

Developing Virtue Secondary School

Progress Report 2010



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Western Association of Schools and Colleges
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Preface

Requirements. Requirements for the midterm review are found in the following documents:

- Accrediting Commission for Schools, ***Six-Year Term with On-Site Midterm Review Procedures, School Instructions.***
- Accrediting Commission for Schools, ***Six-Year Term with On-Site Midterm Review Procedures, Midterm Review Committee Instructions.***
- Accrediting Commission for Schools, ***The Follow-up: Making Headway, Coordinator Guidelines: School's Follow-up Checklist.***

Organization. The organization for WASC activities consists of the Leadership Team, Committee of the Whole, and Home Groups (faculty, parents, and students). The Leadership Team coordinates the process and provides resources where needed. The Committee of the Whole synthesizes and validates the findings of the Home groups. The Home groups collect and evaluate core evidence. Membership of these groups are:

•**Leadership Team** – Mr. Doug Powers (DRBA Board of Education member), DM Heng Yin (Principal), DM Heng Shun (Curriculum and Instruction Advisor), DM Heng Jiao (Finance Office), Mr. Lewis Bostick (WASC Coordinator), Mr. Juan Gracia (Associate Coordinator), and Mr. Michael Galli (Chairman of the Committee of the Whole).

•**Committee of the Whole** – Mr. Michael Galli (Chairman), DM Shun (Religious Studies and Ethics), Ms. Cheong (ELD), Mr. Hibshman (English), Mr. Gracia (Math), DM Jin Fan (Chinese), Mr. Peterman (Science), Mr. Field (Social Studies) Mr. Gan (Visual and Performing Arts), DM Tsung (P.E.), Mr. Yepez (Parents), and ASC Presidents (Mr. Zhu and Ms. Phua).

•**Home Groups:**

•Subject Area Group

- Math – Mathematics Faculty Members, Mr. Gracia chairperson
- English - English Faculty Members, Mr. Hibshman chairperson
- Visual and Performing Arts - VPA Faculty Members, Mr. Gan chairperson
- Science - Science Faculty Members, Mr. Peterman chairperson
- Religious Studies and Ethics - Faculty Members, DM Heng Shun chairperson
- ELD – ELD Faculty Members, Ms. Cheong chairperson
- Social Studies – Faculty Members, Mr. Field chairperson
- Chinese – Chinese Faculty Members, DM Jin Fan chairperson
- Library – Librarians, Mr. Barth chairperson
- P.E. - DM Heng Tsung chairperson
- Electives/Extracurricular Activities – Faculty Advisors, DM Heng Shun chairperson

•Support Staff Group Mr. Koo, Ms. Lau, Ms. Tan, Ms. Kandesahri

•Parent/Community Group Parents/Dorm Supervisors (DM Heng Dzu and Mr. Kellerman)

•Student Group Associated Student Body or ASC (council only) as appropriate.

1 Introduction and Basic Student/Community Profile Data

Developing Virtue Secondary School (DVS) draws students from the United States, Europe, the Pacific Islands, and Asia. Our students bring perspectives from their native countries into the classroom. This lends a global awareness and richness to the classroom. We also arm our students with the education they will need to thrive in the global economy of our world. China is expected to be an economic powerhouse within the next 20 years. All of our students take Mandarin Chinese. Most graduates of our school speak, read and write Mandarin Chinese, and gain an appreciation of Chinese traditions, culture, and literature. Even though we are a small school, a measure of the strength of our Chinese department is that most years we have one or two teams winning the right to compete nationally in the Chinese Culture competition.

1.1 Schoolwide Student Goals

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

1.1.1 Expected Schoolwide Learning Results

A graduate of Developing Virtue Secondary School:

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

1.2 Student/Community Profile Data

Developing Virtue Secondary School is situated in Mendocino County, California near the city of Ukiah.

1.2.1 Ukiah – Local Community

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

The 2008 estimated population of Ukiah is 15,758. This is marginally down from the estimated population of 15,850 in 2003. Family income rose from \$32,655 in 2001 to an estimated \$39,017 in 2008. 2009 was a particularly bad economic year as unemployment soared from the traditional 5.5% up to 10.1 - 11.6%. As the cost-of-living index in Ukiah is 10.5% higher than the average cost-of-living index for the United States, the loss of income was particularly egregious.

From 2000 to 2003, the median cost of a 3-bedroom 2-bath house increased from \$200,000 to \$373,000, an average annual rise of 62%. The median cost in 2008 saw a decline to \$309,761. Twenty percent of the population has college/university degrees. Bucking the economic trends, DVS enrollment has continued to increase.

1.2.2 City of Ten Thousand Buddhas – The Campus

Situated on the grounds of the City of Ten Thousand Buddhas, a 488-acre Buddhist monastery and international community in the rural outskirts of Ukiah, Developing Virtue Schools educate boys and girls separately, creating an environment conducive to academic and personal growth. The boys division is housed in a two-story building, and the girls division is housed in two two-story buildings.

Each division has its own library and computer lab, and shares a science lab and a visual and performing arts complex that include an art studio and an art gallery/music practice room. Each division has its own basketball court and athletic field. The schools share in the use of the main ceremonial hall, community kitchen and dining hall, and Daoyuan Lecture Hall.

The campus also houses a monastery, a convent, Dharma Realm Buddhist University, a university library, a vegetarian restaurant, an organic farm, a senior center, a bookstore, and residences for families and boarding students. With landscaping originally designed by Luther Burbank, the scenic campus abounds with myriad varieties of trees and native plants and includes a pine forest, a creek, and a wetland, making it home to a diverse population of birds and wildlife. Surrounded by mountains and farmland, the clean air and landscape of Mendocino County provides an ideal environment for fellowship and study.

1.3 Student Demographics

1.3.1 Special Populations

The table below shows a breakdown of the school by grade level and special populations. We have roughly an equal number of boy and girl students, and there is rarely mixing between the two divisions of the school. The day students, who come just for classes and extra-curricular activities, and the boarding students, who live in the dorms and keep a regular daily schedule, attend class together.

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

Fall 2009 Students by Grade Level/Gender/Day or Boarding/ELD

Grade Level	Boys				Girls			
	Total	Day	Boarding	ELD	Total	Day	Boarding	ELD
9	8	4	4	0	9	4	5	3
10	10	6	4	4	9	1	8	3
11	6	2	4	0	13	3	10	0
12	10	1	9	0	11	3	8	0
Total	34	13	21	4	42	11	31	6

1.3.2 Gender and Ethnicity

Both the ethnicity and national origin student data are provided in the following two tables because combined they give a better sense of what the DVS student body is like. We have an overwhelming majority of Asian/Asian Americans in the school. However, they come from many different countries contributing to a diverse set of backgrounds and cultures.

Fall 2009 High School Students by Gender/Ethnicity

	Boys		Girls	
	Percentage	Count	Percentage	Count
Asian/Asian-American	100%	34	83%	35
European-American			14%	6
Latino			2%	1

The enrollments of both boys and girls divisions of the school shows trends that tend to an Asian or Asian-American student body. In fact, boys division this year happens to be 100% Asian or Asian-American, up from 88% in school year 2006-2007. Girls division stands at 81% this year, up from 71% in school year 2006-2007. **Both division's elementary grades show a more balanced ethnicity than do the secondary schools.**

1.3.3 National Origin

Students attending DVS come mainly from the United States, Taiwan, Hong Kong, and Malaysia. These four areas account for 91% of the student body.

Fall 2009 High School Students by National Origin

	Boys		Girls	
	Percentage	Count	Percentage	Count
USA	56%	19	55%	23
France	3%	1	2%	1
The Netherlands	0%	0	2%	1
Belgium	0%	0	2%	1
Taiwan	21%	7	19%	8
Thailand	0%	0	0%	0
Malaysia	9%	3	8%	3
Singapore	0%	0	2%	1
Philippines	0%	0	0%	0
Canada	3%	1	0%	0
Hong Kong	9%	3	8%	3
Germany	0%		2%	1

1.4 Faculty Demographics

Faculty Education

	2007-08	2008-09	2009-10
PHD	5.88%	3.13%	5.88%
Masters	52.94%	46.88%	44.12%
Bachelor	44.12%	43.75%	44.12%
Others	5.88%	6.25%	5.88%

Both divisions total faculty numbers 32 to 34 members. Faculty members teaching AP courses are shared between the two divisions. Other teachers may teach for one division only or be shared between the two divisions. The table on the left shows the education levels of our faculty. We have a balance between Masters and Bachelor degrees and between Doctors of Philosophy and others. We tend to have as many teachers with higher degrees as those with Bachelors and below.

The following table illustrates the average experience levels of our faculty, both in total years of experience as well as the number of years experience at Developing Virtue Secondary School. Both of these averages show a steady increase as time passes. They do not improve by one year for each year that passes because of the turnover rate.

Average Teaching Experience (Total and DVS)

	2005-06	2006-07	2007-08	2008-09	2009-10
Experience	12.7	13.4	14.0	15.0	15.4
DVS Experience	6.1	7.4	8.53	9.4	8.7

The following table shows the Turnover and retention rates for the past five years. Retention rates for this year are the highest of the past five years. The highest turnover rate is twice the current rate. Turnover does not present problems in maintaining a viable and talented faculty. In many cases, faculty who leave are still available to teach in the school.

	2005-06	2006-07	2007-08	2008-09	2009-10
Turnover	17%	20%	24%	16%	12%
Retention rate	83%	80%	76%	84%	88%

1.5 Supporting Interpreted Data

1.5.1 Attendance

The following Table shows the average daily attendance of each division for the past four years. They range from a low of about 95% to a high of almost 99%.

Average Daily Attendance (Percent)

Division	2006-2007	2007-2008	2008-2009	2009-2010
Boys	96.19	95.09	96.51	97.29
Girls	94.68	95.45	98.65	97.57

The average attendance by grade levels is revealing. The two tables below indicate those averages for each division. As can be seen from the data, the boys division has a culture of “senioritis”, affecting the seniors during school years 2007-2008 and 2008-2009. Only 1 or 2 of the senior class are responsible for the poor performance in boys division. Data for the current school year does not show the same trends.

