

Developing Virtue Secondary School

Self-Study 2007



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Western Association of Schools and Colleges
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Preface

Developing Virtue Secondary School used the protocol, adapted for small schools, from *Focus on Learning the Accreditation Manual*, 2003-2004 WASC Edition. The adaptation for small schools, that of establishing a “Committee of the Whole” rather than four Focus Groups, is documented on page 23 of *Focus on Learning*. For completion of the Self-Study tasks remaining, we established the following committees having the membership shown.

Leadership Team (Coordinates the process): DM Heng Yin (Principal), DM Heng Jen (DRBA Board of Education), Mr. Lewis Bostick (Self-Study Coordinator), Mr. Juan Gracia (Associate Self-Study Coordinator) and DM Heng Shun (Chairman of the Committee of the Whole).

Student/Community Profile Committee (Develops S/C Profile): We use the Leadership Team and resources from faculty, PTO, and students/community as needed.

Home Groups (Core evidence collection and evaluation):

Subject Area Group

ELD – Ms. Aronow (chair), Ms. Sutherland, Ms. Misri, Ms. Welch, Ms. Hwang, and Mr. Zeng.

Chinese - DM Jin Fan (chair), DM Heng Jen, DM Jin Yu, DM Heng Fu, DM Heng Jiao, Mr. Chu, Mr. M. J. Fan, Ms. H. C. Chen, Ms. Hsueh, and Ms. Tan
Math – Mr. Gracia (chair), DM Heng Tsung, DM Jin Yan, DM Heng Tyan, Dr. Q. Wang, Mr. Bostick, Mr. Ishihara, Mr. Rowe, and Ms. Hwang.

English - DM Jin Jr (chair), Mr. Pegan, Mr. Hibshman, Mr. Barth, and Ms. Aronow.

Visual and Performing Arts - Mr. Gan, and Ms. Farley

Science - Mr. Peterman, Mr. Gracia, Mr. Rowe, Ms. Brown and Mr. Gan.

Humanities - DM Heng Shun, DM Jin Ping, DM Heng Je, DM Heng Jhuang, DM Heng Jiao, DM Jin Jr, Mr. Barth, Mr. Pegan, and Ms. Tan.

Electives/Extra-curricular - DM Heng Shun, DM Heng Tsung, DM Heng Jen, and DM Heng Fu

P.E. - DM Heng Tsung, Ms. Welch, Ms. Rohan, and Ms. Farley

Support Staff Group

Mr. Koo, Ms. Lau, Ms. Tan, Ms. Kandahsari,

Parent/Community Group

Dorm Supervisors (DM Heng Dzu and Mr. Kellerman)

PTO / Parents (Mr. Crawford)

Student Group

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

Committee of the Whole (Synthesize Findings/Validation): DM Shun (Chairperson), Louisa Aronow (ELD), DM Jin Fan (Chinese), Mr. Gracia (Math), DM Jin Jr Shr (English), Mr. Gan (Visual and Performing Arts), Mr. Peterman (Science), DM Je (Humanities), DM Tsung (P.E.), Mr. Crawford (Parents), and Qin Zhi Lau (Students).

Chapter 1 Student/Community Profile

Developing Virtue Secondary School 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.

A. Student/Community Profile Summary

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

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.

In 2000, Ukiah claimed a population of 15,497. By 2003, the population climbed to 15,850 residents. Percentage population changed up 2.9% from 2000 to 2004. Per capita income rose from \$19,664 in 1994 to \$32,655 by 2001. This represents an average annual rise of almost 24%.

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%. This indicates that Ukiah is beginning to attract homebuyers from the more populous regions of our state. Twenty percent of the population have college/university degrees.

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.

Student Profile

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 2006 Students by Grade Level/Gender/Day or Boarding/ELD

Grade Level	Boys				Girls			
	Total	Day	Boarding	ELD	Total	Day	Boarding	ELD
9	11	0	11	4	17	3	14	5
10	8	5	3	0	8	1	7	3
11	7	4	3	1	5	0	5	0
12	7	2	5	1	5	2	3	0
Total	33	11	22	6	35	6	29	8

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 2006 Students by Gender/Ethnicity

	Boys		Girls	
	%	Count	%	Count
Asian/Asian-American	88%	29	71%	25
European-American	9%	3	23%	8
Latino	3%	1	3%	1

Fall 2006 Students by National Origin

	Boys		Girls	
	%	Count	%	Count
USA	52%	17	57%	20
France	3%	1	3%	1
The Netherlands	3%	1	3%	1
Belgium	3%	1	3%	1
Taiwan	15%	5	26%	9
Thailand	3%	1	0%	0
Malaysia	9%	3	6%	2
Singapore	6%	2	3%	1
Philippines	3%	1	0%	0
Canada	3%	1	0%	0

Health/Safety Issues

Through physical education and sports, meditation, participation in religious rituals, and vegetarianism, students learn to lead a healthy and mindful lifestyle. They experience a wholesome environment free from violence, drugs, and alcohol, smoking, sex, and other unnecessary distractions. There is a zero-tolerance policy for offenses of this nature.

Developing Virtue Secondary (DVS) believes that all students have the right to learn in a distraction free environment and that no student should be allowed to disrupt the learning environment of others. Thus the school staff follows a set of expectations for student conduct and makes these expectations known to students and available to parents. DVS has only a few cases of student offenses that require serious disciplinary action such as suspension and expulsion.

B. Supporting Interpreted Data

B1. Attendance

Girls division has consistently high attendance averages. Average daily attendance percentage for the past five school years are shown in the table below for the boys division. 2006-2007 statistics are for the first semester of the school year only.

Average Daily Attendance

Division	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Boys	95.72	93.54	97.84	99.75	99.67

The average attendance by grade levels is revealing. The table below indicates those averages for boys division. As can be seen from the data, between 2002 and 2004, the boys **division had a bad case of “senioritis”, affecting both the juniors and seniors during school year 2003-2004.** From the data for the past year and one-half, it appears that this problem is a thing of the past for boys division. We have implemented more demanding AP courses and have held our upperclassmen to higher standards than was previously the case.

Boys Division Average Daily Attendance by Grade Level

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Grade 9	98.62	94.77	97.86	99.85	99.76
Grade 10	96.90	98.06	98.45	99.65	99.82
Grade 11	96.90.	90.76	98.63	99.70	99.61
Grade 12	90.46	89.03	94.71	99.84	99.40

B2. Student Performance

SAT

The tables below compare the average SAT scores of our seniors to those of college-bound students nationwide for the past three years. Our students score higher than the national average for college-bound seniors on the math portion of the SAT, but sometimes score lower on the verbal section. 2006 is the first year they added a writing component to the SAT, and we found that our students did comparable to the national average of college-bound students. One explanation for why DVS students have lower scores in the verbal section is that for many of the students English is not their first language, although disaggregation of statistics does not support this hypothesis. DVS provides English Language Development classes and sheltered courses for these students. The students also have a wide range of academic abilities, which is evident in the large standard deviations.

These statistics are more significant than one would surmise from a first reading. In Ukiah High School, for example, only 29% of the students take the SAT while 100% of DVS students take the SAT during their junior and senior years. Our entire student body is represented in these averages.

SAT Score Averages

	National Verbal	DVS Verbal	DVS Std Dev	National Math	DVS Math	DVS Std Dev	National Writing	DVS Writing	DVS Std Dev
2006	503	518	127	518	614	70	497	518	157
2005	508	479	156	520	551	111	n/a	n/a	n/a
2004	508	503	121	518	581	68	n/a	n/a	n/a

In terms of preparation, students take the PSAT 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. Some students were so self-motivated that they even started their own SAT/ACT club to further their readiness for these tests.

Standardized Testing

In previous years, the Iowa Test of Educational Development was given each spring to assess ability in English and mathematics. Starting in spring 2007, the school will be switching to the ACT, Inc. test for all freshmen, sophomores, and juniors. Students who test below grade level **are targeted and given special attention in those areas. The past four years' Iowa test results** indicate that students on whom we have extended data tend to improve in math over the years, but stay pretty constant in their reading scores. Given our small sample size, however, it is hard to draw any conclusive evidence from this trend, and we use it primarily to assess individual **student's strengths and areas** that need improvement.

B3. Student Follow-up Data

Over the last seven years (1999-2006), DVS had eighty graduates, who have all gone on to attend college. Out of the eighty graduates, seventy-seven are still either attending college or have graduated. So, our college retention rate is very high, 96.3%. The colleges DVS students attend reflect their wide range of academic abilities and backgrounds. The colleges our 2004, 2005 and 2006 graduates are attending include: Zuyd University in the Netherlands, Reed College, Oregon; Utah State University; Swarthmore College, PA, College of the Desert, Palm Desert, CA; Mendocino College; Rhodes College, Memphis, TN; Columbia University; UC Berkeley; Foothills College; Fu Jen University, Taiwan; UC Davis; UC San Diego; **St. Mary's** College of California; University of San Francisco; Beijing University, China; CSU San Jose and CSU Sacramento.

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.

B4. Staff Characteristics

The 42 faculty members include monastic and lay members of Dharma Realm Buddhist Association, as well as teachers and professionals from eight countries, who create a stimulating learning environment through a blend of Western and Eastern teaching philosophies and methods. 62% of the faculty are Asian, and 36% are European or European-American. The

average teaching experience of the faculty is 13.5 years with an average of seven years of service at Developing Virtue School. 33% of the faculty have taught at Developing Virtue for 10 or more years. **43% hold master’s degrees and 10% hold doctoral degrees.**

76% of the faculty are volunteer teachers, who receive free room and board, medical insurance, free tuition for their school-age children, professional development (through regular in-service training, teacher workshops, continuing education through Dharma Realm Buddhist **University’s Buddhist Education program or other university courses**), and possibly a small stipend.

Since most teachers live on campus, interaction between teacher and student does not stop in the classroom. Teachers work as coaches, sponsors for clubs and advisors to students, and frequently interact with students at meals and community events.

