founders

Leonard E. Lee
 • John Ohanneson, M.D.

Executive Director

George Phillips

BOARD OF DIRECTORS**President**

Sally Rudloff

President-Elect/Treasurer

Bob Brown

Vice President

Bill Dal Porto

Secretary

Steve Cressy

Area Council Chairman

• Gig E. Codiga

- Italo Calpestri
- Carrie Dobert
- David Giuntini
- Rockne Harmon
- Edward Kofman
- Linda C. Kolowich
- Josiah "Si" Lewis
- R.B. Cap Lyons
- Burnham Matthews
- Robert McGuiness
- Jack McLvain
- John Merritt
- Yolanda Northridge
- Donald R. Sherratt
- Richard Sherratt
- Tom Sullivan

Advisory Board

- Bob Baker
- Bruce Bothwell, D.D.S.
- Stephen Brimhall
- Blake Brydon
- Nick Cabral
- Wilma Chan
- Mark Clement
- Ardella Dailey
- Rusty DiSandro
- Bill Dobert
- David Elefant
- Mark Ferro
- David Forbes
- Martin Garchar
- Rodney C. Gilmore
- Russ Giuntini
- Jeannie Graham-Gilliat
- Mike Gunderson
- Gina Zayed Jaber
- Beverly Johnson
- James Kim
- Bob Kreitz
- Alice Lai-Bitker
- Randy Marmor
- Tim Marr
- Anthony Martinelli
- David McCarver
- Tracy McKean
- Kathy Moehring
- Gary Nelson, O.D.
- Marilyn Oliver
- Andy Oliveira
- Nancy O'Malley
- Dennis Pagones
- Barry Parker, D.D.S., MS
- Don Perata
- Laurance Quintero
- Bruce Reeves
- Diane Cunningham Rizzo
- Margie Sherratt
- William Sonneman
- Hon. Pete & Deborah Stark
- George Streeeter
- Teddy Tabor
- Nielsen Tam
- Jon Thurston
- Walt Tibbet
- Celina Trevino
- Kirsten Vital
- Situ Wunnava

Honorary Board

- Oberto Alvarez
- Smith Anderson
- C. Richard Bartalini
- Del Blaylock
- Duncan Campbell
- Ronald Cowan
- James B. Davis
- Albert S. Edgerton, D.D.S.
- James T. Kennedy
- Steven Kint
- Ralph Mendelson
- Steve Simi



BOYS & GIRLS CLUB
OF ALAMEDA

The Boys and Girls Club of Alameda looks forward to working with the students, staff and community of The Academy of Alameda. Given the location of our future site, we will be in a prime location for a collaborative relationship with The Academy that will provide opportunities for the students of the school and their families.

The Academy will greatly benefit from the services and facilities that The Boys and Girls Club will be able to provide. We look forward to being able to work with the school in ways that support the academic, social and physical well being of the students. Some of the services on which we may be able to collaborate with The Academy include:

- After-school athletic programs
- During school facilities that support the Physical and Nutritional Sciences program that meets the California State Standards that The Academy is committed to providing
- After-school programs that supports positive peer interactions and activities
- The Teen Club
- Career Classes
- Outdoor Recreation
- Environmental Education
- Providing a venue for special Academy events

As the Boys and Girls Club prepares to break ground and build a state-of-the-art facility, we will be working closely with the staff of The Academy to define and develop programs that support the youth of Alameda.

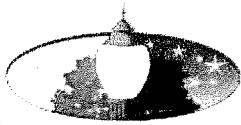
Sincerely,

George Phillips
Executive Director

Alameda Boys & Girls Club, Inc.

Administrative Office • 2900 Main Street, Suite 100 • P.O. Box 1069, Alameda, CA 94501
 510.522.4900 • Fax: 510.522.3320 • www.alamedabgc.org • Tax ID # 94-1312299 • 501(c)(3) Non-profit

The Positive Place for Kids • Founded 1949



WEST ALAMEDA
BUSINESS ASSOCIATION

P.O. Box 215 - Alameda, CA 94501
510.523.5955 - West_Alameda@yahoo.com

October 22, 2009

Board of Directors

Brad Shook,
President
Bladium Sports Club

Lu Burton,
Treasurer
Curves

Sam Koka,
Secretary
SK Auto

Bill DeMar
Edward Jones

Betty Dittmer
Alameda Sparkles

Dr. Jannett Jackson
College of Alameda

Sandip Jariwala
Hawthorn Suites

John Mascali
Burger King

Dr. Chris Piedad
Back to Health Chiropractic

Kent Rosenblum
Rock Wall Wine Company

To the Board of Directors of The Academy of Alameda

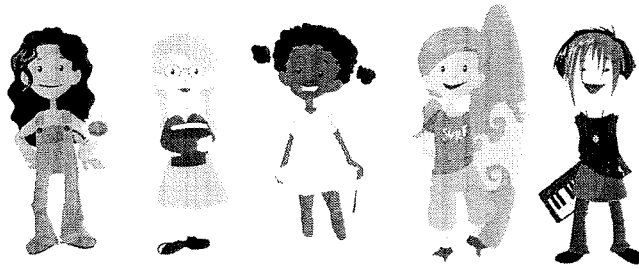
The West Alameda Business Association (WABA) is looking forward to a collaborative relationship with The Academy of Alameda. WABA's focus is on the businesses and livelihood of West Alameda. Our organization presents the perfect opportunity for the students of The Academy to participate in the community in real and meaningful ways, helping them learn about themselves, the community and the world at large.

WABA will be an active partner in working with the school to identify appropriate and productive ways for the adolescents of The Academy to serve their community and in return, create opportunities that will serve them through high school and beyond.

We have already begun discussing some of the many possibilities that exist and will continue to identify the multiple ways that schools and the business community can work together.

Sincerely,

Kathy L. Moehring
Executive Director



Becoming Young Ladies and Gentlemen of Etiquette & Excellence

Chipman Middle School
401 Pacific Avenue
Alameda, CA 94501
510.748.4071 Ext. 3102
mblea@alameda.k12.ca.us

October 23, 2009

To Whom It May Concern:

While a lot of factors have contributed to Chipman's current problems - I have come to believe that the Community Empowerment Consortium (CEC) is one sigma of the many pieces if correcting the problems.

In seeking solutions never mind that Chipman's PI was down, in it's fourth year of improvement, limited funds - Chipman' staff continued to reduce complex ideas to relatively straightforward understandable lessons. I also derived a vision for the students to excel the parents and community must be empowered.

For one thing, the program skirts fundamentals such as where would the technology, the people, the skills and the talent come from? And where would we find the money?

With regard to CEC it will serve as a pilot program. I have taken under consideration our limitations, but CEC must grow and prosper by offering the parents and community solutions built on cooperative interactions with everyone involved.

As the originator and coordinator of the etiquette classes for the 5th year at Chipman, with all the research and hands on I have prepared, I see no real problems in implementing CEC. Also the Charter Proposal gives me the opportunity to assist in making Chipman a true 21st Century School.

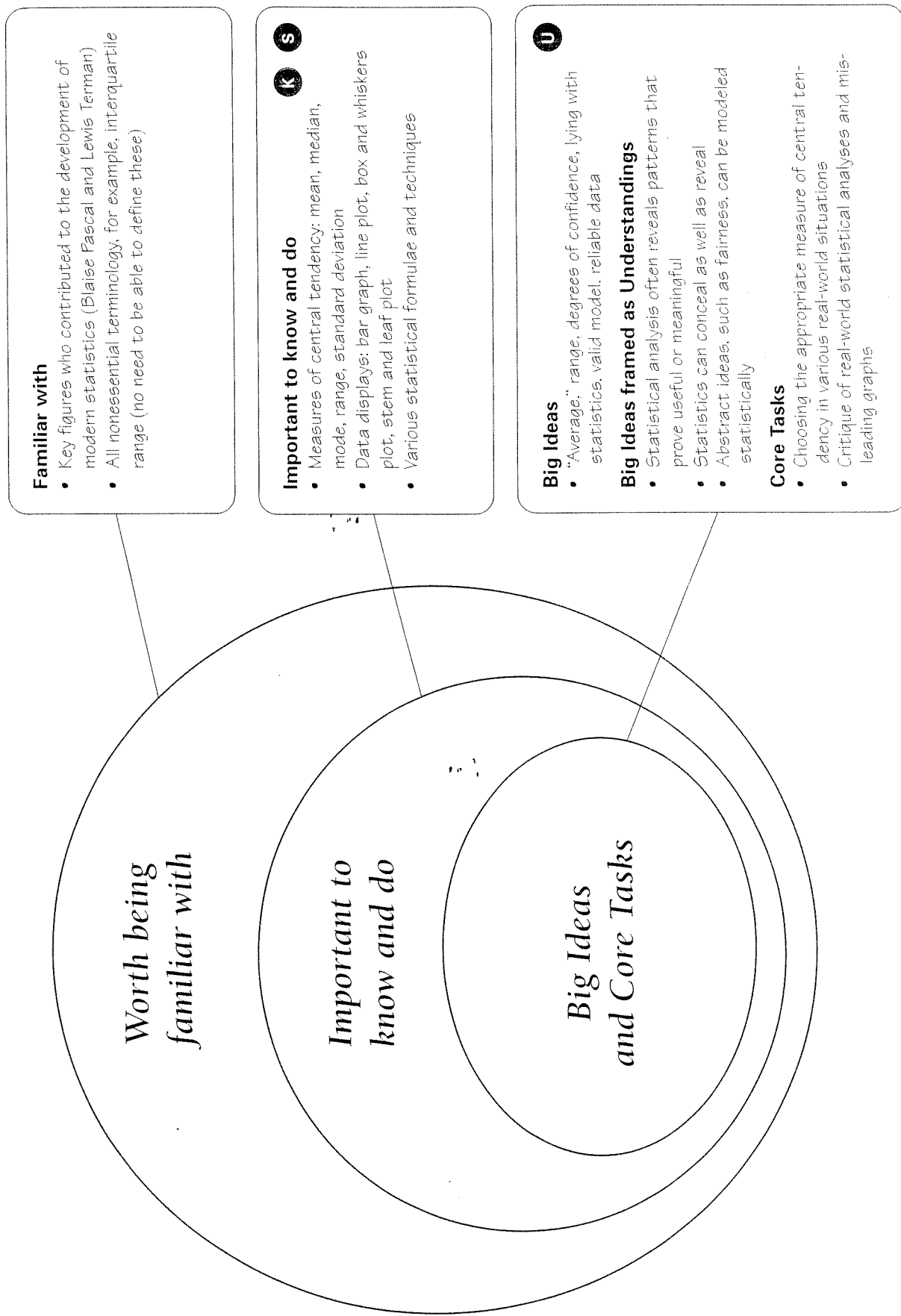
The concern of everyone working with the charter is refreshing and should become more widespread.

Sincerely,

G. Tyler
Community Liaison/Volunteer

APPENDIX 5

Figure 3.3
Clarifying Content Priorities



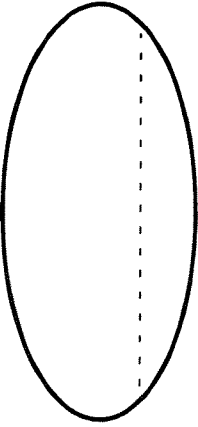
APPENDIX 6

The Unit Organizer

⑨ Expanded Unit Map

NAME _____
DATE _____

is about...



APPENDIX 7

Matching Achievement Targets and Assessment Methods

Achievement Target	Selected Response Short Answer	Essay	Performance Assessment	Personal Oral Communication
Knowledge and Understanding	Multiple choice, true/false, matching, and fill-in can sample mastery of elements of knowledge.	Essay exercises can tap understanding of relationships among elements of knowledge.	Not a good choice for this target—three other options preferred.	Can ask questions, evaluate answers, and infer mastery, but a time-consuming option.
Reasoning Proficiency	Can assess application of some patterns of reasoning.	Written descriptions of complex problem solutions can provide a window into reasoning proficiency.	Can watch students solve certain problems or examine some products & make inferences about reasoning proficiency.	Can ask student to "think aloud" or can ask follow-up questions to probe reasoning.
Performance Skills	Can assess mastery of understandings prerequisite to skillful performance, but cannot rely on these to tap the skill itself.		Can observe and evaluate skills as they are being performed.	Strong match when the skill is oral communication proficiency; also can assess mastery of knowledge prerequisite to skillful performance, but not the skill itself.
Ability to Create Products	Can only assess mastery of the understandings prerequisite to create quality products.	Can only assess mastery of knowledge prerequisite to product development; brief essays can provide evidence of writing proficiency.	Can assess (a) proficiency in carrying out the steps in product development, and (b) attributes of the product itself	Can probe procedural knowledge and knowledge of attributes of quality products, but not product quality itself.
Dispositions	Selected response questionnaire items can tap student attitudes.	Open-ended questionnaire items can probe dispositions.	One might be able to infer dispositions from behavior and products.	Can talk with students about their attitudes.