Boys Division Average Daily Attendance by Grade Level

	2006-2007	2007-2008	2008-2009	2009-2010
Grade 9	98.09	97.80	97.48	99.16
Grade 10	97.01	95.94	97.59	97.75
Grade 11	94.21	95.92	97.54	96.13
Grade 12	93.84	89.52	92.15	96.63

Girls Division Average Daily Attendance by Grade Level

	2006-2007	2007-2008	2008-2009	2009-2010
Grade 9	94.02	95.50	99.18	98.25
Grade 10	96.65	94.69	99.11	98.46
Grade 11	92.57	95.42	98.77	87.36
Grade 12	95.96	96.08	97.57	96.58

1.5.2 Retention Rates

Student retention rates for DVS have steadily risen from school year 2005-2006 through the current year, where the retention rate is 91% overall. For the girls division of the school, the retention rate was 100% for this school year.

Year start High School	06-07	05 – 06	04 – 05	03 – 04	02 – 03
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Year graduating	09-10	08 – 09	07 – 08	06 – 07	05 – 06
Boys	9/11=82%	6/6 = 100%	3/7 = 43%	4/7 = 57%	2/5 = 40%
Girls	11/11 = 100%	4/9= 44.4%	5/7 = 71%	1/2 = 50%	4/8 = 50%
total	20/22 = 91%	10/15 = 66.6%	8/14 = 57%	5/9 = 55.5%	6/13 = 46%

1.6 Student Performance

We understand that SAT, PSAT and Advanced Placement examinations do not accurately measure academic performance of our student body. We have carefully constructed portfolios and benchmark analyses that provide more comprehensive coverage of student's achievements of their goals.

1.6.1 SAT

We use participation and scores on the SAT, PSAT, and AP examinations to give indications of overall student performance. Not all of our students take the SAT or AP courses. For seniors graduating in 2010, all but two took the SAT. The Table below encapsulates the SAT and AP test experience of every graduating class for the past four years. SAT scores place the graduating students in an elite status. The 2009 average for college bound Asian/Asian American students in California was 1602. The 75th percentile value for the SAT in 2009 equated to 1750. In most of the past four years, the average SAT scores for DVS graduating students failed to reach this value only once, for the 2006-2007 graduating class.

Graduating Class Academic Achievement

Academic Year		08 – 09	07 – 08	06 – 07	05 – 06
Students graduating	Boys	6	6	7	3
	Girls	6	4	5	5
	Total	12	10	12	8
SAT Scores Average value per student graduating	Boys	1862	1782	1735	1605
	Girls	1713	1750	1662	1880
	Total	1787	1769	1701	1770
AP Tests taken through HS Average value per student graduating	Boys	4.00	3.00	2.40	1.30
	Girls	2.60	1.00	1.20	0.80
	Total	3.36	2.20	1.92	1.00
AP Tests taken during senior year Average value per student graduating	Boys	2.67	2.00	2.00	1.30
	Girls	1.80	0.25	0.40	0.00
	Total	2.27	1.30	1.25	0.50
AP Tests with grade >=3 Average value per student graduating	Boys	3.33	1.83	2.00	0.33
	Girls	2.40	1.00	0.40	0.40
	Total	2.90	1.50	1.33	0.25
AP Tests with grade >=4 Average value per student graduating	Boys	2.17	1.50	0.85	0.00
	Girls	1.60	0.75	0.20	0.40
	Total	1.91	1.20	0.58	0.25
AP Tests with grade >=5 Average value per student graduating	Boys	1.16	0.33	0.70	0.00
	Girls	0.60	0.50	0.20	0.40
	Total	0.90	0.40	0.50	0.25

1.6.2 Advanced Placement (AP)

Advanced Placement examinations measure a student's mastery of specific course contents. The best measure of success in college is a score of 3 or better. Nationwide, the availability of AP programs and accessibility to students have been expanding. DVS also shows an expansion of

the AP program over the past four years. From school year 2005-2006 through the school year just past, the number of AP tests taken through high school have increased from 1 to 3.36 at DVS. The College Board relies on a measure called AP Equity and Excellence to measure student access to AP courses and their performance in AP courses¹. Maryland public school statistics for 2009 shows the highest value for this parameter of any state at 24.8% Equivalent value for DVS graduates in 2009 stood at 75% (see the table below on quality adjusted AP participation rate). DVS has improved the availability and scores on the AP examinations during the past 4 years.

College-ready Performance

Academic Year		08 – 09	07 – 08	06 – 07	05 – 06
AP Participation Rate	Boys	83.33%	83.33%	71.43%	66.67%
	Girls	83.33%	25.00%	80.00%	40.00%
	Total	83.33%	60.00%	75.00%	50.00%
Quality-Adjusted AP Participation Rate	Boys	66.67%	50.00%	71.43%	33.33%
	Girls	83.33%	25.00%	40.00%	20.00%
	Total	75.00%	40.00%	58.33%	25.00%
Exams Per Test Taker	Boys	4.80	6.33	2.00	1.33
	Girls	2.60	4.00	1.29	1.17
	Total	3.36	5.75	1.72	1.25
Quality-Adjusted Exams Per Test Taker	Boys	4.75	3.67	2.00	0.67
	Girls	2.40	4.00	1.17	0.33
	Total	3.44	3.75	1.71	0.50
AP Pass Rate	Boys	66.66%	75.00%	100%	50.00%
	Girls	100.00%	100.00%	85.70%	33.33%
	Total	90.00%	80.00%	94.44%	41.67%
College Readiness Index	Boys	70.83%	58.33%	71.43%	41.67%
	Girls	83.33%	25.00%	50.00%	25.00%
	Total	77.08%	45.00%	62.50%	31.25%

AP Participation Rate: the percentage of 12th graders who took at least one AP test at some point during high school (number of students tested divided by number of 12th graders enrolled)

Quality-Adjusted AP Participation Rate: the percentage of 12th graders who took and passed (received score of 3 or higher) at least one AP test at some point during high school

Exams Per Test Taker: a measure of the depth of AP participation (the number of tests taken, divided by the number of test takers, equals the average number of tests per test taker)

Quality-Adjusted Exams Per Test Taker: a quality-adjusted version of the above indicator, focusing on the average number of tests that received passing scores (3 or above) per student taking and passing at least one test

AP Pass Rate: Percentage of students taking AP tests who earned a 3 or higher.

College Readiness Index: a measure of the degree to which students master some

¹ College Board, *The 6th Annual AP Report to the Nation*, February 10, 2010.

college-level material (a weighted average based 25 percent on the AP participation and 75 percent on the quality-adjusted AP participation rates

As seen above, the DVS College Readiness Index for graduating students has doubled during the past 4 years, going from 31% to 77%. Overall, the school has shown very satisfactory progress in the academic preparation of students for college/university.

1.6.3 PSAT/NMSQT

In terms of preparation, students take the PSAT/NMSQT every year so that they are familiar with the testing format. Volunteers visit the school to help prepare students for the SAT, and the students also prepare on their own. The following table shows DVS percentile scores for the past 3 years. These data indicate that DVS excels in mathematics but is only average in English language skills. The number of our students who speak other languages at home are at the heart of this difference. Mathematical skills do not rely as heavily on language mastery and are easier to learn for foreign students.

PSAT

Grade	Group	2009 (Percentiles)			2008 (Percentiles)			2007 (Percentiles)		
		Read	Math	Write	Read	Math	Write	Read	Math	Write
11	Boys	35.7	74.5	34.8	54.2	80.6	51.6	73.6	80.8	75.4
	Girls	51.7	80.3	57.5	44.9	69.7	53	57.8	74.3	56.8
	Total	46.6	78.5	50.3	49.8	75.4	52.3	65	77.3	65.3
10	Boys	31.2	64.2	32.4	39.7	83.5	27.8	55.7	83.9	52.5
	Girls	40.5	80.5	44.8	59.12	72	64	53.5	67	61.4
	Total	35.6	71.9	38.3	50.8	76.9	48.5	54.5	75	57.2
9	Boys	57.3	60.1	42.8	27.8	48.8	27.8	31.9	86.4	41.9
	Girls	37.1	55.9	40.8	74	85	80	48	62.3	52.7
	Total	46.6	57.9	41.7	31.1	51.4	31.5	39.3	75.3	46.9

11th grade percentile compared to other 11th graders

10th and 9th grade percentiles compared to other 10th grade percentiles

1.6.4 School as a Caring Community Profile

The School as Caring Community Profile (SCCP) – the most commonly used assessment tool in the world of Character Education – has been administered yearly to all high school students in from 2004 through 2010. This profile measures, in several broad categories, the perceptions of the students about the school. Charts found in Appendix A give the summaries for the students of the two divisions as contrasted to other schools. While other schools data is not disaggregated by gender, the data for DVS is shown by division and then by the aggregate of both divisions. Taking the aggregate score of the two divisions, DVS scores significantly higher than other schools in every measure. Also, boys division has improved their perceptions every year we have done the assessment.

1.6.5 Student Follow-up Data

Until education laws change, there is no convenient way to follow up on student performance in institutions of higher learning. That information is not released to schools from which a student graduated. What we do know is that for over the past ten years all of our graduates have been accepted into colleges/universities. We do not know what percent of those students were required to take remedial math or remedial English courses their freshman years. That would be nice to know but reliable information at that level is simply not conveniently available. Perhaps the alumni association could be tasked to collect what data they can, but they

are performing much more valuable services to the school. Informally, our graduates have high rates of graduation from colleges and universities, around the low to mid 90 percent level. Many get advanced degrees.

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

1.6.6 Student participation in academic and co-curricular activities

Students enroll in an average of six academic classes (English, math, history, science, Chinese, Buddhist Studies/World Religion) per semester and participate in an average of four co-curricular activities.

Academic Activities

Each year the school selects students to participate in Chinese Contests (on listening comprehension, reading, impromptu speaking, speech, calligraphy, essay writing, Chinese painting, etc.) and a Chinese Culture Competition (which requires knowledge of **China's history**, geography, literature, philosophies, scientific achievements, and idioms) organized by the **Association of Northern California Chinese Schools**. **Students also compete in the Lion's Club Speech Contest**, and represent a country in the Model United Nations Conference held at Berkeley.