B5. 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	Lions Club Speech
2006-2007	Held later	Held in May	1 st Local
2005-2006	2 nd Calligraphy 2 nd Writing 3 rd Writing 3 rd Speaking	4 th Regional 5 th National	1 st Local
2004-2005	1 st Translation 1 st Calligraphy 3 rd Speaking	2 nd Regional 4 th Regional	1 st Local
2003-2004	1 st Writing 3 rd Speaking	1 st Regional 2 nd Regional 3 rd National 4 th National	1 st Local 1 st 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, 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, which performed Shakespeare’s “A Midsummer Night’s Dream” in January 2006; Chinese Orchestra; and piano/flute solo/duet performances.

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. This school year the art teacher also arranged for students to exhibit their art work in the student gallery at the Lake County Arts Council, 325 North Main Street, Lakeport, from October through December 2006. The exhibition was a fundraiser for a hospital in a Guatemalan village that suffered a mudslide. Students donated their work and any monies raised from sales were used to purchase much needed medical supplies for the village. (<http://www.puebloapueblo.org/ha.html>)

Students have the opportunity to practice Chinese brush calligraphy in their Chinese classes.

Leadership / Student Government

Girls division has offered an elective Leadership class (2003-04, 2004-05, 2006-07) and Art of Life (Fall 2005) class. The 2003-04 Leadership Class published a book called ***Crossing the Road: A Guide for the College-Bound Chicken***, which they also worked on marketing and distributing.

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, 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 11 co-curricular or extra-curricular activities: Chinese Orchestra, Chinese Dance, Basketball, **Sitra** (monthly student newsletter), Yearbook, College Resource Center, Community Service Club, Model United Nations, Holiday Club, Associated Student Body (ASB), and One World Youth Project (see www.oneworldyouthproject.org).

The boys division also has 10 co-curricular or extra-curricular activities: Chinese Orchestra, SAT/ACT Club, Dragon and Lion Dance Club, DVBS Newsletter (monthly) Club, Yearbook Club, Community Service Club, ASB, Basketball and Soccer.

B6. 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 expenditures followed by the number of students in the school. 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

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Total Expenditures	\$225,224	\$248,124	\$327,772	\$400,900	\$448,595 (budgeted)
DVS Enrollment	43	45	45	50	67
Total K-12 Enrollment	93	95	105	125	145
Expenditure Per Student	\$2,421	\$2,611	\$3,121	\$3207	\$3093
Annual Tuition	\$1,500	\$1,500	\$2,000	\$2200	\$2500

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.

There is a significant increase in expenditures per student from 2003-04 to 2004-05. The main items contributing to this increase are (1) an increased payroll because the salary rate was increased by 10% and the volunteer stipend rate by 20%, and (2) various accreditation-related school improvement expenses, amounting to \$35,000. The decrease in budgeted expenditures per student from 2005-06 to the current year can be explained by the fact that while student numbers increase, class sizes also increase a certain extent without needing to hire more teachers. The tuition has been increased over the years to provide funding for school improvement and the volunteer teacher benefits program. Tuition increases also close the gap between expenditure per student and income from tuition.

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).

School Resources

The table below gives a synopsis of the financial resources of the school. The items, “tuition” and “donations” are self-explanatory. DRBA Grants refers to grants given by the parent organization of the schools, Dharma Realm Buddhist Association. We receive money from the government for the “Student Nutrition Program,” which goes towards food purchases and subsidizing kitchen staff.

	02-03	03-04	04-05	05-06	06-07 (budget)
Tuition	\$143,845	\$142,420	\$207,310	\$286,006	\$259,000
Donations	\$120,901	\$121,057	\$81,887	\$24,241 +\$20,000 for endowment fund	\$100,000
DRBA Grants	\$3,500	\$5,800	\$37,692	\$4,138	\$0
Student Nutrition Program	\$17,121	\$21,437	\$19,987	\$26,313	\$26,000
Title I	\$9,000	\$9,582	\$10,975	\$8,306	
Title II		\$1,784	\$1,972	\$2,460	
Title III		\$1,837		\$1,717	\$1,680
Title IV		\$1,631	\$1,803	\$2,266	

The school receives Title I, II, III, and IV funding and services for Titles III, IV, and V through the Ukiah Unified School District.

B7. Internal and External Factors

The Parent Teacher Organization (PTO)

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, Fundraising 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 fundraisers; 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. In the past three years, PTO has organized successful all-school overnight fieldtrips

to the Marin Headlands Hostel in Sausalito, once for the boys division and once for the girls division.

Chapter 2. Expected Schoolwide Learning Results (ESLRs)

A. 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.
 - ❑ Cherishes life in all its forms, is a responsible steward of the environment and exercises frugality.
 - ❑ Is a confident, well-rounded person who interacts harmoniously with others and takes responsibility for their own actions.
 - ❑ Has developed the skills of a good citizen and explored within themselves the complementary qualities of leadership and responsible teamwork through active service to others and volunteerism.
- ❖ Has gained a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings.
 - ❑ Has an appreciation and understanding of the fundamental teachings in Buddhist philosophy and ethics that inspires them to follow a life of integrity in accordance with their own philosophical or religious beliefs.
- ❖ Has explored and developed their individual academic potential and talents in the humanities, sciences or arts.
 - ❑ Has developed an enthusiasm for the pursuit of knowledge.
 - ❑ Is prepared for success in college.
 - ❑ Has the ability to think critically and analytically.
 - ❑ Has developed their individual creative potential in thinking, expression and problem solving.
- ❖ Expresses a multinational, global awareness and understanding; and shows an appreciation and respect for a variety of cultures and religions.

B. ESLR Development Process

During the 2003-2004 school year, the administration and faculty were divided into committees to work on the WASC Initial Visit Application, with directives and input from the DRBA Board of Directors, the DRBA Board of Education, parents, and students. The development of the ESLRs was coordinated with the WASC Initial Visit Application, with a deadline set for each component of the Report, including development of the ESLRs near the beginning of the process.

The Abbot of the City of Ten Thousand Buddhas made a central location available as a workplace for development of our WASC Application. Committee members were given keys, white boards and pin poster boards were installed, and work tables with note pads were provided so that anyone could come, do some work, and post a copy of their work on the board or notes on the white boards.

Current brochures and parent-student handbooks, and faculty handbooks were compiled, to determine the current status of the schools and what were we actually representing as the learning goals and academic environment of the school at that time.

Committees were assigned to compile all known records of Master Hsuan Hua's statements on education and the purpose of the schools. These compilations were shared with all participants. Founders of schools were interviewed and their writings on the purpose of the school were compiled and shared with participants. Discussions took place over several meetings regarding the past, present and future accomplishments and goals.

We interviewed parents and students and faculty – why were the teachers volunteering here? What did we envision the teaching staff to be like? Volunteers, paid, some combination? We questioned how this fit in with our learning objectives for students. We asked parents and students - What was their understanding and expectations of learning and studying here at Instilling Goodness / Developing Virtue Schools?

Meetings were also held with the DRBA Board of Directors and Board of Education, as well as the architectural committee to determine what could we actually accomplish in the way of ESLRs and physical space, for instance, the desire to address physical education in the development of mind, body and spirit harmoniously, was constrained by the physical plant.

Discussions were held regarding extra-curricular programs, music, dance, Model United Nations, theater, study halls, classroom and meditation space, community work programs and how all of these integrated into the Expected Schoolwide Learning Results.

Draft submissions were presented and discussed by the committees with reports back to the entire faculty and administration; these versions were posted on the white boards and pin up boards. Several all-faculty meetings were held to discuss the ESLRs word for word – with lively discussions regarding the implication of almost each word.

After creating a working draft, with comments, a version 2 was circulated, and another meeting was held, from this meeting a version 3 was created. The committee inputs created versions 3, which led to a compiled and edited version 4. Five consolidated versions of ESLRs and numerous inputs were developed through this process, cumulating in the final sixth version which was approved by the DRBA Board of Education in December 2003, and then included on brochures, posters, and the school website.

In the three years since the 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.

Chapter 3 Progress Report

After the initial visit in May 2004, on **Developing Virtue Secondary School's application for accreditation by WASC**, the WASC Review Committee in June made the following five recommendations, that:

1. The [Education] Board and DRBA explore ways to provide improved science lab facilities and materials **and to upgrade the school's ability to better utilize technology in support of DVS purposes.**
2. DVS give further consideration to means by which the important balance between structure and personal freedoms can be achieved to best promote student social, emotional, and spiritual growth.
3. DVS staff develop a plan to more effectively address the needs of English Language Learners.
4. School administration and teaching staff collaborate in upgrading both the English and Chinese libraries, including the provision of an adequate system for tracking and inventorying collections.
5. The DVS Board and administration find ways to enhance the present facilities utilized for physical education, and the variety of extra-curricular programs that have become an integral part **of DVS curriculum."**

Summary of Progress on the Recommendations

Developing Virtue Secondary School (DVS) organized faculty, staff, and administrators into five committees to work on the recommendations and involved the School Ed Board and the Dharma Realm Buddhist Association Board of Directors. This Self-Study Chapter is a summary report of the progress made to date (2007) on these recommendations. Additional information, committee composition, and records of progress on the recommendations are available for review by WASC if requested.

1. Science and technology

Since 2004 DVS has brought on new volunteers and staff to address technology and science needs. In addition, DVS has significantly expanded its science lab and technology facilities with numerous equipment additions, teaching enhancements, the laying of cable conduit and the purchase of optical cable for Ethernet and Internet connection throughout the entire campus and coordination of all computer resources and the purchase of classroom digital projectors and other technical enhancements for learning and improving the preparation of students for the modern world.

2. Structure and personal freedom

DVS has expanded extra-curricular activities and student-parent-faculty communication and involvement to include such activities as joint student-faculty-parent field trips to San Francisco, art and science centers, local outings and camping/sleep-over expeditions to Marin Headlands.

The Associated Student Body (ASB) has expanded its programs and involvements in both the boys and girls divisions, with the creation of a boys division Newsletter and an SAT/ACT Club, Leadership Council, and leadership development programs.