Rick Stiggins, *Student-Involved Classroom Assessment*, 3d ed, p. 93

APPENDIX 8

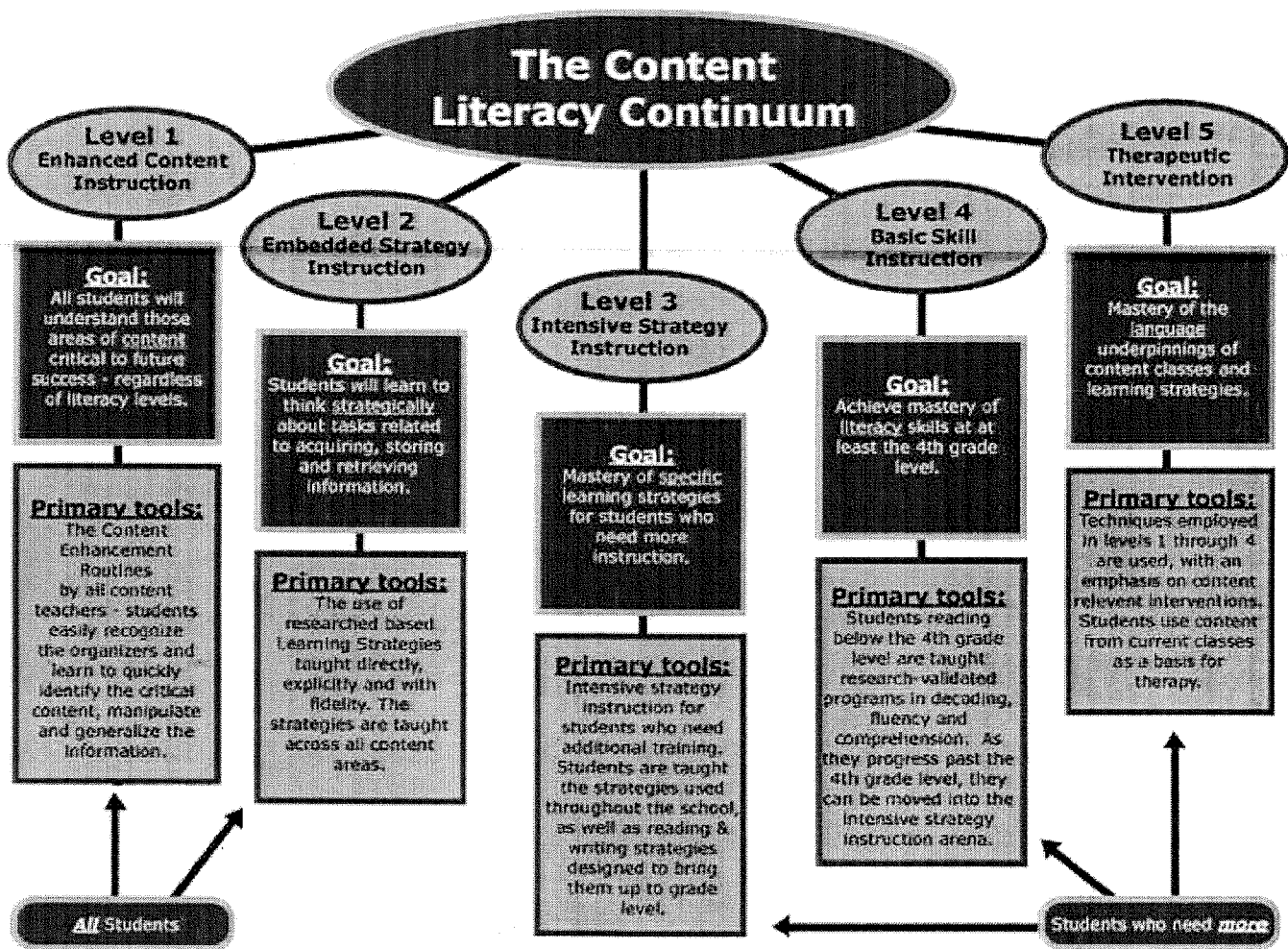


Figure 1. A Continuum of Literacy Instruction

Level 1: Enhance content instruction (mastery of critical content for *all* regardless of literacy levels)

Level 2: Embedded strategy instruction (routinely weave strategy instruction within *and* across classes using large-group instructional methods)

Level 3: Intensive strategy instruction (teach specific strategies using intensive-explicit instructional sequences)

Level 4: Intensive basic skill instruction (teach entry-level literacy skills up to the 4th-grade level)

Level 5: Therapeutic intervention (teach language underpinnings related to curriculum content and learning strategies)

APPENDIX 9

Parent Communication

Collaboration

School-wide Positive Behavior Strategies

Classroom Strategies/Behavior Contracts

Behavior Support Plans

Progress Monitoring Weekly

Progress Monitoring Monthly

Universal Screening

Evidence-based Instruction

Research-based Interventions

Research-based Interventions

APPENDIX 10

APPENDIX 11

6-12 Instructional Minutes - Summary Sheet - 2010-2011

School: Academy of Alameda Optic

Directions:

- Step 1: Type in beginning/ending times **WITH AM/PM displayed**. The formula will not calculate unless you enter AM/PM
- Step 2: Type in your total minutes for **BREAKS**. You do not have to enter passing time unless you have 2 of these attached to a lunch period. In this case, only enter one of the passing times.
- Step 3: The excel formulas will calculate, giving you the results.

Minimum Required

Minutes:

Grades 4-7 54,560

Grade 8 57,376

Grades 9-12 64,800

	1	2	3	4	5	6	7	8
	Beginning Time	Ending Time	Total Minutes	Minutes for Lunch	Total Minutes of Breaks/Passing	Instructional Minutes Per Day	Number of Days	Instructional Minutes Yearly
6-7 - Modified	8:15 AM	12:10 PM	225	8		225	8	1,800
6-7 - Minimum	8:15 AM	1:53 PM	338	43		338	43	14,534
6-7 - Regular	8:15 AM	3:20 PM	425	129	0	425	129	54,825
6-7 - Other			0			0		0
6-7 - Other			0			0		0
6-7 - TOTAL							180	71,159
6-7 - Modified	8:15 AM	12:10 PM	225	8		225	8	1,800
8 - Minimum	8:15 AM	12:10 PM	338	43	0	338	43	14,534
8 - Regular	8:15 AM	3:20 PM	425	40	0	425	129	54,825
8 - Other			0			0		0
8 - Other			0			0		0
8 - TOTAL							180	71,159
9-12 - Modified			0			0		0
9-12 - Minimum			0			0		0
9-12 - Regular			0			0		0
9-12 - Other			0			0		0
9-12 - Other			0			0		0
9-12 - Other			0			0		0
9-12 - Other			0			0		0
9-12 - TOTAL							180	71,159

Principal's Signature _____

Date: _____

6-12 Instructional Minutes - Summary 2010-2011 School: Academy of Alamogordo

Directions:

Step 1: Type in beginning/ending times *WITH AM/PM displayed*. The formula will not calculate until **Minimum Required**

Step 2: Type in your total minutes for BREAKS. You do not have to enter passing time unless you **Minutes:**

to a lunch period. In this case, only enter one of the passing times.

Grades 4-7 54,560

Step 3: The excel formulas will calculate, giving you the results.

Grade 8 57,376

Grades 9-12 64,800

	1	2	3	4	5	6	7	8
	Beginning Time	Ending Time	Total Minutes	Minutes for Lunch	Total Minutes of Breaks/Passing	Instructional Minutes Per Day	Number of Days	Instructional Minutes Yearly
6-7 - Modified	8:15 AM	12:10 PM	225	8		225	8	1,800
6-7 - Minimum	8:15 AM	2:25 PM	370	43		370	43	15,910
6-7 - Regular	8:15 AM	3:20 PM	425	129	0	425	129	54,825
6-7 - Other			0			0		0
6-7 - Other			0			0		0
6-7 - TOTAL							180	75,535
6-7 - Modified	8:15 AM	12:10 PM	225	8		225	8	1,800
8 - Minimum	8:15 AM	2:25 PM	370	43	0	338	43	14,534
8 - Regular	8:15 AM	3:20 PM	425	40	0	425	129	54,825
8 - Other			0			0		0
8 - Other			0			0		0
8 - TOTAL							180	75,535
9-12 - Modified			0			0		0
9-12 - Minimum			0			0		0
9-12 - Regular			0			0		0
9-12 - Other			0			0		0
9-12 - Other			0			0		0
9-12 - Other			0			0		0

9-12 – Other			0			0		0
9-12 – TOTAL							180	75,535

Principal's Signature _____ Date: _____

6-12 Instructional Minutes - Summary Sheet - 2007-2010-2011

School: Academy of Alameda Optic

Directions:

Step 1: Type in beginning/ending times **WITH AM/PM displayed**. The formula will not calculate **Minimum Required**
Step 2: Type in your total minutes for BREAKS. You do not have to enter passing time unless **Minutes:**
 to a lunch period. In this case, only enter one of the passing times.

Grades 4 54,560
 Grade 8 57,376
 Grades 9 64,800

Step 3: The excel formulas will calculate, giving you the results.

	1	2	3	4	5	6	7	8
	Beginning Time	Ending Time	Total Minutes	Minutes for Lunch	Total Minutes of Breaks/Passing	Instructional Minutes Per Day	Number of Days	Instructional Minutes Yearly
6-7 - Modified	8:15 AM	12:10 PM	225	8	0	225	8	1,800
6-7 - Minimum	8:15 AM	1:53 PM	338	43	0	338	43	14,534
6-7 - Regular	8:15 AM	3:20 PM	425	129	0	425	129	54,825
6-7 - Other			0			0		0
6-7 - Other			0			0		0
6-7 - TOTAL							180	71,159
6-7 - Modified	8:15 AM	12:10 PM	225	8	0	225	8	1,800
8 - Minimum	8:15 AM	1:53 PM	338	43	0	338	43	14,534
8 - Regular	8:15 AM	3:20 PM	425	40	0	425	129	54,825
8 - Other			0			0		0
8 - Other			0			0		0
8 - TOTAL							180	71,159
9-12 - Modified			0			0		0
9-12 -			0			0		0

APPENDIX 12

A DAY IN THE LIFE AT THE ACADEMY OF ALAMEDA

Candace arrives at The Academy at 8:00, the campus has already been open for 30 minutes so students can work on homework, eat breakfast, check in with teachers, greet friends, attend to business, get out of the cold, etc. Morning Opening will begin in 15 minutes so Candace makes sure that her backpack is in her Pure Reading room, finds a few friends and hangs out on a bench chatting until it is time to report to the Multi-purpose room. At 8:15, Candace, following the school-wide procedures for Community Opening, quietly enters the room and goes to her assigned seat. She knows that Monday is always focused on the Lifeskills of the week and that there will surely be a funny skit performed by some of the staff to make sure that everyone knows what the Lifeskills look like, sound like and feel like. She also expects that there will be announcements about important information that all students and their families will need to know. Community Opening is positive, fast paced and sometimes include surprises.

After Community Opening, Candace has five minutes to get to Pure Reading. As with Community Opening, every student in the school has Pure Reading. Since Candace has some gaps in her reading, she is in the FUSION course for these 50 minutes. Her teacher has very clear expectations and the students know exactly how they are doing in reaching grade level in reading. The class is smaller than the grade level Pure Reading class. There are only 15 students in Candace's class and this means that her teacher can provide her with the focus, attention and immediate feedback necessary (by having every teacher in the school teach a Pure Reading course, we can provide smaller teacher to student ratios for those who struggle). Candace is working hard in this class because she knows that as soon as she is reading at grade level, she will move to a Pure Reading class that is more advanced.