To give an idea of school accomplishments in these areas, the following table lists the outcomes of these academic competitions

Year	Chinese Contests	Chinese Culture
2009-10	Held in April	Held in May
2008-09	1 st & 2 nd Writing 1 st , 2 nd & 3 rd Translation 2 nd Speaking (Mandarin) 2 nd Speaking in Cantonese 3 rd Impromptu speaking 3 rd Reading	1 st Regional in Cantonese 2 nd Regional in Mandarin
2007-08	1 st & 2 nd Translation 3 rd Writing 3 rd 2 nd Reading 2 nd Speaking (Mandarin) 3 rd Cantonese speaking	None
2006-2007	1 st Speaking (Mandarin) 1 st & 3 rd Writing 1 st & 2 nd Translation 2 nd Speaking in Cantonese 2 nd Chinese painting 2 nd Reading	2 nd Regional 3 rd Regional

Athletics

Boys division - Basketball (City of Ukiah League, North American Youth Sports, and Association of Northern California Chinese Schools in Bay Area) and Soccer (Association of Northern California Chinese Schools in Bay Area); PE activities include: Presidential physical fitness

challenge, weight training, track & field, ping pong and fitness dances. Intramural Competitions: basketball, soccer, volleyball, and modified football.

Girls division - Basketball (City of Ukiah League); PE activities include: basketball, soccer, track, volleyball, badminton, yoga, and Pilates.

Performing Arts

Boys division - Lion and Dragon Dances, Taiko Drumming, Chinese Orchestra, piano/violin individual lessons.

Girls division – Traditional Chinese dances, which includes folk dances of different ethnic groups in China, imperial court dances; Drama Troupe; Chinese Orchestra (including solo performances on various instruments), and conducting); and piano individual lessons.

Visual Arts

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

Leadership / Student Government

Each division of the school (boys and girls) has a student governance organization, the Associated Student Body (ASB). The ASB for each division elects an Associated Student Council or Officers (ASC) who serve as representatives for the student body in articulating their desires, opinions and suggestions to the faculty and staff. The boys division ASC has a president, vice president, secretary, treasurer and three representatives for 9-12th grades and one representative for 7-8th grades. The girls division has a president, vice-president, secretary, treasurer, and four representatives for 9-12th grades and one representative for 7-8th grades. Every week the principal or core teacher holds a division meeting with all the high and junior high students. During these meetings any student can bring up any matter that is of concern to them. The ASC sometimes conducts the meetings to bring up matters that they want to discuss with the entire student body. This structure gives students an opportunity to express their needs and wishes and to allow them to take more responsibility for their school.

Clubs

The Girls Division has added several new extracurricular activities, namely, a Photography Club, a Track Team (high school), and a Chess Club (3rd-12th, started last year). The Community Service Club has been revived and members have been involved in serving the homeless, building low-income housing, visiting convalescent homes, and traveling to a Mexican village to perform community service and experience cultural exchange. For the past three years, each grade level has planned an annual class trip that is educational and usually nature-oriented. These weekend trips have included camping, hiking, kayaking, ropes course, rock climbing, beach clean-up and games, and visiting museums. Other girls division co-curricular or extra-curricular activities are: Chinese Orchestra, Chinese Dance, Basketball, **Sitra** (monthly student newsletter), Yearbook, College Resource Center, Model United Nations, Holiday Club, and Associated Student Body (ASB).

The boys division has 12 co-curricular or extra-curricular activities: Chinese Orchestra, SAT/ACT Club, Dragon and Lion Dance Club, DVBS Newsletter Club, Yearbook Club, Community Service Club, Chess Club, ASB, Basketball, Track and Soccer.

1.6.7 School Financial Report

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

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

Expenditures/Enrollment/Cost Per Student

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Total Expenditures	\$335,773	\$399,603	\$479,227	\$549,659	\$503,158 (as of 2/5/10)
DVS Enrollment	50	67	65	79	74
Total K-12 Enrollment	125	145	158	164	189
Expenditure Per Student	\$2,686	\$2,756	\$3,033	\$3,351	\$2,662 (as of 2/5/10)
Annual Tuition	\$2,200	\$2,500	\$2,700	\$2,800	\$3,000

The trend of increasing enrollment in the last two years, both in DVS and in K-12 combined, is projected to continue as the demand for academic excellence combined with character development, Chinese language learning, and a multicultural residential program grows. The expenditures per student have remained approximately flat except for school year 2008-2009. The main item contributing to this increase is an increased payroll. The following table shows an analysis of this actual expenditure data.

Analysis of Expenditures

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010 (to 2/5/10)
Total Expenditures	\$335,773	\$399,603	\$479,227	\$549,659	\$503,158
Total K-12 Enrollment	125	145	158	164	189
Expenditure Per Student	\$2,686	\$2,756	\$3,033	\$3,351	\$2,662
Payroll per Student	\$1,443	\$1,523	\$1,874	\$2,272	
Expenditure minus Payroll per Student	\$1,243	\$1,233	\$1,159	\$1,079	
Annual Tuition	\$2,200	\$2,500	\$2,700	\$2,800	\$3,000
Scholarship Tuition Per Student	\$521	\$458	\$565	\$606	
Scholarship Tuition %	24%	18%	21%	22%	

From the analysis, the trend in payroll is clearly shown. Figures for school year 2009-2010 are a work in progress and are not extrapolated to estimate the expenditures for the entire year. The analysis also shows that contrary to the rising expenditures per student, when the effects of payroll are subtracted out, the amount spent per student for all other expenditures have actually

been decreasing, beginning in 2005-2006 at \$1,243 and decreasing to \$1,079 this past school year. Thus, budgets are well under control except for salaries. Salaries have increased because we have added faculty and have two Fellowship positions filled, each of which costs more than our usual rates of pay. Our schools budget about 25% for financial aid to students. When we look at the tuition scholarships we give every year compared to the annual tuition, we find that we have actually granted scholarships to from 18% to 24% of our students during these years.

Type of Services Funded

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

1.7 Parent Teacher Organization

The Instilling Goodness/Developing Virtue Parent Teacher Organization has held regular monthly meetings since Fall 2003. Each family pays membership dues of \$25/year and can **contribute to various school activity funds. The PTO's objectives, as stated in its Constitution, are "to promote the welfare of children in the home, school, and community, to promote a closer relationship between home and school so the parents and teachers may cooperate meaningfully and intelligently for the welfare of the children, and to promote united efforts between education and the general public that obtains for every child the highest advantages in physical, mental, moral, and social education."**

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

Parents attend monthly PTO meetings, put out a parent newsletter; drive students to athletic games and on fieldtrips; help with school facility maintenance, cleaning, and renovation on monthly work days; organize teacher appreciation activities and fund raisers; and in general, show a positive and supportive attitude towards school activities.

The PTO has been instrumental in getting funding approval for playground equipment and soccer fields and aiding in their installation. For the past six years, the PTO organized and sponsored successful all-school overnight fieldtrips, once for the boys division and once for the girls division each school year. We have great parents!

2 Significant School Developments

We covered student and staff demographics in the previous chapter. Facilities used by the two divisions of the school have kept pace with enrollment. An impact of the increase in enrollment has been more competition in the admissions process. We are able to select, to some extent, better-**qualified students. We don't necessarily select** those who are academically the best, but all other factors being equal we will admit that candidate having the best academic record. The most significant change to the school over the past three years is the relationship established between Instilling Goodness Elementary/Developing Virtue Secondary Schools and Dominican University.

2.1 Dominican University

Beginning in the summer of 2009, our elementary and secondary schools created a teaching Fellowship in collaboration with Dominican University. We offer the following three two-year Fellowships:

Fellowship 1: Candidates have already earned a teaching credential through Dominican University and qualify for Dominican's 15-unit Master's Degree in Curriculum and Instruction. Candidates complete the fellowship by teaching a second year at our school while receiving remaining fellowship services plus a small teaching stipend.

Fellowship 2: Candidates have earned a teaching credential from an accredited university **other than Dominican and qualify for Dominican's 30-unit_Masters/Special Ed Credential Program.**

Fellowship 3: Candidates have earned an undergraduate degree from an accredited university other than Dominican and qualify for **Dominican's combined teaching credential/Master's Degree program.**

Two members of our staff are currently earning their Masters in Curriculum and Instruction through Dominican University coupled with a K-12 Education Specialist credential which will be conferred upon them after they complete their student teaching this summer. Also, in cooperation with Dominican University, our school has initiated a process that allows our teachers to audit Dominican courses which they find relevant to their instruction.

2.2 Curriculum Developments

We have continued expansion of our curriculum during the past three years. More information on each of the courses added to the curriculum can be found in the class portfolios.

2.2.1 Ethics in Religion and Philosophy

During the beginning of the 2008-2009 school year we introduced a new Ethics in Philosophy and Religion course for both Boys and Girls Divisions for 9th graders, although some 10th graders have also been taking this course. In talking with the high school articulation people at University of California (UC), they informed us that such a **course would be in the "g" or college preparatory elective category and, as such, would need to be an 11-12th grade level class in order to qualify for a college elective for UC.** We decided that we wanted this course to be directed to students in 9th grade, so we elected not to create a college preparatory elective for UC requirements.

In teaching this course, the faculty quickly learned that the original curriculum, which included covering the ethical systems of all the major religions and the major Western philosophical theories of ethics, was too ambitious. In the end, the course became more limited to the ethics of several religions- Confucianism (especially the

new translations of the *Analects* and *Classic of Family Reverence* by Professors Rosemont and Ames), Buddhism, Hinduism and generally the Abrahamic religions, as well as some of the major Western philosophers such as Aristotle and Kant. The teachers also used many contemporary materials such as *Seven Habits of Highly Effective Teens* (and workbook), *Affluenza* (and the DVD *Escape from Affluenza*), the 6 Guiding Principles taught by Venerable Master Hsuan Hua (as well as many of his talks on ethics and virtue including his lectures on the Great Unity by Confucius), *Soul of Education* by Rachael Kessler (teacher of Social Emotional Learning), *Earthlings* (DVD) and related materials dealing with human relationships with animals.

Description of the course in its latest iteration (2009-2010) is as follows: Ethics in religion and philosophy will explore the traditions, perspectives, and philosophies that lead to the ideal life. The course will cover a spectrum of ideas and practices. The Six Great Principles and Eight Core Virtues introduced by the Venerable Master Hsuan Hua, the traditions of the major religions, and the views of ancient and modern **philosophers will be the framework to tackle some of the world's ethical issues.** The class will take on some of the complexities of different debates such as the economy, global warming, euthanasia, suicide, war, abortion, the environment, and animal rights. We will also discuss practical issues in our daily lives such as: happiness, freedom, dreams, contentment, morality, fulfillment, and purpose.