3. ELD

From 2004 through 2007, DVS has planned and implemented a more comprehensive ELD program, in conformance with California State ELD Standards. With this action, we believe that this recommendation has been completed.

4. English & Chinese libraries

The Chinese and English libraries have increased their volunteer base and made significant upgrades, including cataloging and tracking, and increasing new materials to the collections.

5. PE & extra-curricular facilities & resources

Major improvements have been made in facilities for extra-curricular programs, including expanding the art gallery space into a multi-functional rehearsal and performance space as well as gallery exhibition. Extra-curricular piano lessons / classes for both the boys and girls divisions are offered in the art gallery facility.

The girls' Drama class and Chinese dance now has use of a multipurpose meditation hall / rehearsal room in the high school, and in-doors gym room in the girls dorm has been made available for a variety of athletic and extra-curricular activities including dance and drama. A girls soccer field has been newly seeded and installed with irrigation.. ***A Facilities Master Plan*** for the City of Ten Thousand Buddhas is in development. It provides for soccer fields, running tracks, and gymnasiums for Physical Education. We believe the recommendation has been completed, with the exception of PE facilities. PE and all future facilities are covered by the ***Facilities Master Plan***.

A. WASC Recommendation #1:

“[That] the Board and DRBA explore ways to provide improved science lab facilities and materials to upgrade the school’s ability to better utilize technology in support of DVS purposes.”

DVS Response:

DVS improved the science lab facilities and materials and incorporated new technology into the classroom. Science and technology are separately addressed below.

Science

Since 2004, DVS has significantly improved the science lab and materials. From 2004 through 2007 the science department has acquired:

- ❖ four digital balances,
- ❖ new spectrometers and digital thermometers,
- ❖ a mini-centrifuge,
- ❖ a lab oven,
- ❖ 10 new high quality student microscopes,
- ❖ one professional quality stereomicroscope with digital video camera and software,
- ❖ one electronic pH meter,
- ❖ several ultrasonic cleaning baths,
- ❖ many boxes of various labware,
- ❖ one heater/mixer for chemistry and chemical storage units,
- ❖ **one mixer for chemistry, filter systems down to 0.2µM,**
- ❖ 3 lab computers,
- ❖ platinum wire for bacterial loops and water splitting experimentation,
- ❖ Vernier sensors for lab instrumentation, and
- ❖ Automated data collection for analysis.

There is increasing application of modern technologies in our science classrooms. The biology classes use USB video capturing of live cultures under microscopy. Data from pond water, dental biota, etc., are stored on disk, edited, and replayed for class discussions. Alternatives to in-class dissection include dissection videos and computer simulations. In chemistry students employ simulation software to interactively discover the relationships

between volume, temperature, and pressure of ideal gases, and also to accomplish 3-D rendering of organic molecules. Handheld calculators are used in Physics to capture and display data on motion experiments, and will use interactive 3-D computer simulations on the chapters on electromagnetic fields.

DVS contacted OSHA about the specific safety issues of our science lab, especially the chemistry lab. OSHA has no safety concerns about the school employees who work in the lab, because we are doing micro scale chemistry only. OSHA strongly recommends adherence to the California Public School Safety Handbook for Laboratories, which DVS now follows.

Technology

Since 2004, DVS has accomplished the following:

- ❖ Upgraded the computer laboratories with more and faster computers at both the girls and boys divisions,
- ❖ **Placed computers on every teacher's desk** who needs them,
- ❖ Established a Local Area Network to provide centralized authentication and storage (using a Linux server for that purpose),
- ❖ Implemented broadband Internet access to both schools. A firewall has been purchased to protect school users,
- ❖ Provided the ESL students with access to ESL-related websites as part of their curriculum,
- ❖ Provided Computer Science students with the ability to run Java simulations,
- ❖ Purchased two multimedia digital projectors for classroom use,
- ❖ Purchased 12 TI-89 graphing calculators for the students to use in both Physics and Calculus,
- ❖ Purchased a wide-lens digital camera for art classes and field trips, and
- ❖ Coordinated with the Mendocino College Office of Education (MCOE) to offer the coming AP Chinese exam in their computer facilities.

B. WASC Recommendation #2:

DVS give further consideration to means by which the important balance between structure and personal freedoms can be achieved to best promote student social, emotional, and spiritual growth.

DVS Response:

This is an overview of the progress that is been made from the time the WASC Review Committee made this recommendation in June of 2004 to the present time.

Starting in 2004 the school felt that the issue of the balance between structure and personal freedom could be best addressed by looking at two concerns. First and most important is the means by which students could express their wishes, needs and any other issues of concern to them to the school administration and feel that their voice was being heard and these needs were being addressed. In this way, the students feel empowered and can see that they have a very important role in influencing the policies of the school. Secondly, and in many ways connected with the first (as the student leaders act as models for the other students), we looked **at the means by which the school helps students internalize the “core virtues” that the school promotes** as one of its major objectives.

Student Governance

The major strategy to bring about the empowerment of the students has been to revive, extend and enrich the student government bodies in each of the boys and girls divisions, which is called the Associated Student Council (ASC). Please note that Developing Virtue School (DVS)

has separate buildings and classes for boys and girls. Each division has a President, Secretary, Treasurer, four representatives for 9-12 grades and one for 7-8th grades. The girls division also has a Vice President. The criteria for officers and representatives, and how they are elected by the student body (Associated Student Body-ASB), has been decided by the students themselves and is reflected in their constitutions. Elections for the next school years officers and representatives are now held at the end of the previous school year in May or June. It should be noted that the ASC constitutions give the students significant powers. Of course, major decisions of the ASC have to be approved by the principals in consultation with their staff and faculty.

The ASC meets about every two weeks and sometimes weekly if necessary. The students sometimes meet by themselves first and then have another meeting with the core teacher or principal present, or they just meet with the core teacher present. These meetings occur in the middle or end of the week, and then the core teacher will bring up their concerns to the faculty and staff meeting that is held every week on Mondays. The core teacher then informally tells the school officers the results of the faculty meeting.

Every week, usually on Fridays, there is a class meeting of all the 9-12th and 7-8th graders. This allows an opportunity for the core teacher, principal, or ASC officers to make announcements and to also talk to the students and solicit feedback on on-going issues and concerns from the student body (ASB).

In the last few years the meetings with the ASC has covered many issues from very practical matters- suggesting field trips and retreats, organizing holiday parties and school celebrations or events for the public, creating new clubs- to more complicated and sensitive matters such as grading by teachers, too much homework from certain teachers, and behavior problems of some junior high students.

Some of the activities and decisions made in conjunction with the ASC and ASB in the last several years to the present follow. First, the boys and girls divisions take turns organizing the two major public events sponsored by the school. The Honoring Elders Day is held during the fall of each year. On this day, which is usually on a Saturday, the school invites the elderly of the community to visit the City of 10,000 Buddhas for a vegetarian meal and about four hours of entertainment. Several hundred visitors from the Ukiah area come every year and enjoy the **performances by the school's Chinese Orchestra**, traditional Chinese dance, Lion and Dragon Dances, skits, songs and so forth. The students coordinate the activities including being the masters of ceremonies, ushers, servers and so forth. Many meetings are held by the students to organize this.

In the spring of each year we hold Cherishing Youth Day. This event includes over 500 or so students from the Mendocino County community. In this event the students themselves from our school and many other schools do various performances, skits, songs for all the students in attendance. This also takes a lot of organizing by the students, which again includes acting as masters of ceremonies, ushers, servers and so forth. This event is normally held on a Friday and also lasts for about four hours.

As far as the creation of clubs and other school organizations is concerned, in the last few years, in addition to the clubs that have existed for many years, such as the Lion and Dragon Dance Club, Chinese Orchestra, Chinese Dance Club, and Yearbook group, the following clubs or groups have been added: Community Service Club, College Resource Center, Holiday Club, Model United Nations, One World Youth Project, SAT/ACT Club, DVBS Newsletter, Sitra Newsletter, and a Rubik-Mathematics Club. These have all been initiated and run by the ASC and ASB, with a faculty advisor that they have chosen for each club.

The ASC has organized several major retreats including a couple of joint student-faculty-parent one-two day camping retreats at the Marin Headlands in San Francisco. There was also a

leadership retreat at the same location for the boys' high school students last year. In addition to this, the girls ASC facilitated the orientation of new students with ice-breaking activities, review of the school traditions with new and returning students, including a welcome party for all 7-12th students, parents and teachers and a spring ASB retreat for all 7-12th grade students for the past several years.

It should also be mentioned that the students are in charge of managing the student activity during the afternoon meal. This includes organizing the order in which students get their food, serving the food to students, and cleaning up the kitchen after the meal. Senior students and some juniors take turns being in charge of the kitchen responsibilities each week.

In the last few years and in the present, the students have also been able to exercise their authority in more sensitive areas. The core teacher and or principal frequently get feedback from the ASC on students that are perceived to be having academic, personal or behavior problems. For example last year there was one student who was failing Geometry. Two of the members of ASC decided they would tutor him once or twice a week after school. Most recently the ASC brought up the behavior of some students in the elementary school and junior high school, and offered suggestions on how to address these problems. These minor problems included being a little undisciplined during the flag ceremony, in the Buddha-hall and in the kitchen during the meal. They also felt that some 9th graders needed some special counseling to address what the ASC perceived as a contentious attitude with others or antagonizing behavior toward others. One of the teachers is presently overseeing a weekly study hall with all of the 9th graders, so that she can help address the needs of these two particular students.

The ASC also has the freedom and space to bring up sensitive issues having to do with teacher-student relationships. Recently they brought up a complaint that a certain teacher gave too much homework and not enough feedback on the homework that was done by the students. After looking further into the matter, the principals talked to the teacher concerned about this and the teacher took appropriate action to correct this.