Pure Reading ends at 9:25 every day and Candace has 3 minutes to get to her next class. Today is a "cycle 1" or Day 1 of the 6 day cycle. Candace has English/Language Arts first period today. She will be in there for one hour. This course is standards-based, grade-level course with students of all abilities. The teacher in this course knows how to differentiate her instruction and the Special Education teacher who is assigned to this teacher will support the teacher as she embeds strategies and cues the students. Her academic needs will be met through the identification of services needed as per the Content Literacy Continuum. Candace understands what she is working on, how she is doing towards mastering the standard and has teachers in the room who know how to help her when she is stuck. She has to work very hard in this class, but there is not a lot of homework and she really understands how she is doing and what she must do to improve. The only time this course is not for one hour is on Wednesday, when the course is for 30 minutes. Because Wednesday is not part of the "cycle," the order students attend their classes mirrors a Day 1 from the cycle.

After ELA, Candace has three minutes to get to her next hour long class, Math. Candace is in a standards based, grade-level course with students of all abilities. The teacher in this class uses a script for math instruction and understands that all students must be taught multiple ways to solve problems. Again, there are procedures in this class that help Candace so that she does not have to understand a new set of rules and expectations. Proper syntax is one of the procedures that she likes, it has helped her to be

able to go back and look at her steps so that she can find mistakes and make corrections. It took her a while to figure out that all teachers at The Academy “speak the same language” and that even her ELA teacher might ask her about something from math because all the teachers talk to each other! After daily direct instruction, Candace will be able to work independently or collaboratively practicing the skills taught. After direct instruction, the teacher will provide small group extra support for those students who are not yet ready to work independently. Some students need more time for the “we do” step before they get to the “you do” step (SIM). Again, homework in this class will be limited to working on things that you have enough of a grasp to handle independently but not that which you are totally confused or which you have already mastered = not busy work. While Candace did understand today’s lesson, she also struggles in math and is relieved to know that later in the day, she will be going to her math support class where she will have the chance for further practice.

Candace now has three minutes to get to her next class. This semester she is taking Social Studies and next semester she is taking Science. She has Social Studies for two hours today. With a two hour block of time, students will be able to receive direct instruction, participate in a discussion, apply knowledge and receive feedback from the teachers. There will be no “rushing” through content. In addition to being able to leave campus and make use of neighborhood resources, the class will be the perfect venue for guest speakers, lessons that integrate the arts and to make use of the library/multi-media center. This extended period of time is perfect for Candace’s teacher to provide the “being there” experiences and hands-on immersion opportunities that are essential for students to be able to completely engage in and make meaning from the content. Today, Candace’s teacher and the Special Education teacher who is assigned to this class are continuing the unit on early civilizations. The use of Content Enhancement Routines supports the idea that the brain is a pattern seeking device. Candace’s teachers are co-constructing a Unit Organizer with the class. Before they begin, the entire class walks down to the community built garden and listens to a Master Gardener talk about water and irrigation. Candace gets to collaborate with three other classmates as they use materials to create dam. As they are building, a note taker captures their theory and rationale. Candace thinks this is really fun. When done, the entire class goes back to the room where they participate in a conversation and take notes using the Unit Organizer. Candace is able to make meaning of the direct instruction because of the hands-on experience she just had. Candace “gets it”. This course requires her to think about things and not just listen and read. Because Candace has Social Studies third and fourth hour today, she has a break and goes to lunch between the two hours. The teacher is prepared for this day and reminds the class of the procedures to be followed when leaving and returning from lunch. Candace knows exactly what to do and she leaves all of her work exactly as she will need it when she returns after lunch. This class ends at 2:17.

After lunch, when the students are done with their discussion and note taking, Candace partners with another classmate and they talk about what the expectations are for the unit. Candace is able to do this because an essential part of co-constructing a Unit Organizer is making sure that all students know what they will need to know and how they will be assessed before they begin the unit of study.

Lunch is from 12:34-1:14. During lunch, Candace purchases a nutritious meal which she eats with a group of friends in the open air quad in the front building.

Candace has Physical and Nutritional Education from 2:20-3:20. Candace is a great athlete but this course is not as easy as the traditional PE classes she has taken. While she is a fast runner and is very strong, this class talks about nutrition and her teacher says exercise is not the only thing you should do to be physically fit. While they do exercise a lot, they also keep journals; discuss what calories are and how to determine how many have burned. Candace often wonders why it seems like they are doing writing, science and math in PE.

School is dismissed for those who are ready to leave for the day. Candace however, takes advantage of the many options that exist at The Academy. Today she will be at school until 6:00. It is a long day but she has some things she needs to work on and then there are the opportunities that she wants to take advantage of.

She attends at class twice a week that supports her developing test taking strategies. Although she was enrolled in this class because she has struggled with the CST since she first took it in the 2nd grade, this class has really helped her in all of her classes. It is not a class about the CST; it is a class that teaches her how to think like a test taker. She has learned strategies that she never knew before. The great thing about this class is that there are always at least two instructors in the room and one of them was born a "good tester" and the other had to learn to be good at taking tests. They team teach this class and they "think out loud" when they teach. Candace likes the fact that she really understands that if you go through the test and answer the questions that you know pretty easily first, you can then go back and spend the rest of the time on the tricky ones. It makes her feel as though she actually has more time to take the test.

In addition, Candace is also taking a great cooking class. This course is taught by someone who used to own a café! Candace thinks this is cool because that is what she wants to do some day. In this class, they don't just learn how to cook, they learn about how the quality of the ingredients changes the food. She did not realize how great a home grown tomato tasted! They are so sweet. Tomatoes from the store often taste like nothing so until she took this class, she did not know how great they were. While the cooking in this class is fun and eating the food is great, they also have a word wall where the class keeps track of the vocabulary that they use while cooking. Candace did not realize that cooking would increase her vocabulary but it has. She has a better understanding of many words such as: level, approximate, proportion, and skim. She also understands fractions; she really gets it!

Candace will not go home today until she has finished her homework. She does not have a lot and all of it is intentional to support her achieving mastery of standards they are working on in class. There are always teachers at the school who can help her. She does not go home "not understanding".

When Candace does arrive at home, her mother has just gotten home from work herself. They are both very tired. As they quickly get their dinner ready, her mom asks her about her day. Her mom has attended the courses offered at the school and although she knows nothing about what Candace is learning in math, she is able to ask her questions that support Candace thinking about her thinking (Example: "Can you show me your math notes today? Explain to me two ways to solve one problem?")

and often, when she explains her work to her mom, she finds that she has some “ahas” or some new questions that she needs to check out the next day.

During the week, Candace also participates in an afterschool program that is putting on a school play and she plays volleyball. Candace knows that the staff at her school has very high expectations for themselves and for her. Every Wednesday, everyone in the school participates in an Advisory class. This class meets every week for the entire school year and they have an advisor. This advisor is a teacher at the school who is responsible for his/her cohort (group of kids). They do a lot of community-building with this group and it becomes a “school family” who are there for each other. Candace was not sure about the group at first. Most of her close friends are in another cohort. Her advisor is great though and soon enough, she has found that she has new friends in this class. They don’t necessarily “hang out” with each other but there are some really nice people in this class and she has found that she has things in common with other kids who she has known since she was little but had never really gotten to know. The advisor of the class also really knows them – all of them. She seems to know which classes Candace is doing well in and which ones she is struggling with. She actually knew that Candace was absent last week and even called her mom to make sure everything was alright! Her advisor really cares about them. She has set up a plan with Candace and they have talked about how she is doing in all of her classes and they go over her grades in her other classes and talk about what she did well on and why and what she did not do well on and why. In addition, this class is working on a year-long project that they identified. After much discussion and debate, the class came to consensus (one of her new words!) and decided that they were going to work on designing and building a mosaic mural for the front of the school that is about the Lifelong Guidelines and Lifeskills. The class brainstormed a list of people in the community who could help them at each stage of the project. Candace is excited that they are going to ask the art classes at Encinal High School and some local artists to come work with them. Next year, Candace’s advisory will identify another project. Perhaps it will be for the school or perhaps the next project will be for the community or the world.

Tomorrow is a Day 2 in the cycle. Candace knows that she will go to Community Opening and then Pure Reading as they are at the same time each day. After that, her classes are based on the “Drop rotation schedule” the school uses. This was a bit confusing the first week or so but the schedule is on display at Community Opening each day, there are posters all over the school with the days schedule and everyone copied their entire rotation schedule into the provided template in the school planner. After two weeks, Candace knows her schedule by heart – she does not know why adults think it is so complicated!

Candace goes to a school that is committed to **“Whatever It Takes”** and that means providing her with everything she needs to be academically successful which is also what she deserves.

APPENDIX 13

Content Enhancement Routines: Descriptions and Summary of Research Findings

The teaching routines described below have been successfully field-tested in general education classrooms characterized by significant academic diversity. Students judged to be at-risk for academic school failure were in each class; all of the routines were field-tested in classes that contained students judged to have learning disabilities. The research took place in public schools, primarily in middle and high school settings, and the routines were field-tested by teachers. Research has demonstrated that consistent and explicit instruction and use of each routine is a key ingredient for instructional success.

The routines were designed for use during group instruction to help a teacher provide instruction more sensitive to the learning needs of individuals in the group. A combination of instructional models involving general education teachers and special education teachers, individually and collaboratively, have been successfully tested. All of the routines are taught using a standard set of instructional procedures. These procedures define the necessary instructional conditions needed regardless of where the routine is used.

Planning and Leading Learning

The *Course Organizer Routine* is used to plan courses around essential learning and critical concepts. The teacher uses the routine to introduce the course and the rituals that will be used throughout the course. The teacher then uses this framework throughout the year to maintain the big ideas and rituals. Research showed that the use of the Course Organizer Routine helps teachers and students keep the big ideas in mind and focus their attention to understand important relationships. Instruction results in learning more about the big picture and less in trying to cover large amounts of information. Teachers using the routine spent more time introducing major course ideas, concepts, themes, and routines to students than did the comparison teachers who did not learn the routine. Students with LD answered an average of 3 “big idea” course questions correctly at the beginning of the year. The students with LD in the class that used the Course Organizer answered correctly an average of eight “big idea” questions by the end of the course while the students with LD in the class that did not use the Course Organizer answered only an average of four of the “big idea” questions correctly.

The *Unit Organizer Routine* is used to plan units and then introduce and maintain the big ideas in units and show how units, critical information and concepts are related. Research results showed that when the teachers used the Unit Organizer Routine, understanding and retention of the information by low-achieving students, students with learning disabilities, and average-achieving students improved substantially over baseline as reflected in unit test scores and in scores on unit content maps and explanations of these maps. The students of teachers who used the Unit Organizer Routine regularly and consistently scored an average of 15 percentage points higher on unit tests than students of teachers who used it only irregularly.

The *Lesson Organizer Routine* is used to plan lessons and then introduce and connect ideas to the unit and the course. Research has shown that regular, explicit, and flexible use of the lesson organizer routine by secondary classroom teachers can have a significant influence on student learning. Studies showed that use of the routine increased student learning and performance. Research results showed that the students of teachers

who used the Lesson Organizer Routine regularly and consistently scored an average of 15 percentage points higher on unit tests than students of teachers who used it irregularly.

Explaining Text, Topics and Details

The *Clarifying Routine* is used to focus on a topic and then explore related details and its importance to the critical ideas and concepts. Using this routine, teachers can help students master the meaning of targeted words and phrases. Research has shown that students benefit from the use of this routine. Studies in upper-elementary and middle-school general education classes composed of highly diverse student populations, including students with learning disabilities and those for whom English is a second language, have shown that students benefit from teacher use of the routine. When the teacher used the Clarifying Routine, high socioeconomic level students improved their number of correct answers by an average of 14% percentage points, middle socioeconomic level students by an average of 30 percentage points, and low socioeconomic level students by an average of 20 percentage points.

The *Framing Routine* is used to transform abstract main ideas and key topics into a concrete representation that helps students think and talk about the key topic and essential related information. Research results have consistently demonstrated that the routine can effectively facilitate subject-matter learning as well as the development of literacy and thinking skills. In a study focusing on written products of 35 eighth grade students, the students who were taught with the Framing Routine wrote an average of 102 words more per product than did the students who were in the comparison group.

The *Survey Routine* provides an overview of a reading assignment when students are having difficulty reading and sorting out information from inconsiderate text. Research has shown that students with LD and other low-achieving students as well as average and high achieving students correctly answered an average of 10% to 15% more of their test questions when the Survey Routine has been used with the students than when the Survey Routine was not used.