The specific purpose of this 9th grade level course is to introduce these beginning high school students to the whole range of ideas in the realm of ethics and morality so that they can begin to have the tools to develop their own core ethical beliefs and at the same time have an empathetic understanding of the moral and ethical beliefs of others.

The administration feels that this course is of extreme importance in that helps to introduce the core values of the school in the broader context of ethics in religion and philosophy. In our last department meeting on February 20, we drew on the experiences of these first 1½ years of the course and created a very rough outline of a core curriculum of the course. We plan to meet again shortly to further refine this core curriculum for the next school-year.

2.2.2 AP English Literature

At the end of the 2007-2008 school year, Mr. Bostick requested that the Education Board allow him to take a one-year sabbatical for the 2008-2009 school year. After this request was approved, Mr. Douglas Powers, was elected to be the interim principal **during the year of Mr. Bostick's sabbatical.**

Mr. Powers taught at Berkeley High School for 40 years and developed an extensive expansion of the AP programs at Berkeley High, so that many students who normally could not take AP courses could do so by receiving frequent tutoring beyond the normal class time. Mr. Powers himself had taught AP Economics and AP English Literature at Berkeley High.

So Mr. Powers suggested that he could teach an AP English Literature course to the seniors in both divisions at the same time. The intention of the course was two-fold. First, we wanted to offer additional challenging courses to students who were well equipped to succeed in them. Second, we wanted to give students who would not normally take an AP English course an opportunity to come up to the challenge and most importantly get some experience in preparation for college, which they would be attending next year.

Although the results of the AP test, which most students took, were mixed — the more academically gifted students did well, but the weaker students only did fair to

poor. The course is, nevertheless, considered to be an important new addition to our school, and the administration feels that both of the goals of the course were achieved. Previously, all of our AP approved courses, with the exception of AP Chinese, were in math or science, viz. Calculus AB, Calculus BC, Physics B, Physics C, and Economics.

During this second year of the course (2009-2010), Ms. Welford who has a Ph.D. in English and formally taught at the community college level, taught the course for the first semester. Ms. Welford served as Mr. Powers teaching assistant during the second semester of the first year the course was taught and taught the boys and girls separately during the first semester of this year. She also took an AP approved summer session on AP English Literature at Stanford University.

All in all, the school is quite satisfied that we can now offer a challenging course in English literature for seniors and in the future we hope to be able to add an AP course in English, which we would offer to juniors.

2.2.3 Chinese Orchestra Musicianship

Students will develop musicianship by playing a major traditional Chinese instrument. They will play the instrument solo and in orchestra. They will be able to read and write a music score for Chinese orchestra, ensemble, small group, trio, and duet. Students will also learn and understand the application of the artistry, elements, and theory of music in music scores, to enable them to write a score for traditional Chinese orchestra or ensemble. Students will develop their abilities in the appreciation of Western and traditional Chinese music, orchestra and ensemble music, and various historical styles of music.

2.2.4 Ancient Civilizations

This is a one semester ninth grade course designed to provide a foundation knowledge of ancient civilizations and a historical context for tenth grade modern World History. The course begins with a study of the Paleolithic evolution of homo sapiens and the transition from hunter-gatherer societies to agricultural communities, including selected early civilizations in Middle East, Africa, Asia and Latin America. The emergence of democracy in Athens and in pre-imperial Rome is reviewed in depth, and the monotheistic religions of Judaism, Christianity, and Islam are analyzed and compared. We will end the semester with a detailed study of pre-1500 European economic, political, religious, and social structures, with an emphasis on understanding the historical context of modern global civilization.

2.2.5 World Geography

This one semester course is designed to introduce students to the importance of spatial organization – the location of places, people, and events, and the connections among places and landscapes – in the understanding of human life on Earth. Students will learn about the methods and tools geographers use to define geographical regions, in their science and practice, and to evaluate these regions in terms of their spatial and functional relations with other regions. This course includes a study of physical geography, demography, cultural patterns and processes, the political organization of space, and regional studies. Regional studies will include at least five of the following: Asia, Africa, Latin America, Europe, North America, Northern Eurasia, the Middle East, and East Asia. Students will spend one week on a mini-unit studying the impact of human societies upon the physical environment.

2.3 Developing Virtue Alumni

In the past three years, Developing Virtue Alumni has been more actively involved in dialog with faculty as well as organizing activities for students. At the end of the Spring 2009 semester, about 25 alumni responded to an invitation to attend an all-day workshop with roughly an equal number of faculty, on the topic of East/West

education. Dr. Martin Verhoeven, a former teacher and principal at the school, who now teaches courses in Buddhist Education and the Art of Teaching at Dharma Realm Buddhist University, facilitated the workshop. Bonnie Moore, the president of Developing Virtue Alumni, noted that most of the participating alumni found the workshop insightful, thought provoking, and worthwhile. She summarized their conclusions as follows:

The DVS student has a multi-dimensional (not just East-West) experience that prompts individual struggle that creates a strong character, open-mindedness (tolerance of others), and sense of self-awareness, but this is more by default (due to inconsistencies in curriculum, staff, and methodology), than by design. Graduates struggle with identity, the ability to communicate effectively about self, and deal with issues of failure, shame, social acceptance, and healthy relationships. The challenge will be to provide each student with comprehensive (but consistent) emotional support and guidance from staff, CTTB community members, and alumni.

The DVS faculty also faces great challenges in taking on more than just the role of an instructor; they also play the roles of mentor, parent, extended family member, or friend. The challenge will be to establish an infrastructure that attracts and retains good teachers, mentors, and leaders in the staff and allows them to work together as a team to develop a system that provides consistent curriculum, staff, and methodology as well as a balance between individual academic achievement and community relationships.

The alumni feedback has influenced the school administration to pay more attention to **students' social**-emotional needs. It has also served as a stimulus for the school to develop a clearer K-12 curriculum for Buddhism, Virtue, and Religious Studies. During the 2009-10 school year, the key faculties in these subject areas have been participating in an ongoing Buddhist Education seminar to develop such a curriculum that also addresses social-emotional learning.

In response to the student and faculty needs that the alumni perceived at the school during this retreat, DVA promptly launched a School Outreach Program with three goals:

- Development: To provide collaborative support for school improvements.
- Mentorship: To provide positive support for current DVS students.
- Scholarship: To provide financial support for current DVS students.

For more information, see <http://groups.google.com/group/dvacore/web/dva-organization>.

Some of their 2009 priorities directly impacting the school included outreach to more alumni and keeping them informed about school needs and development, hosting a Fall 2009 Student Leadership Retreat (for both Boys & Girls Divisions), instituting a DVS Student Mentoring Program (for both Boys & Girls Divisions), and raising money to support all of the above.

The Fall 2009 Leadership Retreat for juniors and seniors was a tremendous success in both divisions, striking a good balance between fun and learning; workshop teaching, interactive games, outdoor activity (hiking), writing exercises, and speeches. Feedback was compiled from the 15 participating boys and 23 participating girls. After the retreat, the alumni pinpointed several areas for improvement: public speaking and critical thinking, and emotional well-being (self-awareness, self-esteem, EQ). It was in

response to these needs that the DVA drafted the Life Skills Workshop and Mentor Program proposals and submitted them to the school administration.

With the school's approval, DVA did a follow-up to the Fall Retreat by conducting the first Life Skills workshop in February 2010. This two-hour workshop engaged the juniors and seniors in interactive activities for developing Listening and Conflict Resolution skills, and again, received overwhelmingly positive feedback.

Several core school faculty met with alumni leaders to discuss details of the proposed Mentoring Program, including qualifications for mentors and mentees, confidentiality, and appropriate mentoring topics. The program aims to ensure that juniors, seniors, and graduates have a support network during their years of preparing for college and **initial years of college life. The program description says: "The mentoring model** focuses on character, social, and leadership development, as well as high school to college/career support and academic success. The mentoring relationship would last a **minimum of 2 years, typically beginning in the mentee's senior year in high school and continuing through their first year after high school."** This program will be piloted at the end of Spring 2010. Interacting with the alumni allows current students to **appreciate the school from the point of view of those who "made it through" and now** see the benefits of the school rules and expectations in retrospect. It also gives them a chance to be heard and understood by alumni, who act like their older brothers or sisters.

Developing Virtue Alumni has also formed an Education Award and Scholarship Committee, which encourages alumni to come back to volunteer at the school as teachers, dorm teachers, and summer camp counselors. By raising funds and recognizing those alumni who do return to teach, with an Education Award, Grant, or Scholarship. The first Education Award was given in September 2009 to Nakula Hertz, an alumnus who is in his third year of serving as Boys Dorm teacher and also teaching a variety of classes. Another alumna taught Ethics to 9th grade girls and also assisted in other ways during the Fall 2009 semester. Next school year, two more alumni plan to return to teach Social Studies and English in the Girls Division. Many alumni also volunteer in the summer camps.

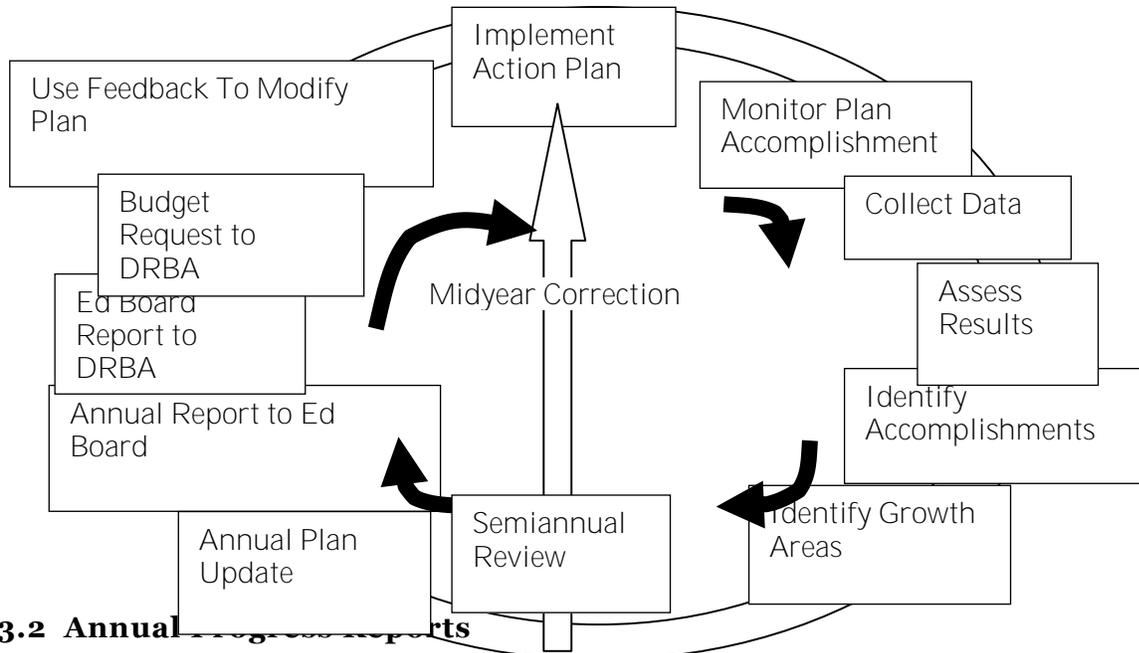
Overall, the increased engagement of DVA with both faculty and students has had a healthy and positive effect on the school. We anticipate that ongoing dialogue and activities will lead to even more alumni involvement in and support of school projects, and most importantly, it will make the school a better place for current and future generations of students to learn and grow.