The only weakness with respect to the on-going development of this relationship between the school staff/faculty and the ASC/ASB is that in Boys Division only there needs to be more development in the communication between the ASC and the ASB. Presently the weekly class meetings are mostly used for brief announcements or rather brief discussions and then study hall. The ASC needs to utilize this time to have more meaningful and lengthy discussions with the students, so that the students have a better opportunity to express their concerns. At the present time their concerns are expressed informally to their representatives or one of the officers. The ASC functions very well with the core teacher and faculty, but their relationship with the student body as a whole has to be further developed.

To address this problem both the boys and girls divisions have now begun to have the ASC hold more in-depth discussions with the ASB during the scheduled class meetings.

Character Education

In addition to the student structures that are now in place to enable the students to exercise more authority and responsibility in the policies of the school, the school created a ***Character Education (CE) Action Plan*** in May of 2004. This 20-page plan was updated in December of 2004 and again in November of 2006. The ***CE Action Plan*** is divided up into three major categories: 1) Teaching Strategies, Curriculum & Teacher Training; 2) Home, School and Community Partnerships; and 3) Assessment.

The new ***Professional Development Plan*** subsumes the first part of the ***CE Action Plan***. Many parts on the section on Home, School and Community Partnerships have been implemented and are being further developed. The activities of the ASC and ASB have to be

better integrated into this part of the plan. Student leaders should sit in on the next meetings to offer advice and feedback for greater student involvement.

With respect to Assessment, 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 December-January for the last three years. 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, not just the specific WASC recommendation.

Student Survey

A Student Survey developed in 2006 with 35 questions gives the students a very good opportunity to offer feedback and suggestions for the school on a wide range of issues outside the specific purview of Character Education. These include questions concerning why they came to the school, academic goals, rules and discipline, homework, courses they like, **the school's** physical environment, food in the kitchen, general suggestions for improvement, etc. Appendix A of this document contains the results of the student survey.

C. WASC Recommendation #3:

“[That] DVS staff develop a plan to more effectively address the needs of English Language Learners.”

DVS Response:

Since the candidate visit in 2004, DVS staff has developed **and implemented** a plan to more effectively address the needs of English language learners. This plan covers all facets of educating English language learners, from initial placement of the students to training and developing faculty members. The **Professional Development Plan** covers ongoing efforts to improve the experience of English language learners at DVS. With this progress, DVS believes that this recommendation has been fully implemented and should no longer be in our action plan.

DVS instituted a comprehensive assessment process that reviews student language acquisition progress, and recommends changes to each student's education plan accordingly. This process includes: input from ELD instructors, assessments of progress in reading, writing, speaking, and listening, evaluations of progress in content-area classes, and review of standardized test scores. ELD training has been offered during inservice classes for faculty.

English Learner Level Designations

Due to the size of our student population, there are only three ELD levels at DVS; however, they correspond to CA State ELD Standards.

- ❖ **ELD I corresponds to “Beginning” on CA State ELD Standards.**
- ❖ **ELD II corresponds to “Early Intermediate” and “Intermediate” on CA State ELD Standards.**
- ❖ **ELD III corresponds to “Early Advanced” on CA State ELD Standards.**

Mainstream corresponds to “Advanced” on CA State ELD Standards.

Initial Placement

Initially all potential ELD students are assessed to determine their level of proficiency in English, when home languages other than English are indicated with their school application.

Assessments include: Express Placement Assessment for Systematic ELD for comprehension and speaking; Grammar Quiz for grammar concepts and simple reading comprehension; an **assessment for reading fluency and comprehension with the “Read Naturally” program**, and a writing sample scored with Portrait of EL Language Use. The results of these assessments **determine the student’s ELD level placement.**

Progression

Students enter the program according to their language proficiency, and they are promoted individually to subsequent levels by demonstration of their advancing proficiency. **Thus, a “fast” student may enter at ELD I and proceed to ELD II the following semester, while a “slower”** progressing student may remain at ELD I for a longer period of time.

At least once a year the ELD coordinator reviews student assessments to determine the **students’ individual progress in English. Students move to the next ELD level as promptly as possible.** A file for each student is maintained for tracking purposes, with vital information recorded on the ELD Progress Report. Continuing assessments include: standards-based **benchmark report; scored writing samples; GPA; “Read Naturally” reading assessment,** curriculum-based ELD exam scores; standardized test scores; SOLOM (Student Oral Language Observation Matrix) from content-area teachers, and teacher comments.

Reclassification

Students are reclassified from ELD to FEP (Fully English Proficient) when they meet the following criteria: mastery of 80% of DVS ELD Benchmarks, passing score on Grammar Quiz, parent and instructor agreement, and GPA at least 2.5, including the mainstream English class.

Course Offerings

The ELD program offers two classes every day for levels ELD I, ELD II, and ELD III that follow a standards-based curriculum plan. Academic support for all other classes is part of the schedule of each EL student, and sheltered-content classes are recommended for ELD II & III students. Due to the small number of students at DVS, the EL Education Plans may be modified **for individual students, for example: an ELD III student’s schedule might include an ELD III** class, a mainstream English class, and tutoring to provide supplementary English activities or front-loading and review of mainstream coursework.

Learning Materials

The ELD program has adopted a standards-based curriculum for more contiguous, thorough English learning. The ELD series, ***New Vistas***, includes tapes, interactive Internet sites, and workbooks. Our library of ELD activities, videos, games, and literature supplements the curriculum. Materials for sheltered classes include sheltered textbooks, CD’s, wall maps, and videos.

Promotion of Students’ Use of English Outside the Classroom

Students are encouraged to use English outside of class and in the dormitory (for boarding students). Activities include field trips outside the grounds and inviting visitors to ELD classes. In addition, students are encouraged to join school clubs and mix and speak with students who **don’t share the language learner’s native tongue.**

Staffing and Professional Development

Recognizing the need for skilled and qualified teachers of ESL, Developing Virtue School has allotted school budget and Title I funds to hire experienced ESL teachers and/or credentialed teachers with advanced degrees in the subject of which they teach (for sheltered content courses). All teachers, including volunteer teachers who may have less teaching experience, are

invited to attend workshops on the principles and methods of teaching a second language. All instructors are required to do at least one peer observation to learn more teaching strategies and give each other feedback.

With this plan in hand, this recommendation does not appear in our schoolwide action plan. We believe this recommendation has been fully completed.

D. WASC Recommendation #4:

“School administration and teaching staff collaborate in upgrading both the English and Chinese libraries, including the provision of an adequate system for tracking and inventorying collections.”

DVS Response:

Goals identified by the Library Committee:

1. Maintain and upgrade facilities
2. Inventory and track books via computer catalog
3. Cull out-of-date books
4. Shelve all books
5. Acquire new books
6. Have adequate staff aided by student volunteers
7. Establish an adequate annual budget and review for accuracy

Progress toward goals:

1. Maintain and upgrade facilities.

Better lighting has been installed in the Girls Division English library, new curtains in Boys Division library. Volunteers have continued to upgrade and improve the shelving, organization, and materials. A revolving rack has been acquired to display paperbacks in the Boys Division Library.

The Chinese Library at the Girls Division has acquired a new eight-foot shelf for recently acquired holdings. The Boys Division Chinese Library has received and shelved new books and is functioning effectively under the direction of Jin Fan Shr (a monk who teaches Chinese and now administers the Chinese Library).

The Boys Division has added new classroom space and thus minimized use of the library as a classroom. This has freed up the library for research, reading and study most periods of the school day.

2. Inventory and track books via computer catalog.

The process of cataloging has been ongoing at Girls Division as new book donations are added to the computerized catalog, and properly marked with a spine sticker. Internet access is now available in Girls Division Library. Boys Division has gotten this process started. Two students have volunteered to help with the computer inventory. This is a major goal for the Spring 2007 semester and will be completed this school year.

Neither division has yet converted to using the computerized checkout function, as the school moves forward to high speed internet access in both libraries; the Wide Area Network cable conduit has been laid, and the optical cable for this has been purchased. In the Chinese

Library in the Girls Division, a senior student and a Chinese teacher are working to complete the cataloging of several boxes of new books donated from Taiwan.

3. Cull out-of-date books.

An ongoing appraisal process for determining which materials are out-of-date and where new materials or resources are needed has been instituted. The bulk of the identified outdated books have been culled in the last two years. Over 1000 books have been discarded to make room for new materials.

4. Shelf all books.

The shelving of previous donations and acquisitions, including donations from Dharma Realm Buddhist University (DRBU), has been accomplished. At this stage we are functioning like most libraries, shelving new books and reshelving borrowed books as they are returned.

5. Acquire new books.

The Girls Division has acquired nearly 500 new books through purchase and donation in the years 2004 through 2007, the majority from donations. Students and teachers have been invited to submit acquisition recommendations, and English teachers have begun to require students to do more book reviews and substantial reading outside of class.

The Boys Division received a donation of about 50 relatively new books in the summer of 2005, which have been shelved, and purchased about \$500 worth of new books in the spring of 2006 based on recommendations from students and faculty. Another \$500 purchase is planned for spring 2007. Students have definitely been reading and voicing appreciation for the new books, which are **displayed in a “recent arrivals” area and on the revolving paperback rack.**

Both the Boys and Girls Division Chinese Libraries have received several boxes of new books from Taiwan.

6. Have adequate staff aided by student volunteers.

The Girls Division has had a series of part-time temporary library volunteer staff who help shelve books and catalog new books, and is still seeking a permanent librarian. The Boys Division is functioning with a part-time (one-and-a-half periods a day) librarian and two student volunteers.

The Girls Division Chinese Library has acquired the help of one senior student volunteer and one Chinese Teacher. Jin Fan Shr has undertaken the administration of the Boys Division Chinese Library.

7. Establish an adequate annual budget and review for appropriateness.

Each division (boys and girls) has budgeted \$1000 for libraries each of the past two years. Parents, alumni, and other supporters continue to donate many of our books. So far this budget has been adequate.

E. WASC Recommendation #5:

The DVS Board and Administration find ways to enhance the present facilities utilized for physical education, and the variety of extracurricular programs that have become an integral part of DVS curriculum.