Teaching Concepts

The *Concept Anchoring Routine* is used to introduce and anchor a new concept to a concept that is already familiar to students. In research studies with students in secondary science and social studies classes, there were more correctly answered test questions by those high-achieving, average-achieving, low achieving students (including those with learning disabilities) who had been taught with the Anchoring Routine in contrast to those who had not received the routine instruction. Students with LD taught with the Anchoring Routine scored an average of 25 percentage points higher than those who were not taught with the routine. Low-achieving, average-achieving, and high-achieving students taught with the Anchoring Routine scored averages of 27, 19, and 7 percentage points higher than their respective groups that were not taught with the routine.

The *Concept Comparison Routine* is used to help students compare and contrast key concepts. Research with students enrolled in general secondary science and social studies classes showed that students correctly answered substantially more test questions related to information that had been presented through the use of the routine than test questions related to information presented using traditional teaching methods. Students

with LD and other low-achieving students correctly answered an average of 71.2% (LD) and 86.4% (NLD) respectively of the test questions associated with information presented through the use of the routine, compared to 56.7% (LD) and 62.6% (NLD) of the questions associated with information presented through traditional means. The experimental study involved 107 students.

The ***Concept Mastery Routine*** is used to define, summarize, and explain a major concept and where it fits within a larger body of knowledge. Research shows that the secondary teacher use of the routine causes the student to benefit in several ways. First, students scored significantly better on tests designed to assess concept acquisition. Second, students scored significantly better on regularly scheduled, teacher-made or commercial unit tests during the enhancement condition than during baseline. Gains by students with LD (from a mean score of 60% to 71%) were comparable to those of their NLD peers (from a mean score of 72% to 87%) on these regular tests. The percentage of students with LD who passed increased from 57% to 75%; the percentage of NLD students who passed increased from 68% to 97%. Third, the students took better notes during the enhancement condition than before using the routine.

Increasing Performance

The ***Quality Assignment Routine*** is used to plan, present, and engage students in quality assignments and then evaluate assignments with students. From the research study, characteristics of good assignments and the important elements for the routine were learned through surveys completed by teachers and students and from focus groups with teachers and students. All of the characteristics and elements were deemed important through the survey results. Research study results showed the following. Prior to the study, teachers were observed to include an average of 50.5% of the planning behaviors based on the validated assignment characteristics, 32.8% of the presentation behaviors based on the validated explanation factors, and 8.2 % of the evaluation procedures. After the intervention, participants used an average of 96.1% of the planning behaviors, 89.3% of the presentation behaviors, and 93.8% of the evaluation procedures. In contrast, a group of comparison teachers used an average of 45% of the planning behaviors, 26% of the assignment presentation behaviors, and 10% of the evaluation procedures at the end of the study. Teachers who received the training in use of the routine and their students were significantly more satisfied with assignments.

The ***Question Exploration Routine*** is a package of instructional methods that teachers can use to help a diverse student population understand a body of content information by carefully answering a “critical question” to arrive at a main idea answer. Research results showed students who were taught a lesson using the Question Exploration Routine earned an average test score of 70% while students who were taught the lesson with traditional methods scored an average of 48%.

The ***Recall Enhancement Routine*** focuses on procedures teachers can use to help students remember information. Performance of the students in a post-test only comparison group study indicated that the performance of students was related to the teacher’s use of the routine. Students with or without disabilities in the classes of teachers who used the routine performed significantly better on test items that could best be addressed through the creation of the types of Recall Devices that their teachers had presented than did the students in the comparison classes. The recall performance of both

the LD and the NLD students in the experimental group was higher by 29.10 and 20.5 points, respectively than the performance of similar students in the control group on reviewed facts.

The *Vocabulary LINCing Routine* is designed to facilitate student use of two powerful tools, an auditory memory device and a visual memory device that will help them learn and remember the meaning of complex terms. Research results showed that students including those with LD improved their performance by an average of 19 percentage points on vocabulary tests.

The Unit Organizer

NAME _____
DATE _____

4 BIGGER PICTURE

1 CURRENT UNIT

Early Cultures and Civilizations

2 LAST UNIT/Experience

Early Hunters and Gatherers

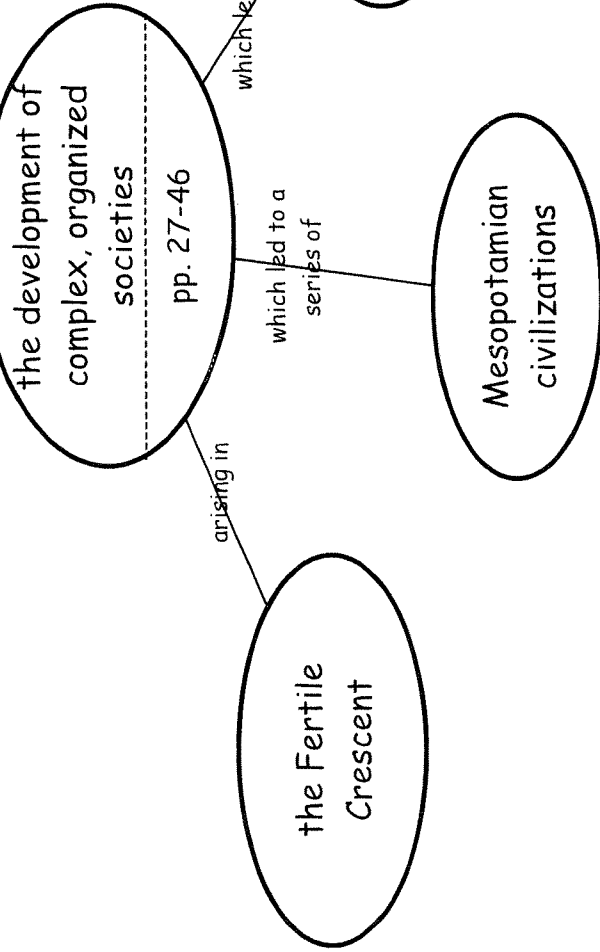
3 NEXT UNIT/Experience

Ancient Egypt

5 UNIT MAP

is about...

8 UNIT SCHEDULE	
10/1	UO/ Timeline/Map
10/3	Group Reports: Fertile Crescent
10/6	Archaeology project
10/8	Review and formative assessment
10/9	<u>Concept Mastery:</u> Early River Civilization
10/14	Discussion: Mesopotamia
10/20	Video: The Fertile Crescent
10/22	Clarifying Table: Code of Hammurabi
10/24	<u>Order Routine:</u> Contributions
10/27	Activity: The First Empires
10/29	UO/zip card review: War in ERC=IN
10/30	Unit test /scavenger hunt



7 UNIT SELF-TEST QUESTIONS

1. How did the development of farming cause changes in how people lived?
2. What is a civilization and why is Mesopotamia sometimes called the "cradle of civilization"?
3. How and in what order did the first empires emerge?
4. How did the culture of these early civilizations differ?

6 UNIT RELATIONSHIPS

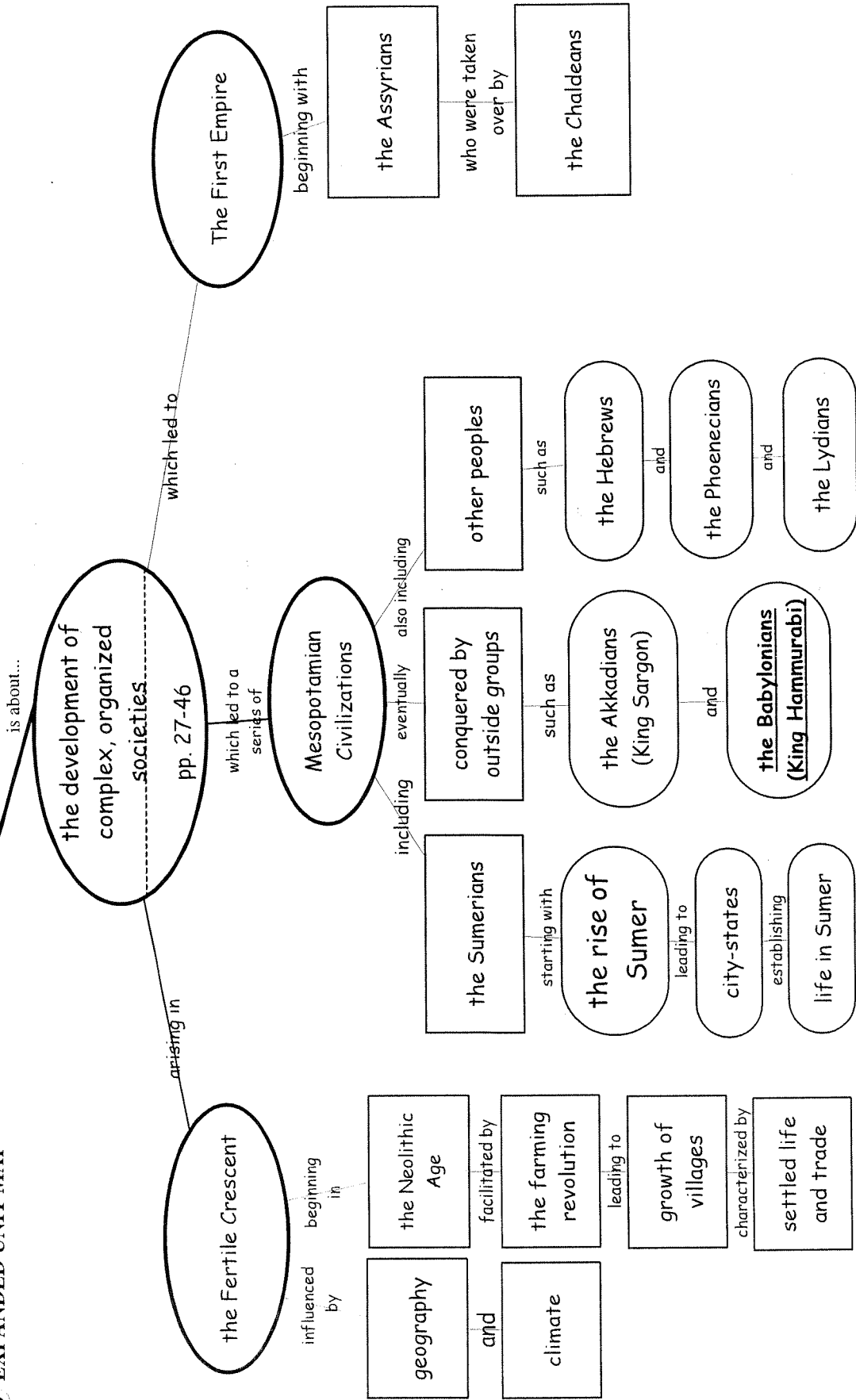
- cause and effect analysis
- timeline
- compare and contrast

The Unit Organizer

NAME _____
DATE _____

Early River Civilizations

9 EXPANDED UNIT MAP



10 NEW UNIT SELF-TEST QUESTIONS

1. What role did technology play in the emergence of early civilizations?
2. How do the inventions of these early civilizations contribute to the modern world?

The Unit Organizer

NAME _____

DATE _____

4 BIGGER PICTURE

Mediterranean Empires

3 NEXT UNIT/Experience

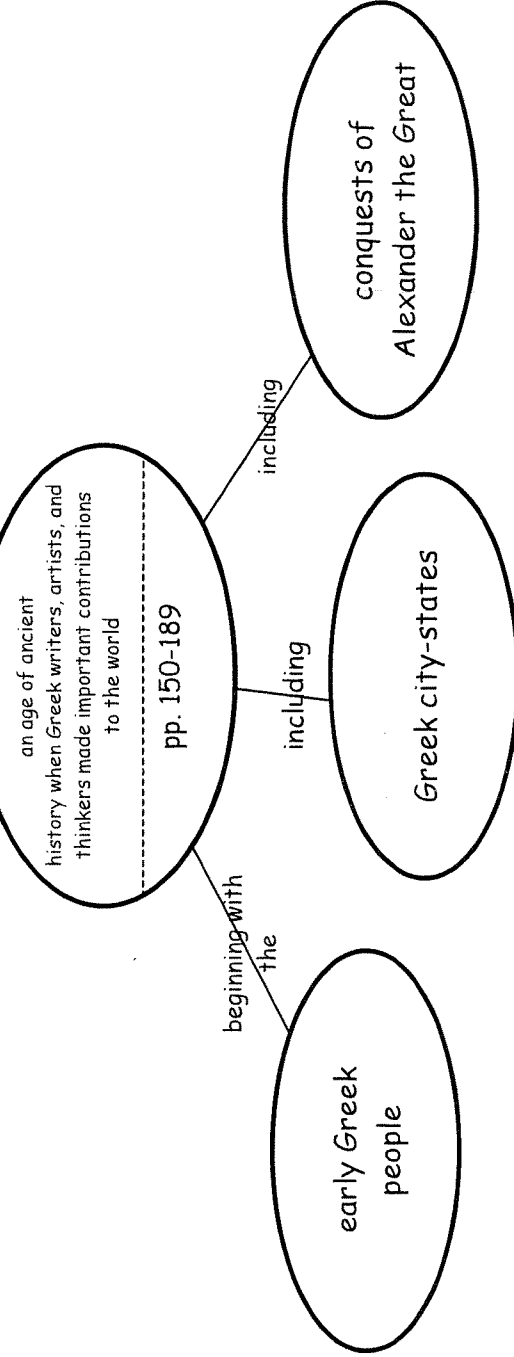
Ancient Rome

1 CURRENT UNIT

Ancient Greece

5 UNIT MAP

is about...