3 Ongoing School Improvements

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

3.1 Continuous Improvement

Developing Virtue Secondary School leadership maintains positive control over school improvements through assignment of responsibilities, regular status reporting, semiannual reviews of progress, resource or schedule corrections based on plan deviations, and annual reports of progress to the governing body. Figure 1 shows the process at the top level.



3.2 Annual Progress Reports

As the above figure shows, DVS holds semiannual reviews of progress. From these reviews, we can make midyear corrections to the Schoolwide Action Plan if that is required, and yearly reports to the Board of Education – shown above as Ed Board. To communicate as directly as possible, annual progress reports are briefed to the board. They are in the form of power point briefing slides. Briefings are informal and we have questioning at any point. Copies of the annual reports are available for review. The annual reports (and semiannual reviews) are developed using the process described in Appendix B. Presentations are made to the Board of Education annually. Action plans for years one, two, and three are appended to Visiting Committee copies of this document.

4 Schoolwide Action Plan Progress

The action plan itself arose from the following critical issue:

“The school should integrate its several plans for growth and improvement so that it can move from a year-to-year process of accommodating change to a multi-year management of development.”

The action plan has three major sections: Intentional School Development, Science Laboratory and Library Resources, and Curriculum and Instruction. Each section of the action plan has one or more Goals. The plan itself consists of a number of tasks to complete to reach each Goal of the plan.

4.1 Intentional School Development

Intentional school development focuses on the following critical areas of follow-up:

“The profile data that the school has started to collect should be pursued more deeply and more consistently and given the regular attention and analysis that will prove critical to the school's intentional development and its ability to inform and attract prospective students.”

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

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

We have made good progress in development of the school. We now have all the processes and procedures in place for monitoring and reporting progress. Since accreditation, the pace of enrollment is quickening – 2008-09 the schools had a 9% increase in enrollment, this year was 20%.

This has been deliberate growth. In the boys division, growth has primarily been in the elementary grades. Because elementary school students are mainly local – as we don't accept dormitory students younger than 12 years old – we have a more diverse student body in the elementary grades. In general, we are getting more applications each year and accepting better qualified students than previously. Facilities and faculty have kept pace with enrollment growth.

Progress on the Schoolwide Action Plan will be covered by individual progress made on each goal.

4.1.1 Goal 1

Goal 1 states:

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

There are several tasks in the action plan for Goal 1. Progress on each task is as follows.

Task 1. Establish Formal Review Procedures

This task was completed in October 2007 with the Publication of *DVS Review Process*, which is included at Appendix B in this document.

Task 2. Hold Bimonthly Collaborative Meetings

This is an ongoing task that is completed every year. Collaborative meetings occur on teacher workdays and during department meetings. We typically have six or seven teacher workdays during a school year and half that many department meetings. Evidence is found in our school calendar, workday agendas, and department portfolios.

Task 3. Develop a Monitoring System to Collect, Analyze and Publicize Data

We manually collect all of our data for the student/community profile. We do enter the raw data into computers for the analysis of certain parameters. As yet we have not publicized the data to a large extent. This is an ongoing task that is performed every school day. This document provides evidence of the collection and analysis of data.

Task 4. Allocate School Budgets to Support Action Plan

We complete this task every year. Budgets have been adequate to support school plans. Contrary to contemporary education trends, DVS continues to expand our curriculum offerings and support all school programs. We have not cut our education budget.

Task 5. Manage Facility Expansion

The parent organization (Dharma Realm Buddhist Association) completes this task every year. Facility expansion and renovation have kept pace with school needs for the past 3 years. The annual reports to the Board of Education provide evidence.

4.1.2 Goal 2

Goal 2 states:

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

Task 1. Recruit and support volunteer faculty and staff

We developed a Volunteer Handbook in 2008, formulated a recruitment initiative, developed Public Relations materials, and placed them on the World Wide Web at <http://www.dravolunteers.org/>. Recruitment began in March 2009 and is ongoing. As a means to attract faculty, we have also begun the Fellowship Program with Dominican College. We plan to implement a Mentor program this year.

Task 2. Monitor and support Volunteer Benefits Program

We perform this iterative task annually. The annual budgets incorporate salaries and benefits for faculty and staff personnel.

Task 3. Hire, support and retain salaried faculty (preferably credentialed)

We perform this iterative task annually.

4.2 Science Laboratory and Library Resources

This section of the plan covers the following critical area:

“To implement a system for ongoing improvement and monitoring of the science laboratory and library research resources.”

Evidence of progress is the libraries themselves and computer records of both divisions' library computers.

4.2.1 Library

We continue to be on target with regard to all items in the school-wide action plan.

1 Complete book cataloging and search system.

With the work of part-time staff and volunteers we are continuing the cataloging process. Target date for this is Fall 2010. Catalogs use MARC data, compatible with the Library of Congress, UC system, Graduate Theological Union, Dharma Realm Buddhist University (DRBU) and almost all other libraries. Both divisions are in the process of having their catalogs made accessible on line in conjunction with the DRBU Library web site. Target date for completion of this process is Fall 2010.

2 Ongoing book acquisition with yearly approved budget.

Book acquisitions continue to be very satisfactory. Both divisions are spending about \$500 annually on new books. We are also accepting quality donations. Lists of recently acquired books are available on request. Librarians are always open to new book suggestions and requests from teachers and students.

Current yearly budget is \$1000 for each division. For the past two years neither has spent the full amount. But the amount seems about right--at some point we may want to spend money on library cataloging or subscription services and the hardware and software to support them.

We hope to continue to strike a **balance between the “high tech library of the future” and the people-friendly, book-filled libraries** that we value highly.

3. Expand book search and loan capacity.

We are encouraging students to acquire Mendocino County library cards at the Ukiah Branch Library. A card gives access to books from all Mendocino, Sonoma and Lake County public libraries. Using school computers, students can search and put holds on books, and have them transferred to the Ukiah Branch. Librarians will arrange to pick up and return books as needed.

Any student taking a course at Mendocino College has access to the library there. Once our catalogs are searchable on line, students will also be able to find and borrow books more easily from the DRBU Library.

4. Maintain and upgrade facilities.

Improvements include new curtains, carpets, shelves and revolving book racks. Study hall and community service groups have improved at keeping the libraries clean and orderly. We have installed two new computers for student use in the boys division library. Parent volunteers have been cleaning and dusting regularly.

Both divisions also continue to improve their Chinese libraries. The librarian reports that high-quality books have been added to the collections, mostly through donations from Taiwan. The Chinese libraries are also gradually cataloging books using the same system as DRBU uses for Chinese books.

All of our libraries are being well-used by students and teachers for multiple purposes—reading, research, classes, study halls, socializing and, in rare instances, resting and relaxing.

Last year Boys Division Library participated in a Picturing America program sponsored by the National Endowment for the Humanities. As part of this program we received 20 high quality laminated prints of artwork from the National Gallery of Art, Metropolitan Museum of Art and other sources. Some of these are hanging in the Boys

Division and Community Center. Currently there are eight in the Boys Division Library that are available to borrow on a short or long-term basis.

4.2.2 Science Laboratory

The science equipment and facilities continue to improve. This year the science rooms have Reverse Osmosis water treatment so now our drinking, rinsing, and mixing water is excellent quality. Our classroom equipment has been upgraded and added to with the acquisition of new dissection microscopes, a digital projector, and many teaching tools. Overall, the science laboratory and facility supports all of the courses in our curriculum and is comfortable for the students.

Our future goal is to have improved and reliable Internet access for student use in the science rooms. This is understandably a difficulty due to high costs, security, and ethical issues.

4.3 Curriculum and Instruction

This section of the Schoolwide Action Plan addresses the following critical area:

“Assessment tools need to be developed coordinating grading policies, practices, and methodologies in order to make decisions about curriculum and professional development consistent between the boys and the girls divisions.”

The Curriculum and Instruction section progress will be described for each of the tasks. Evidence of progress can be found in the portfolios. We have department portfolios, as well as portfolios for every class given within the department.

4.3.1 Task 1. Create and analyze benchmarks/assessments

In the past 3 years, all departments have created common benchmark assessments utilized by **both the boys’ and girls’ school divisions. We currently call for giving three benchmarks and their associated analyses per year for each class.** Substantial progress has been made regarding the creation of common rubrics/scoring guides as well, and all departments are working to provide these rubric/guides to students for discussion prior to exams. This curricular strategy was introduced to our staff by Mr. Tim Gill, Director of Curriculum and Instruction in Lake County, who came on August 31, 2007 to do a full-day workshop to teach the faculty how to do benchmarks and the analysis of benchmarks. Mr. Gill did follow-up workshops during the first year on October 1, 2007, November 10, 2007, February 8, 2008 and March 17, 2008. Originally we had set a goal for doing four benchmarks that year, but we decided to try just two for that first year (although some teachers did three). Each time Tim conducted a workshop the teachers **would also have their department meetings. In addition to these meetings during Tim’s** workshops, departments had a couple of meetings on their own during the year. During the second year and third year we agreed to have common benchmark assessments with meetings and analysis three times a year for the first semester mid-term, first semester final and the second semester mid-term as this was viewed as the most efficient way to do this. Now the school has about six teacher workshops each year and these include department meetings afterwards. Each department meeting includes either creating the next benchmark or analyzing and discussing the last benchmark. In an effort to help departments analyze benchmark data, a template for recording observations and reflections has been widely used by instructors.