DVS Response:

Since the candidate visit in 2004, DVS formed a Committee on P.E./Extra-curricular Programs to work on enhancing the present facilities, resources and programs. Since the last progress report the following improvements in 2005 – 2007 have been made:

The art gallery space has been expanded into a fully multi-functional rehearsal and performance space as well as gallery exhibition space. Extra-curricular piano lessons / classes for both the boys and girls divisions have begun this year in the art gallery facility, following the purchase and installation of nine electronic keyboards in the music space.

In the area of sports and athletics, initial funding has been obtained to address the identified areas, facilities and grounds needing improvement for sports, progress has been made in obtaining the funding for these costly capital improvements, and CTTB, the organizational host for DVS has begun an exhaustive **Facilities Master Plan** of the campus, which will include identifying school, sports, athletic and extra-curricular activity resources and locations. Behind the Girls School, a new soccer field has been created with new grass seed and an irrigation system, and is ready for use in Spring 2007.

The girls' Drama class and Chinese dance now has use of a multipurpose meditation hall / rehearsal room in the high school, and an indoors gym room in the girls dorm has been made available for a variety of athletic and extra-curricular activities including dance and drama. A yoga class has been included in the extra-curricular options and uses a meditation room in the Dharma Realm University Guest House, near the Buddha Hall.

All facilities belong to the Dharma Realm Buddhist Association. The developing **Facilities Master Plan** covers all facilities upgrades and new building by year for the next thirty years. The schools will no longer report on this recommendation.

Chapter 4 Self-Study Findings

A. Organization for Student Learning

A1. School Purpose Criterion

To what extent has the school established a clear statement of purpose that reflect the beliefs and philosophy of the institution?

Findings	Evidence
<p>Developing Virtue School’s Mission Statement states: “Our Buddhist school, in partnership with parents, works to instill and develop in our students the core virtues of kindness, filial piety, respect, trustworthiness, fairness, and citizenship. We provide an environment for our students to achieve their full academic potential and become outstanding citizens, who contribute to making our world a better place.”</p> <p>WASC commended DVS for the clarity and conciseness of our school mission. In their Initial Visit Report, Dr. David E. Brown, Executive Director of WASC, and Mr. Joel Mellinger of Napa High School, state: “The school’s mission statement and purposes of education are extremely well articulated. Developing Virtue School’s mission statement is simple, clear and concise...” In the Commendations section of that report, they write, “The Committee commends...the school’s founder, the Board of Education, administration, teaching staff, and students for creating and living the mission and purpose of the school.”</p> <p>Developing Virtue School’s Mission Statement supports the purpose of Dharma Realm Buddhist Association (DRBA) as listed in its Articles of Incorporation, which are excerpted below:</p> <p>Second, that the purpose for which it [Dharma Realm Buddhist Association] is formed are:</p> <ul style="list-style-type: none"> ❖ To organize and conduct schools and publications, collect books, issue literature of different sorts, and to publish books as a means to diffuse Buddhist culture, comparative religion, philosophy, science, education and other subjects pertaining to learning within any and all of the above-mentioned fields and topics. ❖ To carry on such other activities and intellectual contributions pertaining to the enhancement of religion, philosophy, education, history, literature, science, art, as a part of the fundamental work of the Association. ... ❖ To engage learned men as lecturers and instructors to give instructions on the aforementioned fields of human knowledge. <p>DVS’s Mission Statement also fulfills the Founder’s ideal in promoting ethical education. The following are some excerpts from some of the many instructions given by Venerable Master Hua, the Founder of Instilling Goodness Elementary and Developing Virtue Secondary Schools:</p> <p>“Our fundamental aim is to instruct children at an early age the underlying principles of being a good human being. We teach them how to be pillars of the state, how to help society, and how to go towards the good. Since we want to help society and humankind, we teach our students to get</p>	<p><i>DVS Initial Visit</i>, dated May 21, 2004</p> <p>DRBA Mission Statement (Articles of Incorporation)</p>

Findings	Evidence
<p>rid of greed, hatred, and delusion. We help them develop good character. We teach them not to harm others in order to benefit themselves. We teach them to nurture beneficence and virtue rather than to concentrate on how to make money...”</p> <p>“We may teach worldly subjects in our school, but only as part of the process of laying a firm foundation for becoming a good person. And that foundation will enable people to transcend the world. That is why I consider the establishment of the schools more important than my own life.”</p> <p>Parents enroll their children in our school primarily because of the emphasis on character development and academic excellence. Other reasons parents or students are attracted to our school include: its small size which allows for more individualized teaching; the safe environment; the opportunity to learn Chinese; the opportunity to learn and practice Buddhist values and teachings of compassion and peace; the dedication of the teachers, many of whom are volunteers; the peaceful and natural setting; the opportunity for students to develop leadership and teamwork skills; and the positive experiences reported by current students, parents and alumni.</p> <p>In general, Developing Virtue Secondary School attracts faculty, staff, parents, students, volunteers, and community supporters who are inspired by the school’s purpose (reflected in the school’s name), and the supporting Expected Schoolwide Learning Results (ESLRs).</p>	<p>Master’s talks on education in <i>Faculty Handbook</i></p>

To what extent is the purpose defined further by adopted expected schoolwide learning results that form the basis of the educational program for every student?

Findings	Evidence
<p>The Developing Virtue Secondary School Mission Statement is further defined through four major Expected Schoolwide Learning Results (ESLRs) that specify the expectations the school holds for all its students. The four ESLRs state, in summary form, that all students are expected (1) to manifest the eight core virtues, (2) to gain an appreciation of their own spiritual wisdom, (3) to explore and develop their academic potential and talents in the humanities, sciences or arts, and (4) to express a global awareness and appreciate various cultures and religions. Following a lengthy development process that involved all stakeholders, the ESLRs form the basis of our program [see Chapter Two for the full elaboration of each of the four ESLRs and a description of how the ESLRs were developed].</p> <p>The ESLRs are known within the school and throughout the stakeholder community. All students, parents, faculty, staff, and administrators are familiar with the school’s mission and the corresponding ESLRs derived from it. Posters of the mission and ESLRs are prominently displayed in the classrooms and hallways, and published on the school website (www.igdvs.org) and in the Parent-Student and Faculty Handbooks, as well as the school brochure. More importantly, the mission and ESLRs are</p>	<p>Posters</p> <p>UDJ Article, Nov 25, 2005, “A peaceful, personal, and powerful experience“</p>

Findings	Evidence
continually brought up in both faculty and classroom discussions, and integrated into the curriculum and the school program [See B1-B2 of this chapter for details on how the school program supports the achievement of the ESLRs]. In general, the school’s mission and purpose are reflected in the school’s name and supported by the Expected Schoolwide Learning Results (ESLRs), and they are realized and implemented through the school’s program of course offerings and activities.	Handbooks Website

A1 Strengths

- ❖ Clarity of purpose
- ❖ Our mission and ESLRs inspire and attract parents and students who seek the kind of education offered by the school, as well as drawing community support.
- ❖ **The school’s name, mission, ESLRs, and program are all well aligned.**

A1. Growth Areas

- ❖ More comprehensive integration of all ESLRs into the curriculum

A2. Governance Criterion

To what extent does the governing authority adopt policies which are consistent with the school purpose and support the achievement of the ESLRs for the school?

Findings	Evidence
Dharma Realm Buddhist Association (DRBA), whose goals are in consonance with the school purpose and ESLRs, owns the school. The DRBA Board of Directors established the DRBA Board of Education to oversee operation of the school and also provided an Education Advisory Board to assist the DRBA Board of Education in their duties. The DRBA Board of Directors approves appointments to serve on the DRBA Board of Education. In addition to the seven current voting members, the principal and a faculty representative from each division (girls and boys) attend meetings to furnish coordination and school perspectives on agenda items when requested, and serve as non-voting members of the DRBA Board of Education. Faculty representatives are elected annually and serve for one year. The presence of three voting members constitutes a quorum. The Education Advisory Board, consisting of very experienced and knowledgeable individuals, convenes when the scope of considerations requires expertise not found in the DRBA Board of Education.	<i>Faculty Handbook</i>
One of the duties of the DRBA Board of Education is to “adopt policies which are consistent with the school purpose and support the achievement of the Expected Schoolwide Learning Results for the school.” The members of the DRBA Board of Education wholeheartedly embody the values in our school purpose and ESLRs, and participate in their development and regular review.	<i>Faculty Handbook</i>
The policies and procedures for the school and the DRBA Board of Education are clearly documented in the <i>Faculty Handbook</i> and <i>Parent-Student Handbook</i> , and support the school purpose and ESLRs. Being a small but growing school, we develop new policies on an as-needed basis, receiving input from school leadership and faculty.	<i>Faculty Handbook,</i> <i>Parent-Student Handbook</i>

To what extent does the governing authority delegate implementation of the policies to the professional staff?

Findings	Evidence
The professional staff of Developing Virtue Secondary School is empowered to carry out the policies set by the DRBA Board of Education, for it is the duty of this Board to “delegate implementation of the policies to the professional staff.”	<i>Faculty Handbook</i>
The second duty listed in the job description of a principal is: “(2) Implement goals, purpose and policies set by the DRBA Board of Directors and the DRBA Board of Education.”	<i>Faculty Handbook</i>
In carrying out this duty, the principals further authorize the faculty and staff to implement the various policies. In particular, the duties of secondary school teachers as listed in the Faculty Handbook include “(2) To design and implement an effective curriculum that enables students to achieve the ESLRs. (9) To uphold and implement the school policies listed in the Faculty Handbook.”	<i>Faculty Handbook</i>

To what extent does the governing authority monitor results?

Findings	Evidence
The DRBA Board of Education monitors the results of policies, in terms of how effective they are in supporting the achievement of the ESLRs by reviewing the Annual Report to the Board of Education prepared by school leadership, which engages in a continuous school improvement process that includes semi-annual reviews of progress. [See A7 for a full description of the process]. The DRBA Board of Education, through its monthly meetings, remains informed and aware of the school’s progress and can address any difficulties in carrying out policies.	DVS Annual Reports Board of Education meeting minutes

A2. Strengths

There is a clear and effective governing structure in place for adopting or revising policies as needed and monitoring results of implementation for the successful achievement of the ESLRs

The school leadership and professional staff are empowered to carry out the policies

A2. Growth Areas

None discovered

A3. School Leadership Criterion

To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results?