8 UNIT SCHEDULE

2/1	UO/Time/Map
2/3	Take notes on a Frame: Early Greek people
2/4	Discussion: Athens and Sparta
2/5	Clarifying Table: Olympics
2/8	Take notes on a Frame: Greek culture
2/9	Concept Mastery: Democracy
2/10	Foldables: Greek contributions
2/11	UO/formative assessment
2/12	Class activity: Conquests
2/15	Class Debate: Alexander the Great
2/16	Socratic Seminar: How did culture spread?
2/17	UO review: Jeopardy
2/18	Unit test

7 UNIT SELF-TEST QUESTIONS

1. How did geography influence the culture of Ancient Greece?
2. How were the Greek city-states alike and different?
3. How did the development of Greek city-states contribute to the spread of Greek culture?
4. How did the conquests of Alexander the Great contribute to the spread of Greek culture?

6 UNIT RELATIONSHIPS

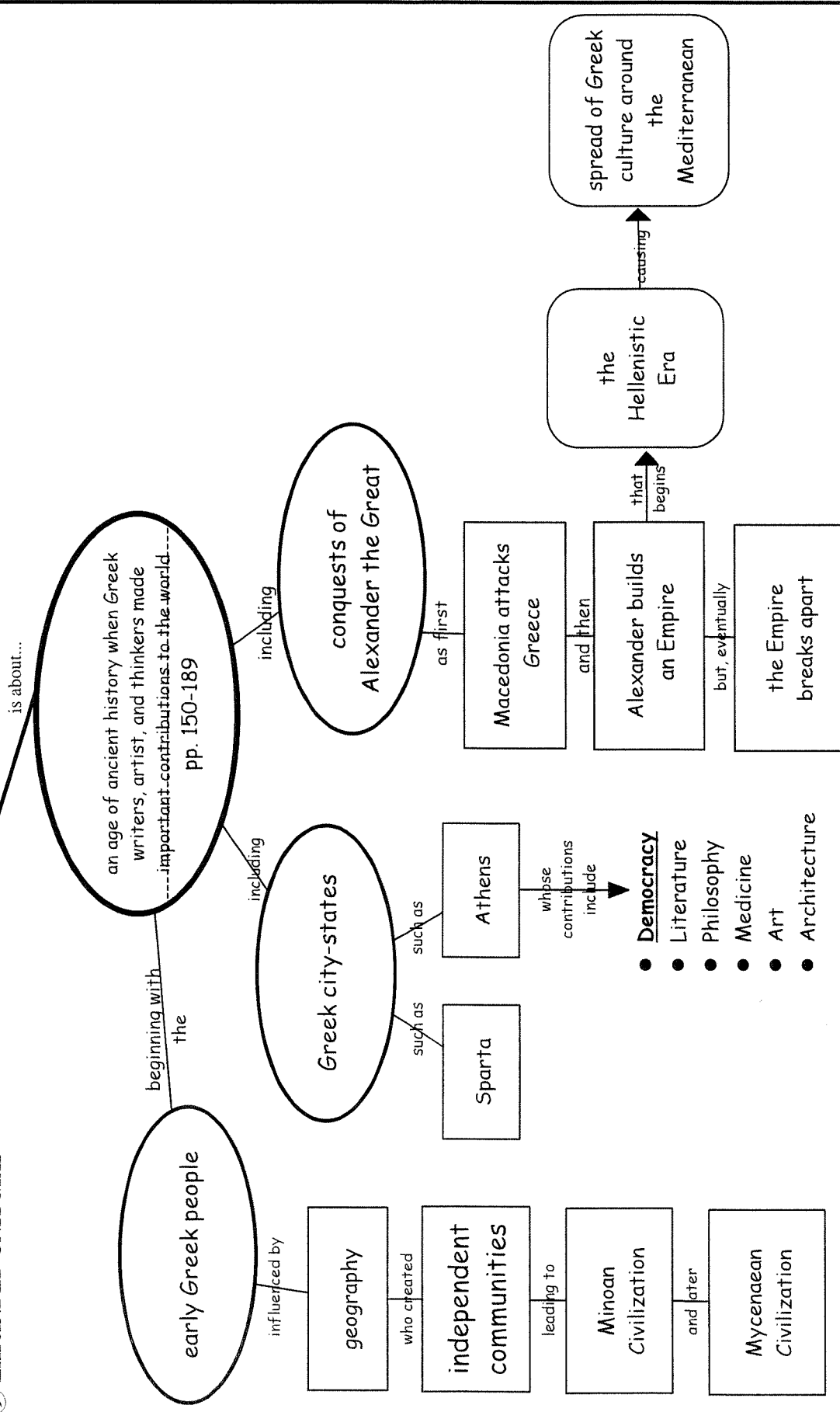
- description
- compare and contrast
- cause and effect
- analysis

The Unit Organizer

NAME _____
DATE _____

Ancient Greece

9 EXPANDED UNIT MAP



10 NEW UNIT SELF-TEST QUESTIONS

1. What major contributions from the culture of ancient Greece do we still see today?
2. What role did technology play in the contributions of the ancient Greek culture?

The Unit Organizer

NAME Sharra Ti

DATE 9/18

4 BIGGER PICTURE

Types of Literature

2 LAST UNIT/Experience

Quality Writing

1

CURRENT UNIT

The Short Story

3

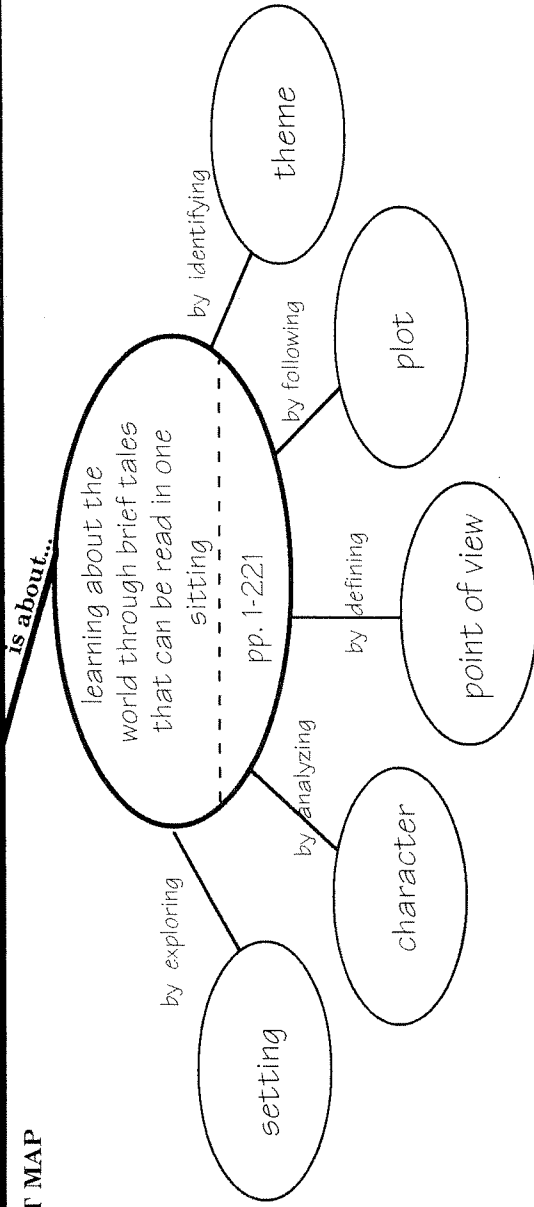
NEXT UNIT/Experience

Drama

8 UNIT SCHEDULE

9/19	Concept Anchoring
9/20	Quiz on reading strategies
9/27	Portfolio presentation
10/1	Quiz on plot/character
10/5	Film on point of view
10/8	Project due
10/12	Point of view assignment
10/15	Portfolio presentation
10/21	Quiz on setting/theme
10/24	Short story due
10/25	Review
10/27	Short story analysis due

5 UNIT MAP



7 UNIT SELF-TEST QUESTIONS

What makes a good short story?

How do short stories help us learn and think about the world?

How do you write a short story?

6 UNIT RELATIONSHIPS

cause/effect

problem/solution

The Unit Organizer

NAME David Mendez

DATE 11/5

4 BIGGER PICTURE

Basic Math Idea and Skills

Using Math Skills

1

CURRENT UNIT

Working with Decimals

3

NEXT UNIT/Experience

Measurement

2

LAST UNIT/Experience

Addition and Subtraction

8

UNIT SCHEDULE

11/5	Problems on p. 54.
11/6	Problems on pp. 55-57
11/8	Quiz on names and rounding
11/9	Class demonstrations
11/10	Problems on pp. 59-61
11/11	Problems on pp. 63-65
11/12	Conversion quiz
11/13	Problems on pp. 67-69
11/14	Problems on pp. 70-71
11/15	Class demos and review
11/16	Test

5 UNIT MAP

is about...

Expressing number values in relation to "10"

through

pp. 54-72

with

word names

by

rounding

with

fractions

percents

UNIT SELF-TEST QUESTIONS

7

How can rounding help us solve problems?

How do you change a fraction into a decimal? (Now, show me!)

How do you change a percent into a decimal? (Now, show me!)

6

UNIT RELATIONSHIPS

steps

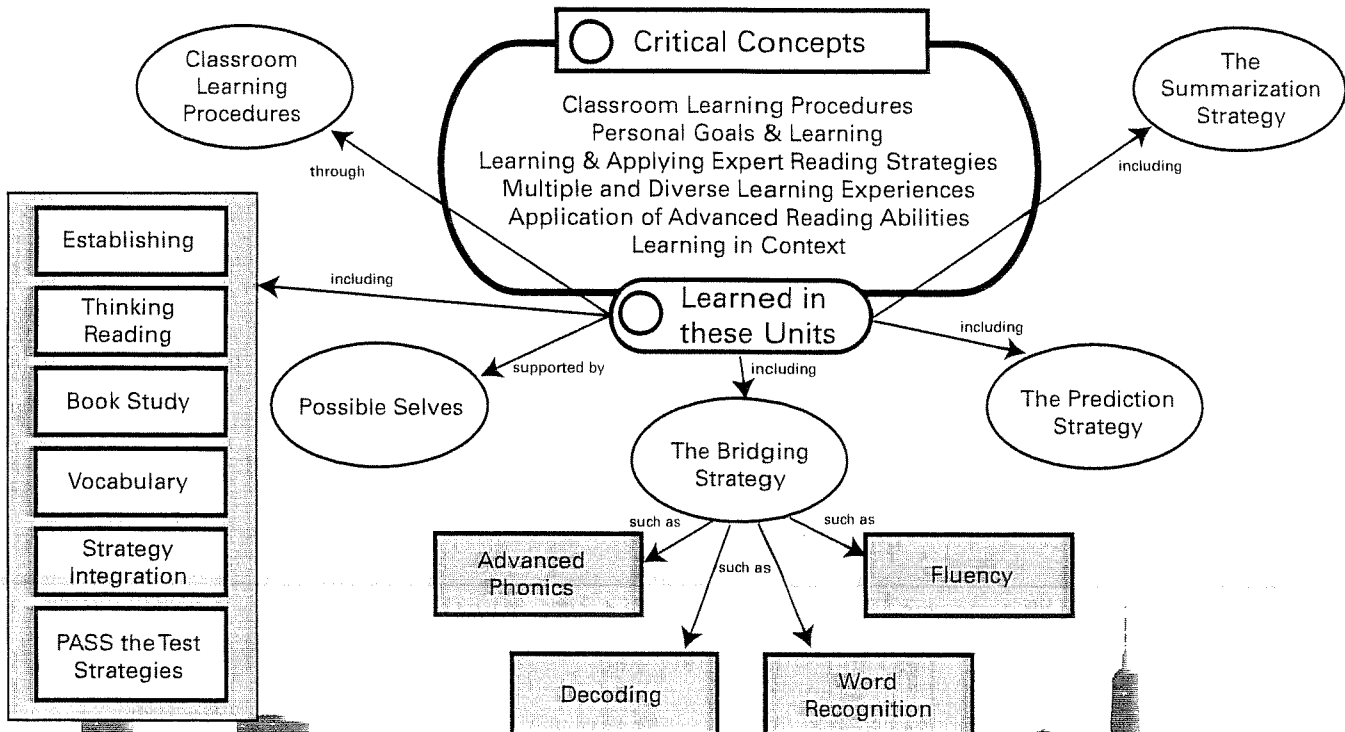
pros and cons

APPENDIX 14

Fusion Reading: Course Organizer

Course Map	This Course: Fusion Reading	Student: _____
-------------------	------------------------------------	----------------