4.3.2 Task 2. Further Gauge Student's ESLR Achievement

The original goal in the August 2007 SAP was to “create and incorporate in-house assessments by Spring 2010 by department.” The original SAP also envisioned that we would use Tuning Protocol and Scoring Guide. We decided instead to have Individual Student ESLR Portfolios with an ESLR Rubric. At the beginning of the 2009–2010 school year all staff held collaborative meetings regarding the implementation of student ESLR portfolios and the

creation of a universal portfolio rubric. Two drafts of the rubric were submitted for staff input resulting in the creation of the current ESLR portfolio rubric. This rubric was introduced to all students at a school assembly and each was given an ESLR portfolio binder. All staff has been directed to create at least three ESLR related products - major projects, speeches, essays, tests, personal reports, or other assignments - that students can place in their binders per-year that are divided up by subject and cover at least two of the four ESLR categories. However, staff has been encouraged to work towards creating at least one product that meets each ESLR. The initial response by staff and students regarding the ESLR portfolios has been largely positive. While our staff is carefully screened upon hire to ensure that they are committed to both incorporating the ESLRs into their curriculum as well as modeling them through their conduct, the portfolios provide a much appreciated tangible structure for accomplishing these goals. At the end of the school year, using the ESLR Portfolio Rubric, all the teachers by grade level will review the work that has been done by each student in the portfolio. The evaluation will address **both the quality of each student's work (based on the rubric) as well as a discussion and sharing** of pedagogical methods and assessments that were successful and those that were not so successful. Teachers will use findings to modify curriculum, instruction, and assessments for the next school year. We will have this meeting at the end of the school year in June. As we do this for the first time this year, we expect that we will make further modifications based on our experience.

4.3.3 Departments to document, revise and evaluate articulation process

The original timeline on this was changed. Originally we were set to address this task at the beginning of the 2008-2009 school year, but we ended up addressing this during the present school-year 2009-2010. **Mr. Tim Gill introduced the idea of "vertical articulation" in the** workshop he did in November 2007, but he decided to concentrate on the process of benchmark creation and analysis and did not address that again in his future workshops for that school year. Articulation has been discussed during the last two department meetings, and a report on this will be generated in May of this school year.

4.3.4 Review Counseling Support & Academic Program

Originally this task of creating and analyzing the results of a Student Survey, that includes student feedback on the counseling they have been receiving, was set for December 2007. Due to **the focus of our staff's energy on other items under Curriculum and Instruction, the** implementation of this task was rescheduled to this school-year. We created a Student Survey measuring student satisfaction in the areas of academics, preparation for college, and aspects of social-emotional well-being at the beginning of this school year and gave it to students in January 2010. We have generated data on this survey, but will also analyze the individual comments by students.

The survey shows that students from both divisions overwhelmingly agree that they receive adequate academic support and adequate guidance in choosing the right colleges and exploring career options. This may be partly due to the fact that every year our college counselors in both divisions have attended the University of California Counselor Workshops in September and the Ed Fund Counselor Workshops in October. Moreover, one counselor has attended additional professional development such as the weeklong Harvard Summer Institute on College Admissions for three summers.

The majority of students feel that their social and emotional needs are met fairly well. This is to be expected, given the small and intimate environment that characterizes our school. Teachers and administrators meet routinely, both formally and informally, to discuss the progress of individual students, and curricular modifications are made based both on summative and formative assessments. Interventions are discussed in a manner that utilizes the collective wisdom and expertise of all educators and counselors present. Unilateral intervention

decisions are virtually non-existent. **This collaborative effort ensures that no student “falls through the cracks.” This year the Girls Division has also designated a senior class mentor teacher to oversee the seniors' academic, social, and spiritual well-being, which has helped to defuse anxiety about the college application process and other senior-related issues.**

The survey also showed that, in the Boys Division, nearly a third of the students felt very stressed by their academic load, whereas only about 15% of the girls felt the same level of stress. In future surveys, we may need to distinguish between academic stress and academic challenge. Students may see both phrases as interchangeable; academic challenge that naturally brings about a healthy dose of stress is an inevitable part of cognitive and emotional growth. **As one measure to better meet students' social and emotional needs and also provide academic support,** the Developing Virtue Alumni will be piloting a Mentorship Program this May, pairing selected alumni who have graduated from college, with juniors and seniors who sign up for this program.

4.3.5 Promote Professional Learning Communities

Originally this was scheduled to begin to be implemented in August 2008. Four faculty members attended a three-day workshop on Professional Learning Communities sponsored by the Sonoma County Office of Education during the 2008-2009 school year. Based on the information from the workshop, the implementation of Professional Learning Communities requires training of the entire school faculty. Because of this, the actual implementation has now been planned for August 2011.

4.3.6 Establish ongoing coaching structures to support full implementation of the core curriculum

The planned training in peer coaching was scheduled for August 2008, but has now been changed to August 2010. To prepare our teachers to utilize Professional Learning Communities, **training in reflective peer coaching will take place in 2010-2011 for all teachers. A local experienced trainer has been secured and the school is in the process of discussing the implementation cycle and how to most effectively integrate other teacher professional activities along with reflective peer coaching.**

4.3.7 School-wide use of Backward Design and SIOP as core curriculum planning model.

All teachers have been trained in SIOP and Backward Design planning in a series of workshops in August of each year and review workshops that included planning time. **A survey of teachers' curriculum shows that teachers have adopted the principles of SIOP and Backward Design in varying degrees ranging from textbook and materials that corresponds directly to SIOP and Backward Design, full fledged curriculum units, to incorporating some ideas from the curriculum planning models All new teachers will continue to receive training in Backward Design planning in the summer.**

4.3.8 Departments to review and consider adopting CA standards aligned textbooks

This practice is ongoing. All new textbook purchases are aligned with the California State Standards. In particular, new math textbooks were purchased in 07-08; new Biology, Earth Science, and Physics textbooks in 07-08; new Social Studies books (US History, World History and Government) were purchased in 08-09; and new Chemistry textbooks will be purchased next year.

4.3.9 Select and adopt an appropriate intervention for ELL students and students in grades 9-12

Originally a pilot program based on State Board of Education approved materials was to begin in Fall of 2008, but now it has been changed to be based on California ELL standards. The Pilot program was implemented in the Fall of 2009. The school provides accelerated

interventions for English Language Learners and students reading below the 6th grade level. The first task under this goal is to select and adopt an appropriate intervention for ELL students and students in grades 9-12 who are reading at a sixth grade level or below. Since all students will be mainstreamed beginning spring 2010, the piloting of the ELL texts—High Point—cannot be fully completed this school year (2009-2010). According to the ELL teacher, she finds the text helpful, but insufficient for the course. She has been using many supplementary materials. Moreover, the topics in the book do not always interest the ELL students, who are primarily from Taiwan and China. The adoption of High Point will be put on hold and reconsidered next school year 2010-2011. The recent ELL testing in writing, speaking, grammar, and reading showed that all students are ready to be mainstreamed. In fact, all the ELL 2 & 3 students this year have been taking both the ELL course and the mainstream English 9/10th class. The effects of getting ELL support and immersion in mainstream classes have shown very favorable results. All except one ELL student (one grade level behind) are reading at grade level. The majority have improved their grammar and writing about 40-50%. Speech fluency is also developing well.

4.3.10 Integrate literacy across the curriculum

This task is ongoing. Dr. Susan Rounds conducted a comprehensive teacher workshop on Literacy and Critical Reading Strategies in August 2008, with a follow-up meeting later that Fall, and teachers were encouraged to incorporate literacy strategies into their lessons. In particular, in Fall 2009 each department met and selected one reading and writing strategy to implement in all classes within that department, and met at the end of the semester to discuss their results, in accord with the action plan, which calls for implementing one such strategy each semester or year. Most faculty reported positive feedback on the benefit of using literacy strategies to improve student comprehension.

Sample literacy strategies used in the classroom in 2009-2010:

- Language arts: Questioning the Author (QTA)
- Mathematics: Journaling
- Science: Journaling
- Social Studies: Write to the Text
- Religious Studies: RAFT (Role, Audience, Format, Task)

In 2010-2011, a literacy review workshop is planned and each department will undertake another cycle of implementing and accessing student outcomes. Literacy strategies that are compatible across subjects will be emphasized so that students can have an integrated and focused experience.

4.3.11 Integrate the use of Technology and Research into the Curriculum

DVS has upgraded all servers (content filters, DHCP, etc) to newer and faster machines, upgraded all desktops in computer labs and replaced CRT monitors with energy-efficient flat panels, installed computers in the library for student research, tripled the Internet bandwidth from 2 DSL lines to 6 DSL lines, and have in place the infrastructure to add more lines on short notice. We have extended internet access to all high school classrooms, and increased the use of student presentations via PowerPoint. In addition, all staff were trained in the use of PowerPoint at an in-service in 2008, and staff are incorporating technology in their lessons more often and in greater numbers. Students with library cards may access research database at the local county library, which significantly enhances their research capabilities. All teachers were briefly introduced to the I-Search format of research during one of the monthly in-services in Fall 2009, and several teachers in different departments are piloting I-Search projects in their classes this school year. More comprehensive training in I-Search is planned for the next school year.

5 Schoolwide Action Plan Refinements

5.1 Intentional School Development

The changes to this section of the Schoolwide Action Plan have consisted of indicating those tasks that were completed. The plan itself calls for repetitive tasks that are completed each school year. Reviews may lead to schedule changes for some individual subtasks. Overall, the tasks have remained the same.

5.2 Science Laboratory and Library Resources

Refinements to this section of the Schoolwide Action Plan have consisted of updates to the timelines to indicate status or accomplishments. Original tasks are still being performed each year. Now the science laboratory supports all courses we teach.