Findings	Evidence
The school leadership (principals and administrative staff) actively supports student achievement of the Expected Schoolwide Learning Results (ESLRs). They guide teachers to intentionally integrate the ESLRs into their curriculum and design assessments to show how students achieve the ESLRs.	Class Portfolios

Findings	Evidence
<p>School leadership reviews the school action plans semiannually and updates the plan annually (together with the DRBA Board of Education) to ensure achievement of ESLRs. This review of school operations and student achievement involves eliciting feedback from all stakeholders, including faculty, staff, students, parents, alumni, and community members.</p>	
<p>School leadership established the Character Education Council, which has a comprehensive action plan. The purpose of this <i>Character Education Action Plan</i> (CEAP) is to articulate a general strategy to help fulfill the goals of the Mission Statement and ESLRs, with an emphasis on those factors dealing with moral development (especially ESLR #1). The CEAP covers the following areas: 1) Teaching Strategies, Curriculum & Teacher Training, 2) Home, School, and Community Partnerships, and 3) Assessment.</p>	<p><i>Character Education Action Plan</i></p>
<p>The school leadership structures not only the curriculum, but also the entire learning environment, student lifestyle and activities to focus energy on achievement of the ESLRs. Detailed examples of how each ESLR is fulfilled are given in sections B1 and C1 of this chapter.</p>	<p>Community Service Community Celebrations</p>

To what extent does the school leadership empower the staff?

Findings	Evidence
<p>Teachers are active participants in the review of the school action plans, and their ideas and needs are also sought and incorporated into the <i>Schoolwide Action Plan, Professional Development Plan, Technology Plan, and Character Education Action Plan.</i></p>	<p>Staff Interviews</p>
<p>The teachers are allowed substantial creativity, freedom and flexibility in designing their own curriculum, planning their own course schedule and activities, as long as they follow the UC requirements and keep the goal of student achievement of ESLRs in mind.</p>	<p>Class Porfolios</p>
<p>Teachers are active participants in the review of the school action plan, and their ideas and needs are also sought and incorporated into the <i>Schoolwide Action Plan, Professional Development Plan, Technology Plan, and Character Education Action Plan.</i></p>	<p>Department Meeting Minutes</p>
<p>Teachers in each department meet on a monthly basis, often to share best practices in teaching the ESLRs and meeting the needs of all students. Many teachers confer informally with their colleagues before and after class. In general, teachers report benefiting from the mutual sharing and support that occurs at faculty meetings. Schoolwide faculty meetings are usually scheduled during Teacher Work Days to review progress on the school action plans. Faculty feedback and ideas, based on student assessment results, play an important role in determining how the school action plans will be revised and improved. Teachers thus feel empowered to guide the direction of the school.</p>	<p>Faculty Meeting Minutes School Calendar</p>

Findings	Evidence
<p>When there are special issues to discuss [such as disciplinary measures], special faculty meetings are called and teachers are given the opportunity to express their opinion and participate in a collective decision.</p>	Interviews
<p>Teachers have also initiated a series of peer observations within their department, in an effort to facilitate mutual learning. Math and English/ELD teachers have not only observed their colleagues in class, but have also visited classes in local public schools.</p>	Peer Observation Forms
<p>Teachers have easy access to the principals, in case they have any concerns or issues they need to discuss. They are also welcome to bring suggestions or concerns to the monthly meetings of the DRBA Board of Education, and some have done so.</p>	

To what extent does the school leadership encourage commitment, participation and shared accountability for student learning?

Findings	Evidence
<p>Teachers’ ideas and feedback for improving student learning and behavior are regularly sought and taken seriously. The faculty regularly spends time, sometimes many hours, discussing students’ character, behavior, and academic performance, especially in cases where students are performing poorly. The core teachers serve as contact points for subject teachers when any issue arises concerning students.</p>	Faculty Meeting Minutes SCCP Survey
<p>Because teachers feel so committed to their students, some teachers offer to tutor students after school hours or on weekends. Others supervise the evening study hall. Students feel comfortable in approaching a teacher to discuss their problems or ask for advice.</p>	

A3. Strengths

- ❖ School leadership structures the curriculum, student lifestyle, activities, and environment in a way that facilitates student achievement of the ESLRs.
- ❖ School leadership established the Character Education Council to drive the character component of ESLRs
- ❖ School leadership semiannually review the school action plans to ensure achievement of ESLRs and involves all stakeholders in this process.
- ❖ Teachers design their curriculum to facilitate achievement of ESLRs and participate actively in reviewing the school action plans
- ❖ Teachers are supported by their colleagues in regular faculty meetings and other interactions as well as by professional development opportunities
- ❖ Teachers are highly committed and involved in enabling their students to succeed

A3. Growth Areas

- ❖ None Identified

A4. Staff

To what extent are the school leadership and staff qualified for their assigned responsibilities?

Findings	Evidence
<p>The Principals of the boys and girls divisions of Developing Virtue Secondary School both have graduate degrees and have been teaching and administering for many years.</p> <p>Under the tenure of these principals, the Developing Virtue Secondary School has succeeded in having 100% of their graduates enter college. The principals have increased the communication and interaction between the parents, faculty, and monastic community.</p> <p>Over 40% of the instructional staff have Master’s degrees and another tenth have doctorates. Staff not instructing in their major or minor field have many years of professional real-life experience and study in the relevant field, most with significant teaching experience.</p> <p>Members of the staff of DVS have attended advanced studies for educators at Harvard University in World Religions, and have authored, translated, or co-edited books, articles, and treatises on Buddhism, religious studies, and other subjects. Other staff have performed or exhibited nationally or internationally, recorded, taught, lectured or consulted on a variety of professional matters.</p> <p>One faculty member recently graduated and obtained her teaching credential from Stanford University’s Teacher Education Program (STEP). Another faculty member completed a credential in the Teacher Education program at Dominican University’s Ukiah campus in 2006. The former director of that program, Dr. Susan Rounds, advises the school on professional development and arranges for our teachers to observe experienced teachers at the local public high school.</p> <p>Beyond the qualifications and subject-matter expertise of DVS teachers, beginning summer 2007, all new DVS volunteer teachers will undergo an intensive teacher training program that exposes them to recent researched-based planning and teaching strategies.</p>	<p>School Records</p> <p><i>Professional Development Plan</i></p> <p>Transcripts</p> <p><i>Professional Development Plan</i></p>

To what extent are the school leadership and staff committed to the school’s purpose?

Findings	Evidence
<p>Three quarters of our teachers are volunteers who live and practice in the community, embodying ethical and spiritual values in their daily actions and way of life. Others, who receive a minimal salary and live in the greater community, who support the mission and values of the school. They teach here not because they can make a good living, but because they feel they can truly make a difference in students’ lives, and thus influence the world positively.</p>	<p>30th Anniversary Publication</p>

Findings	Evidence
For financial and other reasons, sometimes volunteers cannot stay long. The school is developing a more comprehensive volunteer teacher benefits package to encourage qualified volunteer teachers to stay long term, thus making the school faculty more stable.	<i>Ten Year Plan</i>

To what extent does the school leadership and staff engage in ongoing professional development that promotes student learning?

Findings	Evidence
<p>The staff is engaged in varying degrees of ongoing professional development. The entire staff regularly attends in-services scheduled on Teacher Work Days. The school regularly updates the <i>Professional Development Plan</i>, providing training, workshops, and classes to help teachers improve their ability to teach all four aspects of the ESLRs: character, spirituality, academics, and global awareness. Professional development may also focus on teaching basic academic and study skills needed for college, critical thinking skills and the development of creativity.</p> <p>The Buddhist Education program of Dharma Realm Buddhist University (DRBU) offers courses every semester based on the needs of our teachers. Teacher training workshops that various teachers have participated in over the past two years (summer 2004 - fall 2006) include:</p> <ul style="list-style-type: none"> • Constructivism: Implications for Teaching and Learning • Conflict Resolution Workshop • ELL Teaching Techniques • How to Motivate Students • Teaching Chinese as a Second Language • Teaching Mixed Ability Classes • Global Issues, Sustainable Solutions: Bringing the World Into Your Classroom • 3-day Lesson Planning Course (DRBU) • An Introduction to Nonviolent Communication • Nonviolent Communication Introduction (10 hr course), DRBU • The Art of Teaching, DRBU – two semesters • International Baccalaureate – English training (one week) • Bioneers Conference (2 days) • The New Literacy: Reading, Writing, & Research (5 workshops) • Algebra Essentials (summer 2006) • Secondary Academic Language Tools (summer 2006) • English Language Learners Academy (summer 2006) • Project Alert (drug prevention workshop, summer 2006) • Differentiating Instruction: Instructionally Responsive Secondary Classrooms • Seminar on Curriculum and Instruction (DRBU fall 2006 class) • Teaching Comparative Religions (DRBU fall 2006 class) 	<p style="text-align: center;"><i>Professional Development Plan</i></p> <p>e-mails</p> <p>Finance Records</p> <p>Agendas</p> <p>Inservice Agendas</p> <p>Minutes</p>

It can be seen that the above trainings support academic teaching skills as well as the teaching of the ESLRs.

Findings	Evidence
Beginning spring 2007, DVS will begin implementing a five-year teacher professional development plan. As the foundation, the plan will begin with a three-day sequential workshop that gives all DVS teachers a review of recent researched-based planning and teaching tools. The core of the workshops will be to introduce <i>Understanding by Design (Backward Design)</i> . Among topics that would be included are assessments, critical thinking (Bloom's taxonomy) scaffolding, cooperative learning, ELD, literacy, and the learning pyramid.	<i>Professional Development Plan</i> Workshop Notebooks

A4. Strengths

- ❖ Most teachers are volunteers practicing a spiritual path and serve as role models
- ❖ Many teachers have extensive training and professional experience in their field, which enriches their teaching
- ❖ DRBU Buddhist Education program supports school's professional development program

A4. Growth Areas

- ❖ None noted.