<input type="radio"/> Classroom Expectations Teamwork Respect Voice Choice Effort Urgency	<input type="radio"/> Learning Routines Intensive Learning Explicit Instruction Positive Classroom Environment Student Engagement and Participation Elaborated Feedback Goal Setting & Progress Charting	<input type="radio"/> Tasks/ Activities Participation Quizzes Peer Teams Discussion Products
--	---	--



Fusion Reading: Course Organizer

Teacher:
Time:

The Course Organizer

Student:
Course Dates:

This Course: **Fusion Reading**

is about

learning to apply **ADVANCED** reading strategies to various text structure in order to improve **READING**

Course Questions

1. How does thinking about your hopes, expectations and fears change the way you approach learning?
2. How do you use reading comprehension strategies to help you understand and learn from what you read?
3. How can studying word structures and word meaning help you become an advanced level reader?
4. When reading text, why is it important to read accurately and fluently?
5. How and why do expert readers integrate and apply reading strategies?
6. How and why do expert readers regulate their reading behavior?

Grading Procedures

Agenda & Warm-ups: 10%
Vocabulary Work: 30%
Book Study Assignments: 30%
Strategy Assignments: 30%

Introduction

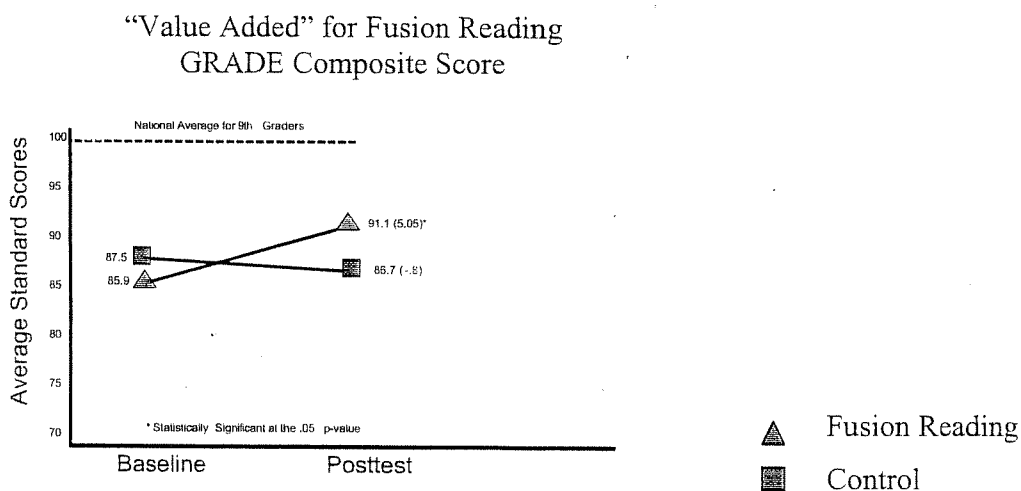
Welcome to Fusion Reading!

Fusion Reading is a two-year program designed to improve the reading skills of struggling high school students. As such, it provides students with the skills they need to quickly become competent readers. In addition, it introduces students to award-winning books that are relevant to their lives and the problems they face. The program's goal is ambitious: to turn non-readers into individuals who devour books and the knowledge they contain.

What makes me think this will work?

Fusion Reading is a comprehensive, research-based program that has been rigorously field-tested—primarily in large, inner-city high schools. The results have been impressive. Students who participated in Fusion Reading significantly increased their reading comprehension scores an average of 5.05 standard score points on the Group Reading And Diagnostic Evaluation (GRADE) reading measure. In contrast, students in the control condition (another reading program) actually decreased standard score points -0.8 standard score points (see Figure 1). The difference between student scores in the Fusion Reading program and the control reading program is statistically significant at the .05 level. Fusion Reading students have narrowed the achievement gap. A detailed research report is located behind the “Research” tab at the end of this manual.

Figure 1: Results of Fusion Reading on the GRADE Composite Score



What's actually in Fusion Reading?

Fusion Reading consists of several different instructors' manuals. Each manual was developed in direct response to a study analyzing the needs of struggling readers.

The first manual in Fusion Reading is ***Establishing the Course***. This manual introduces students to activities and procedures that will be followed throughout the entire Fusion Reading program. This includes:

- Warm-ups, a 5-minute daily activity designed to get students thinking about what they're learning;
- Thinking Reading, a 20-minute daily activity in which you and your students strategically read a novel out loud as a group;
- Book Study, a program that gives students the opportunity to apply reading strategies to books that they choose and want to read, and
- The Vocabulary Process, a 7-step process that students can use to figure out the meaning of unknown words.

In addition, *Establishing the Course* quickly introduces a set of classroom procedures and gives students a chance to practice them. As such, a class structure is quickly established and students learn the procedures they need to follow throughout the course.

Other instructors' manuals in Fusion Reading include:

- ***Possible Selves***, a motivation strategy that helps students understand the connection between becoming expert readers and how that impacts their futures;
- ***The Prediction Strategy***, a reading strategy that teaches students to make predictions before and while they read;
- ***The Bridging Strategy***, a reading strategy that teaches students how to phonetically pronounce multi-syllabic words;
- ***The Summarization Strategy***, a reading strategy that teaches students to summarize what they read;
- ***Strategy Integration***, instruction in how to use all reading strategies together; and
- ***PASS the Test***, instruction on how students can do well on state assessments.

In addition to the above instructors' manuals, three different student manuals are included in Fusion Reading. The manuals contain student practice materials for *The Bridging Strategy*, *The Prediction Strategy*, and *The Summarization Strategy*. Answer keys exist for all of these practice materials. The answer keys for Prediction and Summarization are located in their corresponding instructor's manuals; the answer key for Bridging is located in a separate booklet.

In what sequence do I use these manuals?

Instruction in Fusion Reading should begin with *Establishing the Course*, as this program lays the groundwork for much of the instruction that happens in the rest of the program. Instruction for *Establishing the Course* takes between 2 to 4 weeks, depending upon the length and frequency of your class periods, how much testing your district requires at the beginning of the year, and how long it takes to complete the first Thinking Reading novel.

The second program to be taught in Fusion Reading is either *The Prediction Strategy* or *The Bridging Strategy*. To decide which of these programs to teach next, think about your students. How receptive do you think they'll be to learning how to use advanced phonics to decode multi-syllabic words? If you think that students will be at all receptive, use *The Bridging Strategy* as the second program. However, if you feel that students may be resistant, begin with *The Prediction Strategy* as the second program.

The third program that should be taught is *Possible Selves*. *Possible Selves* is designed to jumpstart students' thinking about the future, their dreams, and how to achieve those dreams. While thinking about these things, students come to realize the importance that reading can play in achieving the kind of life they'd like to have.

The fourth program that should be taught is either *The Prediction Strategy* or *The Bridging Strategy*; that is, the program that was not selected as the second program.

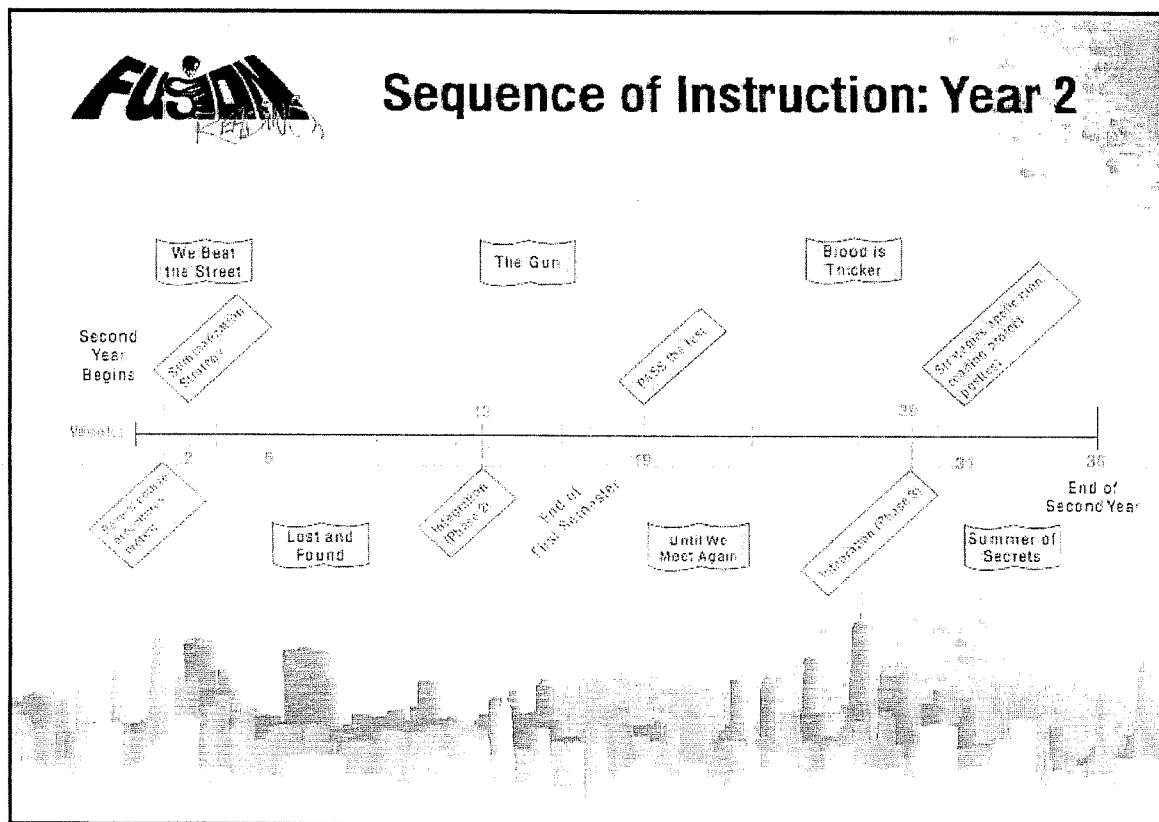
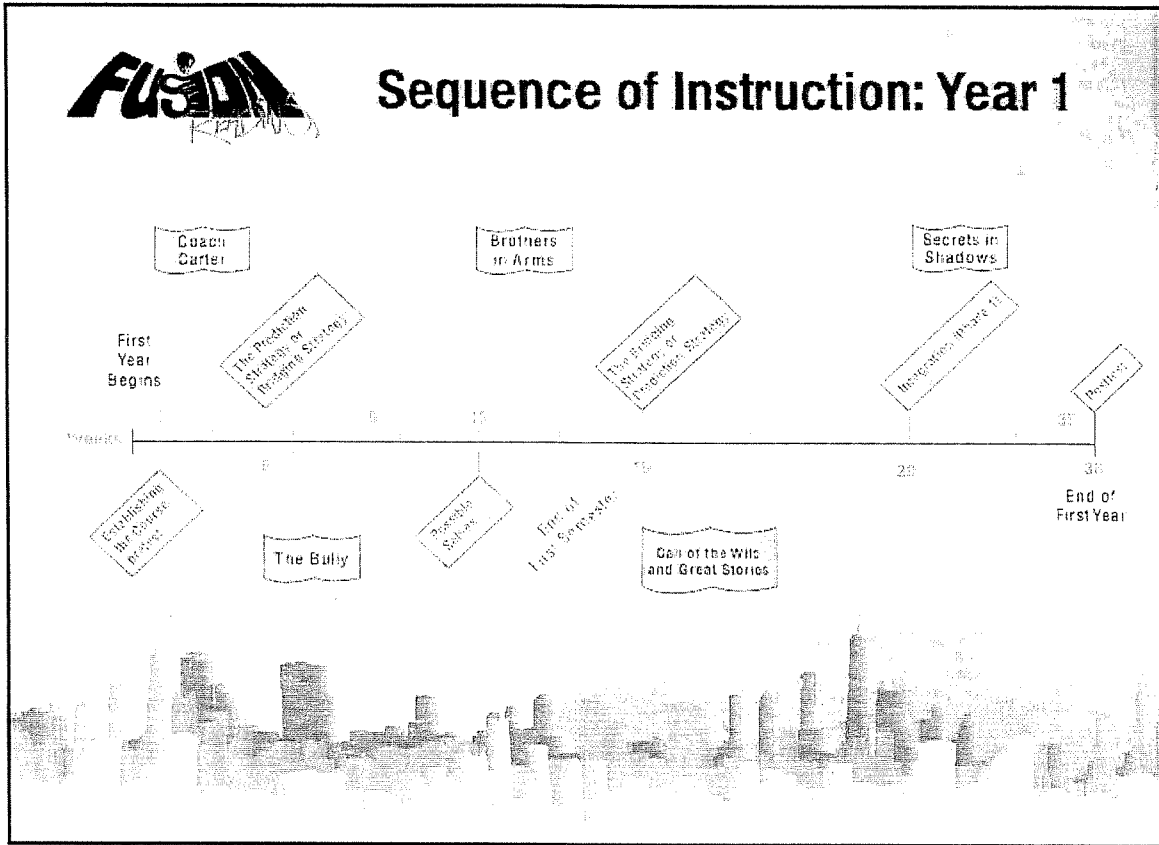
The fifth program in Fusion Reading should be *Strategy Integration*. Here, students learn to simultaneously apply all of the reading skills they have learned to this point. Specifically, this includes figuring out the meaning of unknown vocabulary words, pronouncing unknown multi-syllabic words, and making predictions before and during their reading. Later, after students have learned additional *The Summarization Strategy* and *PASS the Test*, additional integration instruction takes place.