5.3 Curriculum and Instruction

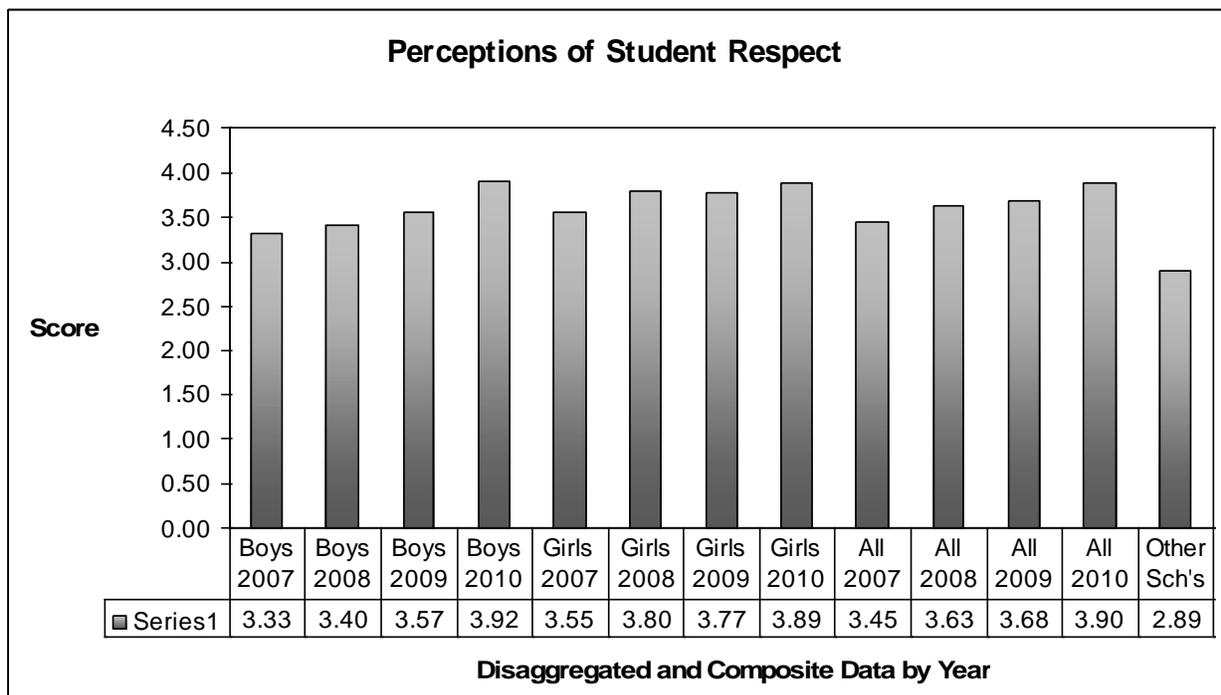
The changes that have been made are that several tasks have been accomplished and are on-going from year to year. For some tasks, the timeline has been moved back. The content of several tasks have been changed as follows: The second task under Goal #4 was changed to **reflect the new strategy of gauging students' ESLR achievement by having Individual Student ESLR Portfolios rather than utilizing the "tuning protocol."** There was also a change in strategy to address the first task in Goal #6, which is to provide interventions for ELL students. The change was to institute a pilot program based on California ELD standards, rather than one based on SBE approved materials. Another minor refinement was to make the peer coaching strategy for the second task under Goal #5 (establish ongoing coaching structures to support full implementation of the school curriculum) less of a purely evaluative process, but to make it more of a collaborative process amongst all teachers involved.

Appendix A. School as a Caring Community Profile

The School as Caring Community (SCCP-II) survey, which includes 43 questions and was designed by Professor Thomas Lickona at SUNY-Cortland, a pioneer in the field of Character Education, has now been given to the students each year since 2004. This survey gives data on five major areas including: 1) Perceptions of Student Respect, 2) Perceptions of Student Friendship and Belonging, 3) Perceptions of Students' Shaping of Their Environment, 4) Perceptions of Support and Care By and For Faculty/Staff, and 5) Perceptions of Support and Care By and For Parents. Obviously the Character Education program and these assessments cover a very broad area of concerns for the students.

The charts show that boys division has shown steady improvement in every year of the survey; girls division scores significantly higher than boys division and other schools. For every year of the survey the average score, obtained by aggregating the data for both divisions, for the school is significantly above the average for other schools.

The chart below shows the perception of student respect for all elements of the school by division for the three years. We do the survey yearly to evaluate our school. The summary includes the students respect for themselves, their classmates, faculty, parents, classmates and school property.



Girls division of the school scored significantly better than other schools for all years. Boys division of the school scored about the same as other schools in 2004, but has shown significant improvement every year. The school scores well above other schools for perceptions of student respect.

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

Once again, girls division scores exceeds that of other schools by a significant amount. In 2004, boys division was lower than that of other schools. The score for boys division shows continued improvement to the present time. Now boys division scores higher than other schools. Once again, DVS scores well above other schools as shown by the data marked "All" followed by year of the average.

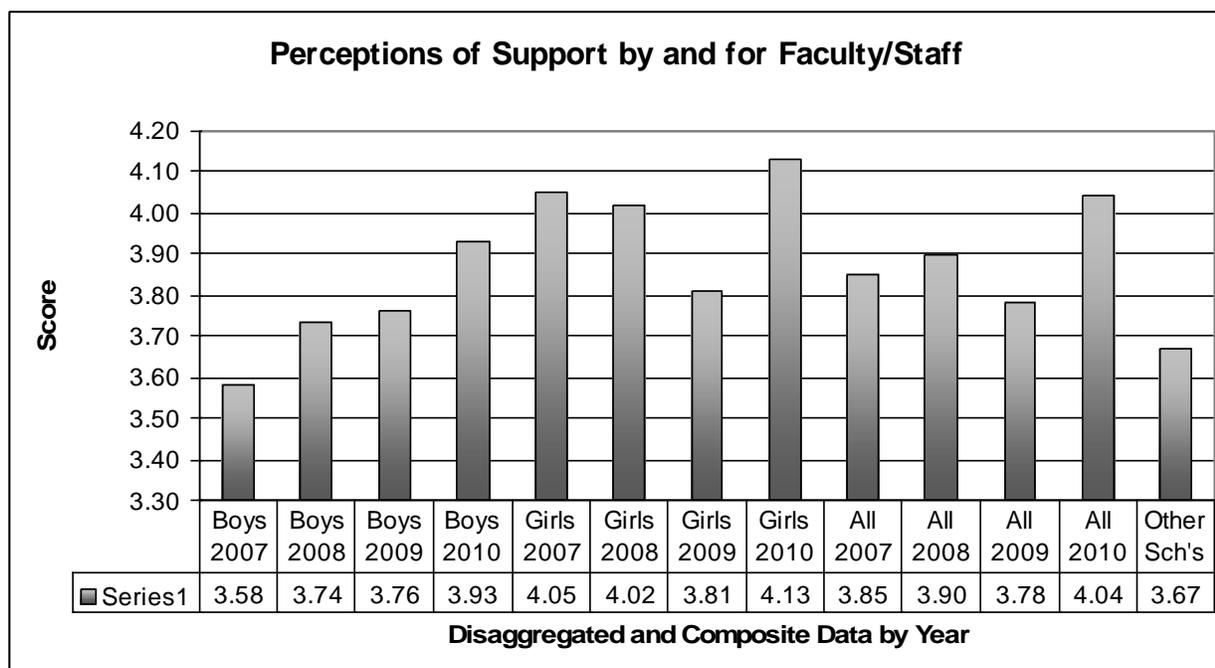
Students' perception of the influence they exert on their environment is exhibited above. This parameter summarizes perceptions of the following traits or behaviors:

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

Boys division has shown modest growth in this area. Both divisions score better than other schools for this category. Improvement with time is shown for both divisions of DVS.

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

- ❖ Students can talk to their teachers about problems that are bothering them.
- ❖ Teachers go out of their way to help students who need extra help.
- ❖ In this school you can count on adults to try to make sure that students are safe.
- ❖ Teachers are unfair in their treatment of students.
- ❖ Parents show respect for teachers.



- ❖ In their interactions with students, teachers act in ways that demonstrate the character qualities the school is trying to teach.

- ❖ In their interactions with students, all school staff (the principal, other administrators, counselors, coaches, secretaries, aides, custodians, bus drivers, etc.) act in ways that demonstrate the character qualities the school is trying to teach.
- ❖ Faculty and staff treat each other with respect (are caring, supportive, etc.)
- ❖ Faculty and staff are involved in helping to make school decisions.
- ❖ This school shows appreciation for the efforts of faculty and staff.

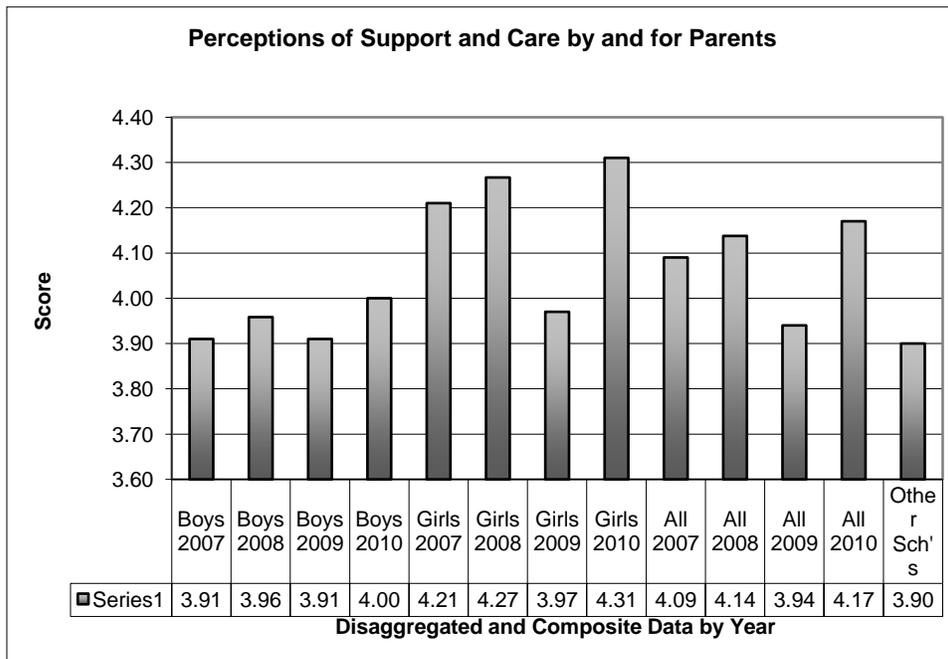
This data continues the trend set by previous plots. Boys division shows significant improvement every year. Both divisions score better than the average of other schools taking the survey.