A5. School Environment

To what extent does the school provide a safe, healthy, nurturing environment that reflects the school's purpose?

Findings	Evidence
One of the main reasons that students and parents choose Developing Virtue Secondary School is that it offers a unique high school experience found nowhere else in this country and possibly the world, namely a school that is free from violence, gangs, drugs, sexual promiscuity, and other unwholesome distractions such as TV, advertising, computer games, and media entertainment. Its wholesome environment is due in part to the fact that DVS is located in the City of Ten Thousand Buddhas, a Buddhist monastic community, in which people from many countries, cultures, and walks of life model simple living, vegetarianism, compassion, and high ethical standards. The atmosphere is like that of a large family or a small community, with most teachers living on campus together with boarding students. Being situated inside the monastic grounds, the school is secluded from the regular city with its traffic (the speed limit on campus is 15 mph), noise. Although parts of the campus are open to the public, the administration office keeps track of visitors.	Books on the City of Ten Thousand Buddhas Regulations for residents of CTTB Daily Schedule
Students learn that physical fitness, while essential, is only a part of personal wellness. Through meditation, religious ceremonies, community service, and vegetarianism, students experience inner peace and become more in touch with themselves. The separation of genders allows each individual to focus without distraction on their studies and on the development of personal character, thereby fulfilling the school's ESLRs. In this peaceful environment, students are given opportunities to explore their interests and develop an awareness of their goals in life.	Student Surveys Student Interviews
Students not only help serve food and clean up the dining hall afterwards,	Dining Hall duty rosters

Findings	Evidence
<p>but learn to be responsible for finishing all the food they put on their tray, to appreciate the effort that goes into growing and preparing the food, and to be mindful of those in the world who go hungry. The entire school joins the community in the daily Meal Offering ceremony before lunch.</p> <p>Students take pride in being responsible for the cleanliness of their own environment, whether classrooms, library, grounds, or dining hall. They take turns doing weekly duties cleaning the various areas, and the older students and a teacher monitor the entire cleaning system. Students are trained to sort trash into recyclables, organic material to be composted, and actual garbage.</p> <p>Teachers receive regular First Aid/CPR training, and schools conduct periodic fire and earthquake drills at least once a semester. In the past two years, the school has upgraded its fire alarm system.</p> <p>DVS requires that all students meet the California state medical requirements before attending school. A physician must complete the Student Medical Form indicating any health or medical conditions, and each new student is required to have a California Immunization Record on file. Students are asked to stay home for 24 hours if they have a fever to prevent the spread of an illness to other students or teachers.</p> <p>All boarding students must provide proof of health insurance before registering. International students must purchase International Student Insurance through the school or provide proof of equivalent coverage through another plan that covers medical expenses up to US\$50,000, before they may register.</p> <p>Parents are required to submit an up-to-date Consent for Emergency Medical Treatment form including information on how to reach parents or other designated adults in case of illness or emergency at the start of each school year.</p>	<p><i>Parent Student Handbook</i></p> <p>Cleaning duties, schedule & procedure</p> <p>First Aid/CPR certificates Fire drill record</p> <p><i>Parent-Student Handbook</i></p> <p><i>Parent-Student Handbook</i> Registration Letter</p> <p><i>Parent-Student Handbook</i></p>

To what extent is the school’s environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?

Findings	Evidence
<p><i>Respect for differences</i></p> <p>The school strives to promote a culture of inclusiveness in which each person is respected equally regardless of their background, race, and physical appearance. Through daily contact with faculty and peers of diverse backgrounds, students naturally develop a respect and appreciation for different cultures and religions. World Religions is a required course, and during that course representatives from different religions come to share their beliefs and practices. The Model United Nations club also promotes multinational understanding and awareness of the issues of global politics.</p> <p>Part of the school’s ten-year plan includes establishing student cultural</p>	<p>World Religions syllabus</p> <p><i>Ten-Year Plan</i></p> <p>CTTB Yearly Calendar</p>

Findings	Evidence
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exchanges with international schools. This year the girls division has a club **participating in the One World Schools Project with Bishop's College**, an all-girls division in Colombo, Sri Lanka. Students also participate in occasional interfaith and interreligious conferences held on campus, e.g. the Zen-Catholic Dialogue in January 2007.

Trust

ASC Minutes

Students are trusted and empowered to take positions of responsibility and leadership in the school. For example, the Associated Student Council of elected student leaders meets weekly with the entire school to discuss issues **of concern to them. Last year the girls' ASC presented a petition from** students to the principal, requesting that students be allowed to fill out Course Evaluations to provide feedback to teachers. For our annual **celebrations of Honoring Elders' Day and Cherishing Youth Day, the ASC** takes care of organizing and training the ushers, figuring out the seating arrangements, and acting as Master of Ceremonies for the program. ASC also holds regular activities that allow students (and teachers) to bond. In 2005-2006 this included a Welcome Party, a Student Retreat, a schoolwide Reading Day and a bowing pilgrimage in the girls division.

DVS students are expected to follow a high standard of ethical behavior. For example, communication with students of the opposite sex is not allowed. Students are trusted to some extent to uphold such standards of their own initiative and teachers do their best to educate students as to the rationale behind such rules. However, when students commit infractions of the rules, they lose the trust of their teachers, who must then monitor them more closely or explore to see whether this is the educational environment they really want.

Parent-Student Handbook

Caring

DVS teachers show they care for their students by their constant **participation in the students' daily schedules. The teachers are with the** students and available for tutoring after school. Teachers regularly **communicate with parents to discuss their child's progress in both academic** and ethical development. Since the school community is small, every student knows every teacher, and that means they have many adult mentors from which to choose.

Professionalism

Just as students wear their school uniform, even on fieldtrips, which helps them to take their studies seriously and know that they represent the school, teachers dress professionally in a neat, modest manner, not wearing clothing that is sloppy or overly tight or revealing.

Faculty Handbook

Teachers also observe a Faculty Code of Ethics in which they refrain from **discussing students' issues in front of those who are not in a position** to know. They are also careful not to humiliate students when disciplining them, or to misuse Buddhism as a tool to punish students. Teachers know that what is discussed in faculty meetings and parent-teacher conferences is confidential and not to be shared with others. The Faculty Code of Ethics is reviewed at

Faculty Handbook

Findings	Evidence
<p>the Teacher Orientation before school begins each year, and when there is a violation of the code, the principal will communicate with the teacher involved and also take measures to amend the situation. Repeated or more serious infractions may be taken to the DRBA Board of Education to handle. Members of the faculty and staff are either practicing Buddhists or share many of the same values advocated by Buddhism, and thus seriously try to refrain from harming other living beings, contending or competing with others, being stubbornly attached to their own opinions, or pursuing personal advantage.</p>	<p>School Calendar</p>
<p>Support</p> <p>Teachers and students show their support for each other in a number of ways. In the boys division, there is a core teacher for grades 9-12 who develops the education plan for each student and also acts as an academic advisor. In the girls division, there is an academic advisor and two teachers to act as counselors to whom students can go to if they have problems or need advice. In addition, the principals are in daily contact with students at such times as Flag Ceremony, lunch, school meetings, and any classes that they teach or study halls that they supervise. Unlike many large schools, students in our school do not feel that the principal is a distant authority to be feared, but rather someone that they can speak to about issues.</p>	<p>Student Interviews</p>
<p>The younger students look up to and are encouraged and trained by the older, more mature students, who take on leadership roles. Students often help one another with homework or study together. Teachers also personally provide extra help or arrange for tutors for students who need it.</p>	<p>Observation</p>
<p>To enable qualified low-income students to attend our school, we grant financial aid or work study packages to nearly a third of the students. The financial aid may cover tuition as well as room and board for boarding students.</p>	<p>Financial Aid 2007</p>
<p>The school also issues I-20s (visit http://www.ice.gov/doclib/sevis/pdf/ApprovedSchools.pdf) to students from other countries that wish to attend our school. When they receive their visas and arrive at school, students whose first language is not English are provided with appropriate levels of English Language Development courses until they are able to enter mainstream courses successfully.</p>	<p>I-20 used to obtain student (F-1) visa</p>
<p>High Expectations</p> <p>Students are expected to do their best and strive for excellence in their academic studies as well as their ethical behavior and co-curricular activities. The school offers a college preparatory curriculum, and 100% of the graduates in the past 10 years have been accepted at colleges and universities.</p>	<p>List of Graduates & their Colleges</p>
<p>However, students who fail to uphold the school's standard of good conduct, and who commit serious infractions, may not be eligible to continue their studies or graduate, since our diploma represents both their academic achievements and their character development. They are expected to take responsibility for their own education as well as for taking care of the school environment. As our mission and ESLRs state, graduates are expected to utilize their learning to contribute to making the world a better place. At the</p>	<p>Mission and ESLRs</p>

Findings	Evidence
end of the school year, students are recognized for special achievements such as honor roll (based on academic excellence and a high standard of conduct and character), community service, most valuable player, leadership, and contributions in other areas.	

A5. Strengths

- ❖ The campus of the City of Ten Thousand Buddhas provides a safe, healthy, peaceful learning environment
- ❖ **Community service develops students’ sense of responsibility and initiative**
- ❖ Diversity of cultures and religions represented among students and faculty fosters a natural respect for differences in students
- ❖ Individual nurturing and support is given to students to help them meet high expectations
- ❖ Teachers engage one another in open discussion and sharing on a regular basis, promoting an atmosphere of harmony and trust

A5. Growth Areas

- ❖ None noted

A6. Reporting Student Progress

To what extent does the school leadership and staff regularly assess student progress toward accomplishing the school’s expected schoolwide learning results?