The sixth manual that should be taught in Fusion Reading is *The Summarization Strategy*. Here, students learn to summarize small sections of book, chapters, and even longer passages.

The final manual in Fusion Reading is *PASS the Test*. In this program, students learn a strategy that they can use to do well on standardized tests.

For an overview of the Fusion Reading's instructional scope and sequence, see Figure 2 on the next page. In this figure, instruction takes place over two years, with reading classes meeting for 90 minutes every *other* day. However, if your reading classes meet daily for 90 minutes, instruction would be completed within a year.

Figure 2: Fusion Reading Instructional Scope and Sequence



Wait a minute. Must I really teach PHONICS to high school students?

Yes. The ability to break multi-syllabic words into smaller phonetic parts enables a person to become a fluent reader. Fluency, in turn, enables a person to concentrate on understanding what he or she is reading. Research has shown that high school students who are struggling readers lack the ability to break words apart phonetically. Thus, they are not becoming fluent readers, which in turn prevent them from truly understanding what read.

Okay. So what does a Fusion Reading lesson look like?

All lessons in Fusion Reading are built around a 90-minute class period. Most lessons consist of a 5-minute warm-up activity, 20 minutes of Thinking Reading, 40 minutes of direct instruction, 20 minutes of vocabulary work, and a 5-minute wrap-up.

Each lesson contains a one- or two-page synopsis of the basic instruction, with a list of the materials needed for the instruction. With *The Prediction Strategy*, *The Bridging Strategy*, *The Summarization Strategy*, *Strategy Integration*, and *PASS the Test*, each synopsis is followed by a more in-depth explanation of the lesson, with examples of how someone might actually explain a particular concept. Supplemental materials for you and your students follow each lesson.

This is a huge program. How do I get started?

First, take a breath. You only teach one program at a time. For the time being, set aside all instructors' manuals except *Establishing the Course*. Then, flip through the lesson plans and materials for *Establishing the Course*. Familiarize yourself with the basic instruction and make copies of the materials you need.

Second, review the supply list below. This list includes all of the supplemental supplies needed for the course. Some of the items (like the class novels), you will need to order for students. Some of the items (like old magazines, scissors, and glues), you will have on hand. Other items you may want students to provide. Decide whether you will supply all of the following materials or ask students to provide some of them. Supplemental supplies needed for the course include:

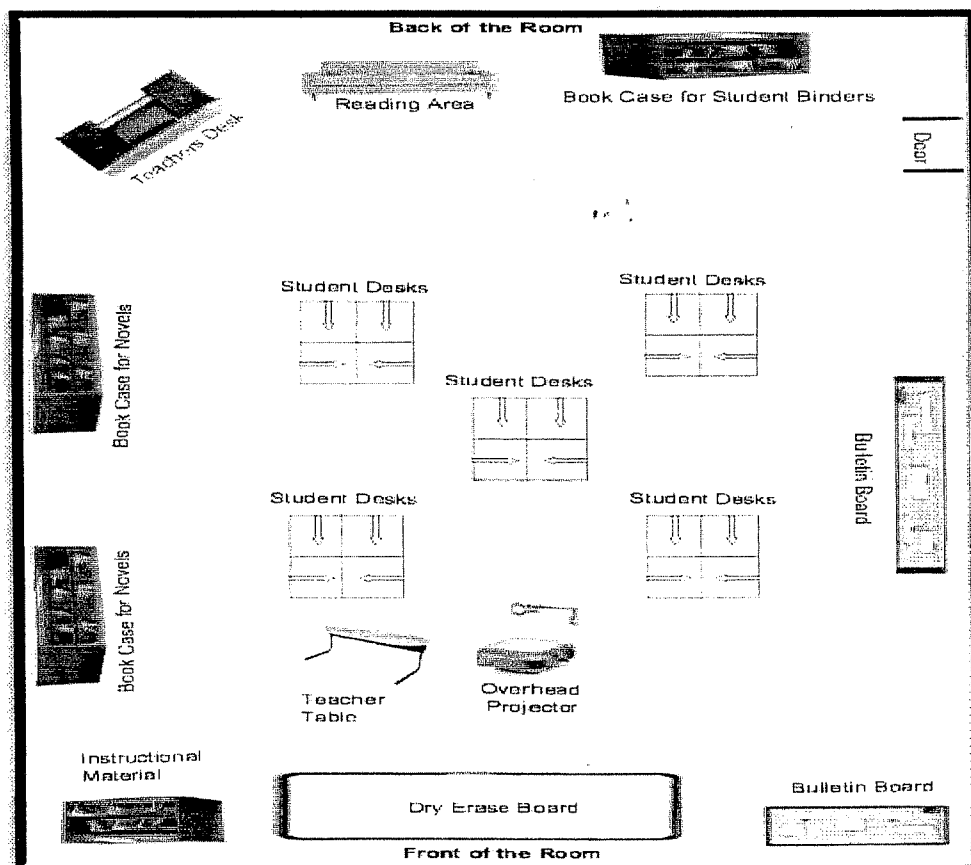
- Class novels (one per student; see list of novels at end of introduction)
- Steno pads (one per student; for vocabulary work)
- Spiral notebooks (one per student; these will become the journals that students use for their daily warm-ups)
- 2-inch, 3-ring binders (one per student; for organizing all materials received in Fusion Reading)

- 10 tabs (one set of tabs per student; for organizing binders)
- Manila file folders (one per student; for *Possible Selves*)
- 11 x 17 or 12 x 18 inch sheets of paper (one per student; for collages in *Possible Selves*)
- Digital timers (one for every two students; these will be used for paired practice in *Prediction, Bridging, and Summarization*; “School Smart Digital Timers” can be ordered from classroomdirect.com for \$2.49 each)

Third, set up your class to facilitate instruction. In doing so,

- Decide where student binders will be stored. Since students retrieve their binders every day, this location should be one that is easily accessed.
- Decide where the daily warm-up and agenda will be posted. The warm-up and agenda should be posted in the same spot every day. If you have a chalkboard, consider designating one section of the chalkboard for the warm-up and agenda.
- Arrange student desks to facilitate partner and small-group activities. At the same time, make sure that students are able to see you when providing direct instruction. For suggested room arrangements, see Figure 3 below.

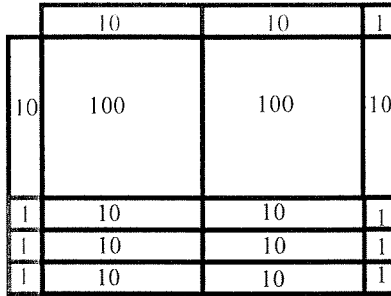
Figure 3: Suggested Room Arrangement for Fusion Reading



APPENDIX 15

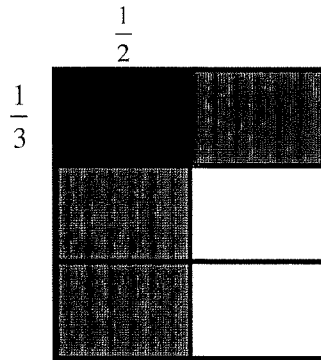
Using geometry, specifically the area of a rectangle, to demonstrate multiplication through the grades.

Connecting geometry (area) to number sense (multiplication) by connecting area of a rectangle to partial products. Connecting mathematical strands as well as strengthening student understanding of place value by providing nontraditional algorithms.



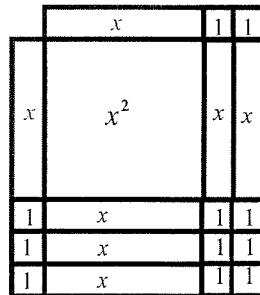
$$\begin{array}{r}
 21 \\
 \times \underline{13} \\
 \hline
 3 \quad (3 \times 1) \\
 60 \quad (3 \times 20) \\
 10 \quad (10 \times 1) \\
 + \underline{200} \quad (10 \times 20) \\
 \hline
 273
 \end{array}$$

Expanding on the method described above to involve fractions students can easily transfer their prior mathematical knowledge of area models for multiplication to more complex mathematical expressions.



$$\begin{aligned}
 & \frac{1}{2} \text{ of } \frac{1}{3} \\
 &= \frac{1}{2} \cdot \frac{1}{3} \\
 &= \frac{1}{6} \quad \leftarrow \text{The intersection of the areas.}
 \end{aligned}$$

Once again, building on the connection between area and multiplication teachers can assist students in discovering the connection between area and binomial multiplication as well as “see” the relationship between multiplication and factoring.