The next chart shows the perceptions of support and care by and for parents. Questions in this part of the survey include:

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

The continued improvement of boys division indicates that on a very broad scale of parameters, boys division continues to improve in important ways!

Boys division scored a little lower than other schools in the beginning, but in 2007 achieved parity. As in other plots shown in this series, girls division scores above other schools. DVS scores, shown as All, was above that of other schools and shows a steady increase during the time frame of this report except for 2009.



Appendix B School Review Process

Introduction

This document explicates the process used for the semiannual review of Instilling Goodness (IG)/Developing Virtue (DVS) schools. Continued accreditation of DVS depends in large part on how well we perform our Schoolwide Action Plan and report school progress on our semiannual reviews. We hold reviews of school progress in January and May. The January review views the progress to date on our Schoolwide Action Plan, establishes the proposed budget for the coming school year, looks at planned progress for the remainder of the year, and provides feedback for modification of the Schoolwide Action Plan as required. The May review performs the same function except the time frame is the entire school year. Planned progress is covered for the upcoming school year. The May review results in a briefing given to the Ed Board, and through them to the Dharma Realm Buddhist Association.

Organization and Responsibilities

DVS retains the organization used for the WASC Self Study, viz., Leadership Team, Committee of the Whole, and Home Groups. Relative to the responsibilities for preparation of written progress reports for the review, an oral presentation of progress to date and planned progress for the next period (January – planned progress for Spring semester, May – planned progress for next school year). The following table shows the top-level responsibilities for each entity:

Leadership Team	Intentional School Development (Girls Division; Boys Division)
Committee of the Whole	Curriculum and Instruction (Management)
Home Groups	Science Laboratory/Library Resources
Home Groups	Curriculum and Instruction (Detail Development)

The ***Schoolwide Action Plan*** contains detailed responsibilities for each group. Those parties responsible for managing plan activities also report on those activities at our schoolwide reviews. As we update our ***Schoolwide Action Plan***, the detailed responsibilities and schedules for completion will change. Therefore, responsibilities are taken directly from the plan to preclude updating this process every time the plan is revised.

Schedule

Midyear and Yearly reviews have slightly different schedules. Schedules of activities, responsible parties, and products (milestones) for the entire review cycle are:

Activity	Responsible Person	Schedule	Product
Notify Participants	Coordinator	One week prior to review	Notice of meeting with agenda
Prepare Report	Participants	Week of review, completed and brought to review	Status Report of Progress and planned progress
Prepare Briefing	Participants	Brought to Review	Briefing Slides

Activity	Responsible Person	Schedule	Product
		And briefed	
Review	Everyone	Review day	Feedback to Presenters
Write Minutes (Midyear Review)	Recording Secretary (Designated)	Week after review	Minutes of Meeting
Develop Next Year Budget (Midyear Review)	Leadership Team	Week after review	Next Year's Proposed Budget
Prepare Yearly Report (Annual Review)	Leadership Team	Week after Review	Briefing Slides

In lieu of other arrangements, the Self Study Coordinator shall act as Coordinator. The **responsible people denoted by “Participants” in the above table are those individuals** responsible for managing the different aspects of the school. These are covered below **in more detail under “Conduct of Review”**. All materials shall be in soft copy form and sent to the designated recording secretary one day before the actual review.

Product Formats

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

1. Notice of Meeting and Agenda. This is a simple Interoffice Memorandum e-mailed to attendees. Contents are: meeting times and place, e-mail address of recording secretary, and an agenda. A typical agenda would be:

Time	Presenter	Organization	Remarks
8:30 - 8:35	Coordinator	School	Administrative announcements
8:35 - 9:00	Principal	Buildings & Grounds	Facilities (classrooms, offices, dormitory) and Security for each division
9:00 – 9:10 Discussion			
9:10 – 9:25	Principal	Schools	Enrollment this Semester (year)/Next semester (year)

Time	Presenter	Organization	Remarks
9:25 – 9:30	Girls Division Principal	School	Faculty and Staff
9:30 – 9:35	Boys Division Principal	School	Faculty and Staff
9:35 – 9:40	Principals	School	Faculty and Staff Q & A and Discussion
9:40 – 9:45	Break		
9:45 – 10:15	Coordinator	School	Profile Data (past 6 mo/yr) Analysis
10:15 – 10:30	Coordinator	School	Profile Data Analysis Q & A and Discussion
10:30 – 12:00	Lunch Break		
12:00 – 12:30	Various	PTO/Clubs	Progress/Plans
12:30 – 1:30	Heng Jiao	Finance Office	Budget performance (both reviews) Next year proposed budget (semiannual review)
1:30 – 2:00	Heng Jiao	Finance Office	Q & A and proposed budget modification
2:00 – 2:15	Break		
2:15 – 2:45	Heng Shun	School	Curriculum and Instruction and Q&A
2:45 – 3:00	Juan Gracia (Gwo Sun)	School (DRBA)	Technology and Q&A Technology Plan
3:00 – 3:30	Juan Gracia	School	Science and Laboratory review
3:30 – 4:00	Dan Barth	School	Library and Q&A

2. Status Reports. One day prior to the review, narrative status reports are e-mailed to the recording secretary. Status reports shall cover the following items:

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

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

3. Briefing Slides. Each participant shall prepare either Power Point or Overhead briefing slides. Source files shall be available in softcopy and e-mailed to the recording secretary one day before the review. Briefing slides should be in the same order as the status report, viz., Summary of Progress, Activities Scope, Progress and Problems, Recommendations.

4. Annual Report or Minutes

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

5. Budget. While principals should continue to get full reports, the Profit and Loss by Class report will be used to review the budget.

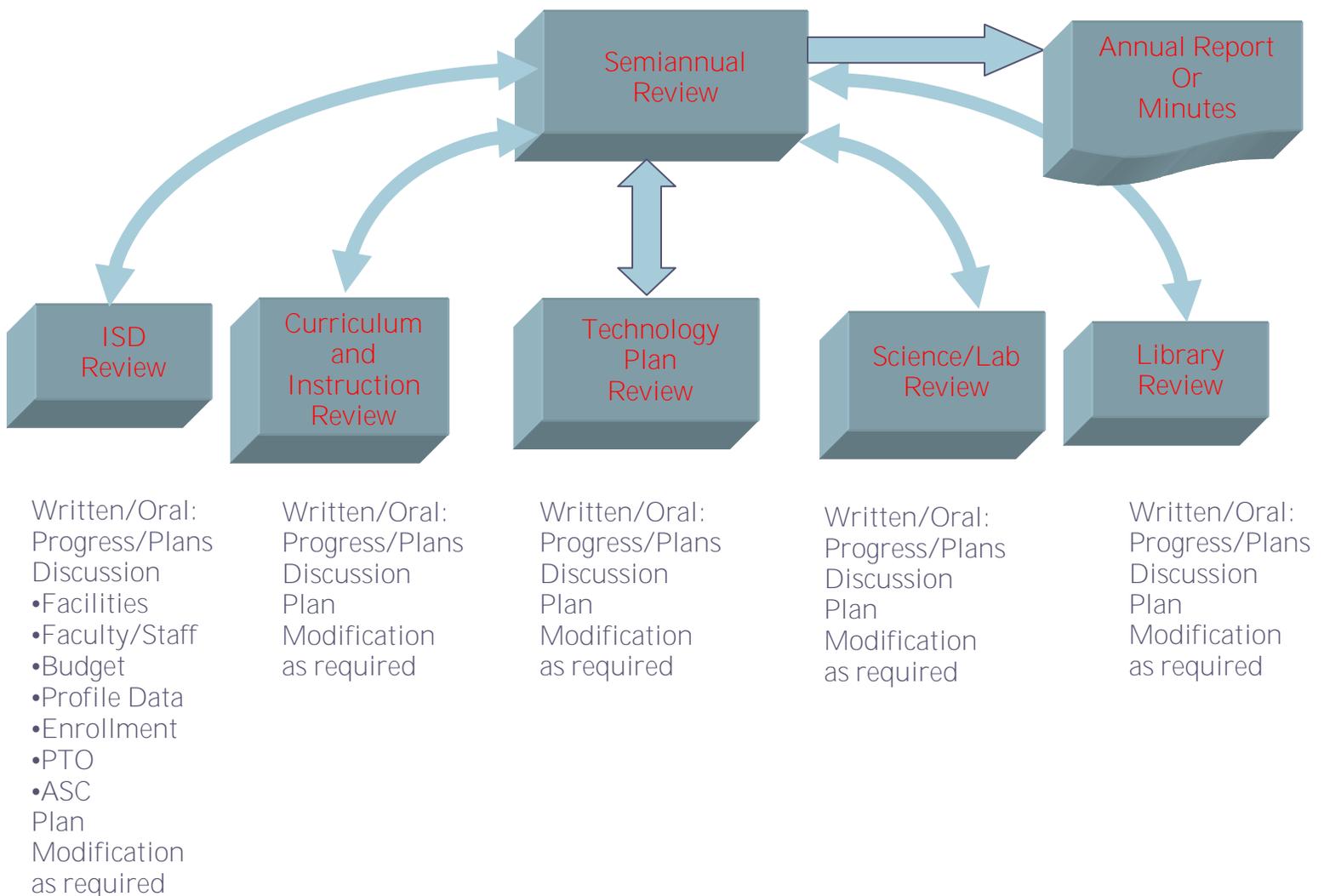
The semiannual review will consist of identifying budget items for which modifications are desired and the exact form the modifications should take. For example, budget

item xxxx may be more than 50% spent by the semiannual review. This may be normal and no action required. On the other hand, maybe most of budget item xxxx is expended in the second half of the year. In that case, the modification needed would be to change the spending pattern for this budget item and delay certain acquisitions until next school year. An alternative would be to go to the Finance Committee of DRBA and request additional budget for xxxx. Alternatives will be selected case by case.

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

Conduct of Review

This section covers the conduct of the review. The following figure illustrates the review and topics covered. The conduct of the review follows the outline of the action plan. We begin with a review of Intentional School Development (ISD) and proceed to the right.



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

Modification of DVS Review Process

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