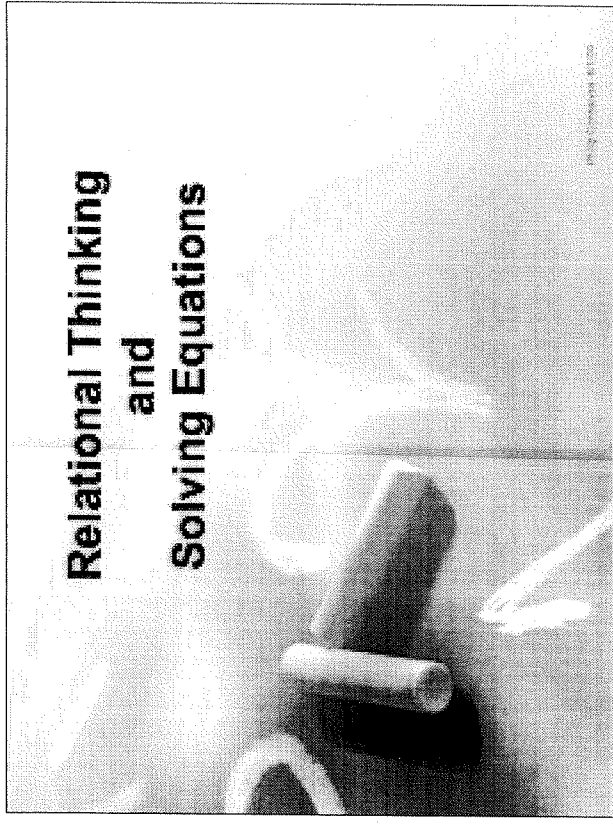
$$\begin{aligned}
 & (x+2)(x+3) \\
 &= x^2 + 2x + 3x + 6 \\
 &= x^2 + 5x + 6
 \end{aligned}$$

Equivalent Forms of One Through the Grades

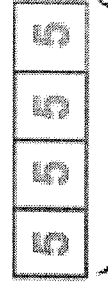
	Simplifying Fractions <ul style="list-style-type: none"> Students use equivalent forms of 1 (GCF) to simplify fractions. Students can determine the GCF. 	Adding & Subtracting Fractions <ul style="list-style-type: none"> Students determine the LCD and use equivalent forms of one to add and subtract fractions. 	Exponents <ul style="list-style-type: none"> Students are able to discover the product and quotient rules for exponents. $a^m \cdot a^n = a^{m+n}$ $\frac{a^m}{a^n} = a^{m-n}$	Multiplying Fractions <ul style="list-style-type: none"> Students prime factor and use equivalent forms of 1 to multiply fractions.
Grade Level Standards	4^{th} – NS 1.5	5^{th} – NS 1.5 & 2.3 6^{th} – NS 1.1 & 2.1	5^{th} – NS 1.3	5^{th} – NS 2.4 6^{th} – NS 2.2
Intermediate Grades (4-6) Examples	Simplify: $\frac{24}{36}$ $\frac{2 \cdot 2 \cdot 2 \cdot 2 \cdot 3}{2 \cdot 2 \cdot 2 \cdot 3 \cdot 3} = \frac{2 \cdot 2 \cdot 2 \cdot 3}{2 \cdot 2 \cdot 2 \cdot 3} = \frac{2}{3}$ Notice the GCF of 24 and 36 is: $2 \cdot 2 \cdot 3 = 12$	Add: $\frac{1}{6} + \frac{4}{12}$ $= \left(\frac{1 \cdot 2}{6 \cdot 2} \right) + \frac{4}{12}$ $= \frac{2}{12} + \frac{4}{12}$ $= \frac{2+4}{12}$ $= \frac{6}{12}$ $= \frac{1}{2}$	Simplify: $\frac{4^4}{4^2}$ $= \frac{4 \cdot 4 \cdot 4 \cdot 4}{4 \cdot 4}$ $= 4^2$	Simplify: $\frac{10}{12} \cdot \frac{4}{5}$ $= \frac{2 \cdot 5 \cdot 2 \cdot 2}{2 \cdot 2 \cdot 2 \cdot 3 \cdot 5}$ $= \frac{2 \cdot 2 \cdot 2 \cdot 2 \cdot 5}{2 \cdot 2 \cdot 2 \cdot 3 \cdot 5}$ $= \frac{2}{3}$

<i>Algebra Standards</i>	$8^{\text{th}} - 2.0$	$8^{\text{th}} - 13.0$	$8^{\text{th}} - 2.0$	$8^{\text{th}} - 13.0$
Algebra Examples	Simplify: $\frac{9x^2y}{12xy}$ $= \frac{3 \cdot 3 \cdot x \cdot x \cdot 2 \cdot y}{2 \cdot 3 \cdot x \cdot 2 \cdot x \cdot y}$ $= \frac{3x}{4}$	Add: $\frac{1}{x} + \frac{1}{y}$ $= \left(\frac{1}{x} \cdot \frac{y}{y} \right) + \left(\frac{1}{y} \cdot \frac{x}{x} \right)$ $= \frac{y}{xy} + \frac{x}{xy}$ $= \frac{x+y}{xy}$	Simplify: $\frac{m^6}{m^3}$ $= \frac{m \cdot m \cdot m \cdot m \cdot m \cdot m}{m \cdot m \cdot m}$ $= m^3$	Simplify: $\frac{3x^2}{2x} \cdot \frac{5xy^2}{6xy}$ $= \frac{3 \cdot x \cdot x \cdot 5 \cdot x \cdot y \cdot y}{2 \cdot x \cdot 2 \cdot 3 \cdot x \cdot y}$ $= \frac{5xy}{4}$

Relational Thinking and Solving Equations



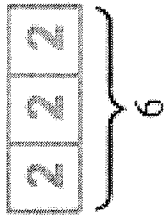
Relational Thinking



$$\frac{y}{4} = 5$$

$$4\left(\frac{y}{4}\right) = 4(5)$$

$$y = 20$$

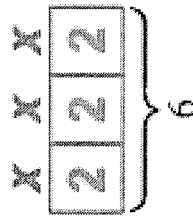


$$3x = 6$$

$$\frac{3x}{3} = \frac{6}{3}$$

$$x = 2$$

© Harcourt Learning Technology

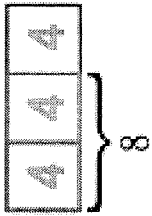


$$3x = 6$$

$$\frac{3x}{3} = \frac{6}{3}$$

$$x = 2$$

© Harcourt Learning Technology



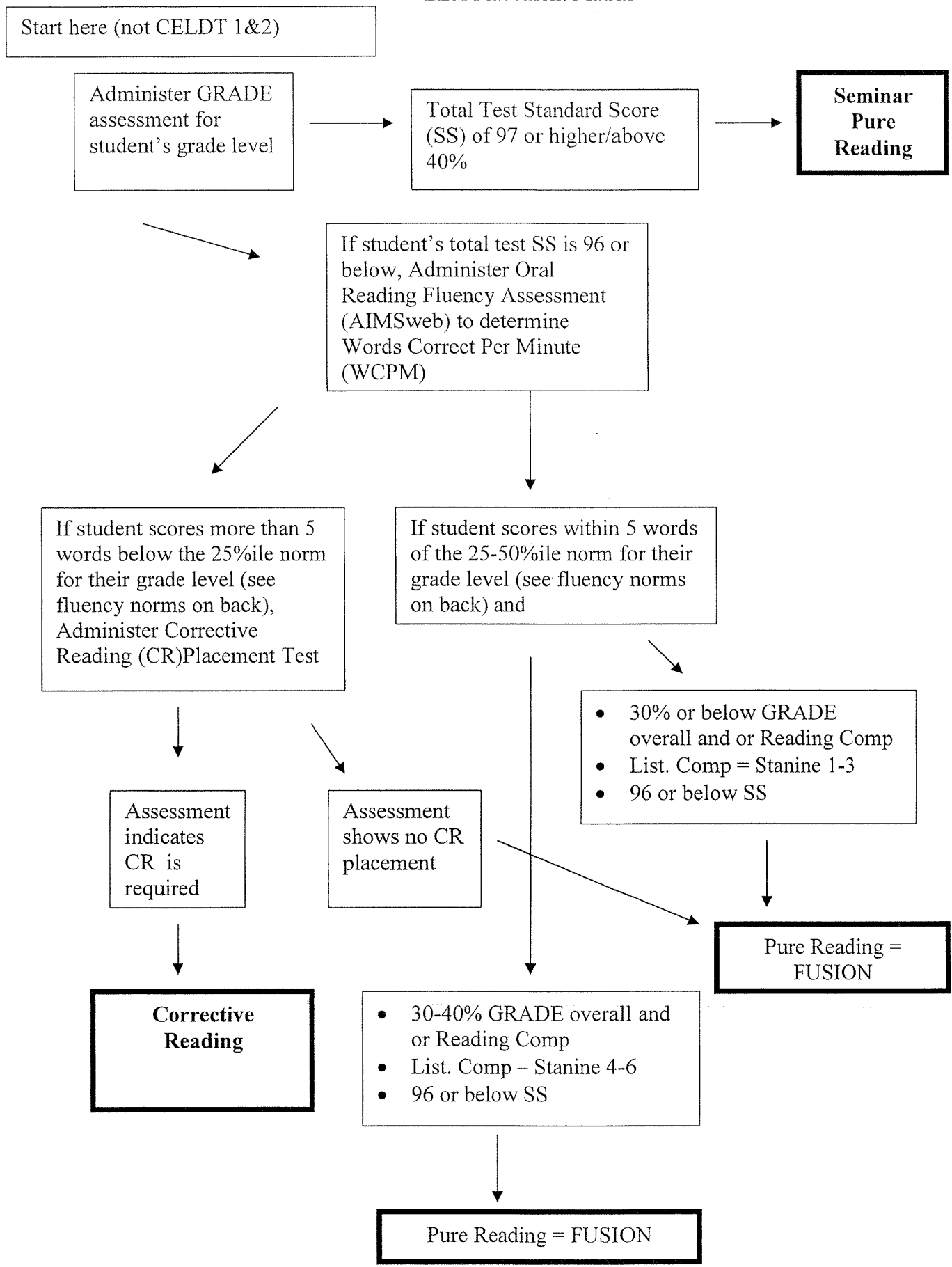
$$\frac{2x}{3} = 8$$

$$\frac{3}{2} \left(\frac{2x}{3} \right) = \frac{3}{2} (8)$$

$$x = 12$$

APPENDIX 16

ELA Placement Matrix



Algebra Screening Matrix
6th and 7th grade Course 2 and Algebra placement

Performance Value	1	2	3	4	5
Math Report Card Grade (Average of the first 2 trimesters or Semester grade)	0 - 5	6-1.5	1.6-2.5	2.6-3.5	3.6-4
AAT (Basic Skills Test)	0-14	15-25	26-29	30-34	35-40
MDTP Algebra Readiness Test	0-9	10-19	20-26	27-35	36-45
Prior Year Math CST	Far Below Basic (1)	Below Basic (2)	Basic (3)	Proficient (4)	Advanced (5)
Mid-Year Exam Course 1	0-5	6-10	11-15	16-21	22-25
Mid-Year Exam Course 2	0-5	6-10	11-15	16-20	21-24

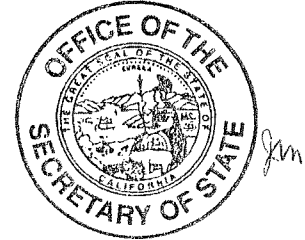
Testing Window = AAT	Testing Window = MDTP
TBD 2010-2011	TBD 2010-2011

Overall Multiple Measure Score Criteria for Moving from Transitions to Algebra into A

Overall Multiple Measure Score Criteria for Moving from Grade 6 to Algebra 1 / Course 2	Advanced
4.2 - 5 Placement in Alg 1 with Parent Opt-in	Advanced
3.8 - 4.2 Placement in Alg 1 w/ teacher recommend/principal approval and Parent Opt-in	Benchmark/St/Int
0 - 3.8 Placement in Course 2	
2.6-3.4 Access Math Class as Available	
0-2.5 Access Math Class provided	

If scores are missing, use the predominance of evidence to make your decision.

APPENDIX 17



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

SEP 10 2009

DEBRA BOWEN
Secretary of State

SEP - 3 2009

ARTICLES OF INCORPORATION
OF
THE ACADEMY OF ALAMEDA
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be The Academy of Alameda.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote The Academy of Alameda.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Allyson Nolte Tilles
1537 Paru Street
Alameda, CA 94501

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

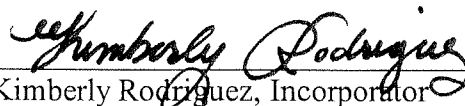
V.

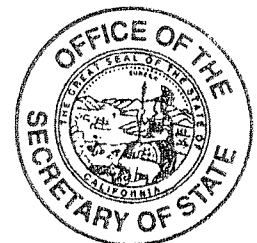
The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated: 9/2/09


Kimberly Rodriguez, Incorporator



TEACHERS
 PETITION FOR THE
 ESTABLISHMENT OF



ACADEMY
 OF ALAMEDA
 MIDDLE SCHOOL

The petitioners listed below certify that they are teachers interested in employment with the Academy of Alameda. As such, petitioners believe that the charter merits consideration and hereby petition the governing board of the Alameda Unified School District to grant approval of the charter pursuant to Education Code 47600 et seq. The petitioners authorize the Leadership Team to negotiate any amendments to the charter necessary to secure approval by the District Board

NAME	SIGNATURE	CREDENTIAL NUMBER
Andy Lee		080026680
SAYALEE PATIL		080126379
Debrah Turner		081077981
Laurel McEoy		060140738
Sheila Hewitt		080151662
Kathy Passmore		070298241
Sarah Stickle	Sarah Stickle	090058165
Constance D'Ambrasi	Constance D'Ambrasi	070140147
Kate Crawford		070218538
Shannon Donohoe		070233590
Lori Macdonald		060062517
Sylvia Kahn		060181644
Diane Montgomery		0009085
Byron Hunter		070264853
Mindy Limon		pending
TEKKI EVAN		060242977
JER FETER		080142552