Findings	Evidence
We prominently display the school mission and ESLRs in every classroom. During faculty and student orientations at the beginning of each school year we emphasize the school mission and ESLRs as well as the school processes and expectations of students.	Classrooms Student Work
Annual assessments of academic progress include the SAT and Iowa Test of Educational Development. Starting this year (spring 07) we will be administering the ACT EXPLORE for 9th grade and ACT PLAN for 10th grade, and asking the juniors to take the ACT test. Each class also assesses the progress of each student towards meeting California and national standards. Classroom assessments occur weekly. Since the ESLRs are integrated into our curriculum, these assessments show student progress toward accomplishing the ESLRs.	SAT Scores Iowa Tests ACT Scores Lesson Plans Self Study, Criterion B3
In addition to the more formal assessments of student progress, we monitor student behavior in every school situation. Examples include how well students work together, play together, treat their classmates, and help one another. We also have community service clubs whose purpose is to help those less fortunate citizens of our community.	Clubs
We report grades to parents four times per year. We also have interim reports of progress for those not performing up to their potential. For those students in the dormitory, we discuss performance with the dormitory supervisor during weekly faculty meetings. We report on students not doing homework assignments as well as those who perform poorly. For day students, we send notices to parents when a student under performs.	Faculty Meeting Minutes

Findings	Evidence
<p>Twice a year, at the mid-semester point, we have parent-student-faculty conferences with any parent who wishes to discuss grades, progress, or any other school matter. As many of our students live in the dormitory, our dormitory supervisor and resident aides represent those parents who cannot attend the meetings.</p>	<p>Letters to Parents</p>

A6. Strengths

- ❖ Frequent assessment and observation of expected student outcomes.
- ❖ Positive reinforcement of good behavior, study characteristics.

A6. Growth Areas

- ❖ None noted.

A7. School Improvement Process Criterion

To what extent does the school leadership facilitate school improvement which is driven by plans of action that will enhance quality learning for all students?

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.

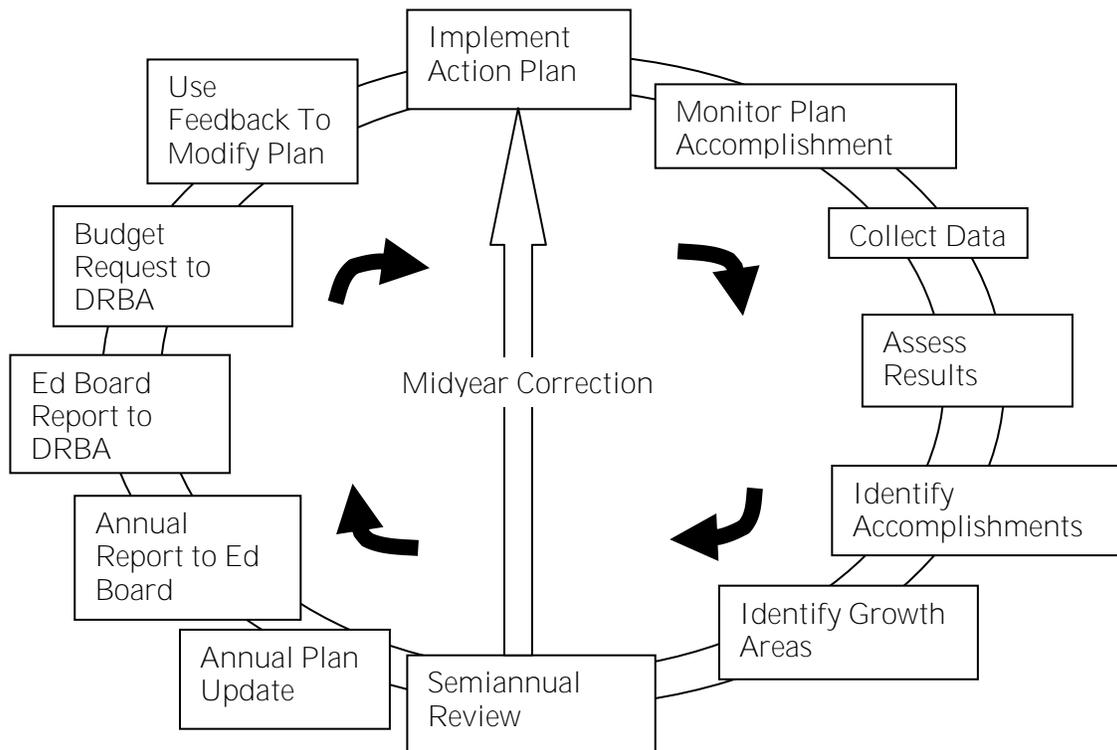


Figure 1. Developing Virtue Secondary School Continuous Quality Improvement

Findings	Evidence
DVS governance, the Board of Education and Board of Directors of DRBA, fully support education improvements. Every year, they approve the plans and corresponding budgets of the schools and frequently add more resources to be sure that improvements are completed.	Board of Education meeting minutes
DVS understands the structured management required to provide for continued improvement of student learning. Responsibilities for implementation are directly assigned to appropriate faculty and staff members. Leadership monitors the accomplishment of these activities through status reports from those parties responsible.	e-mail Annual Progress Report
Data are collected and analyzed, and learning results assessed. From the assessment we identify strategies that work or not. Using this information, we institute changes to the plan or to the implementation of the plan.	
We review this information and information from other plans during the semi-annual review of progress. The mid-year review identifies those growth areas or actions deviating from the plan. Small deviations require enhanced oversight, and an awareness of the deviation. With heightened management awareness and attention, small deviations are corrected to meet the goals for the year. Significant deviations require a different allocation of resources. Resources include money, time, technology, consultants, or personnel. Planned actions showing significant deviations are reevaluated to ensure everyone understands the scope of the actions and goals of the plan. Then, the resources necessary to accomplish plan goals for the year are identified. If the necessary resources exceed our budget or capacity, we then commence trade-off analyses. These analyses identify those items in the plan that need to be rescheduled for a later completion date. Resources thus freed are applied to those items having the larger impact on student learning. If this process does not produce a viable continuation within budget, we have the ability to make extraordinary budget requests to DRBA through the Board of Education. Obtaining more resources may give an acceptable plan.	Annual Progress Report <i>Technology Plan</i> <i>Professional Development Plan</i>

To what extent does the school leadership have school community support and involvement?

Findings	Evidence
DVS leadership involves all stakeholders in school improvement. The responsibilities shown in the action plans provide information on those responsible for implementation and reporting on plan accomplishment. We also have the PTO and students involved where needed. Before being brought before the Board of Education for approval, the PTO has reviewed the plan and pledged support to the implementation of the plan.	<i>Self Study</i> Chapter 5 School Signboards
In addition to the action plan and other plans of the school, where more formal processes are used, the PTO and ASB continually add their own projects for school improvement. In the past, these projects improved communications between stakeholders; created common bonds among parents, students, and faculty; and built school spirit. Thus, we find strong community support and involvement in all school improvement programs.	Newsletters ASB Clubs

Findings	Evidence
<p>The reporting of progress and semiannual reviews of progress toward implementation of the action plan also involves all stakeholders. Responsible personnel, as shown in the action plan, furnish reports on the current status of plan actions and the effectiveness of actions taken to date. At the semiannual reviews of progress, responsible personnel present accomplishments and measures of effectiveness (assessments) of the action plan activities. This review identifies those plan elements that have been accomplished on schedule and those not reaching their growth targets for whatever reason.</p>	<p>Semiannual Review</p>
<p>Based on review results, we modify the plan as needed and carry the impact of these modifications into other dependent plans. Typically, any plan will have a budget component. Modifying the plan requires a concomitant modification of the budget. All needed changes are then reviewed with stakeholders, the Board of Education, modified as required, and carried forward to the Board of Directors of DRBA.</p>	<p><i>Schoolwide Action Plan</i></p>

To what extent does the school leadership effectively guide the work of the school?

Findings	Evidence
<p>School leadership provides the appropriate framework and guidance for the accomplishment of school objectives. For a small school, preparation of a Self-Study for WASC represents a major effort. The school leadership effectively guided the work being accomplished by all stakeholders and completed the Self-Study on time.</p>	<p><i>Self-Study</i></p>
<p>Weekly faculty meetings and progress reports furnish an excellent platform for collaborative guidance of school efforts. The meetings cover assigned responsibilities and our students' education progress.</p>	<p>Minutes Status Reports</p>

To what extent does the school leadership provide for accountability through monitoring of the schoolwide action plan?

Findings	Evidence
<p>Principals of the separate divisions review progress on the action plan monthly. In-depth reviews are held at the completion of a milestone, for example the completion of an assessment of what students learn. School leadership also reviews the entire plan in-depth at the semiannual reviews.</p>	<p>Status Reports Semiannual Reviews</p>

A7. Strengths

- ❖ Continuous improvement of student learning
- ❖ Involvement of all stakeholders
- ❖ Alignment of efforts to student learning
- ❖ Effective management of ongoing efforts
- ❖ Budget that reflects efforts in the action plan
- ❖ Improved support of all stakeholders
- ❖ Better communications of school needs and plans

A7. Growth Areas

None identified

B: Curriculum and Instruction

B1: What Students Learn Criterion

To what extent does the school provide a challenging, comprehensive and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered?

Findings	Evidence
<p>The first ESLR for Developing Virtue Secondary School (DVS) is that each student <i>manifests the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility</i>. Every teacher includes in their lesson plans topics that address these particular core virtues in their class. In addition to this, in each of the one-year survey courses on World Religions and Buddhist Studies, that are requisites for graduation for every student, the core virtues are covered quite extensively. However, according to research in the field of Character Education (CE) it is absolutely essential that teachers “model” the virtues that they wish to help instill in their students.¹ Many of the teachers in the school are traditionally ordained Buddhist monks and nuns (Bhikshus and Bhikshunis) who try their best to model these core virtues in the classroom and in every other aspect of their daily lives. The fact that the high school is on the grounds of a large Buddhist monastic community, the City of 10,000 Buddhas, greatly assists in creating a school climate that extols virtuous behavior.</p>	<p>Class Portfolio</p> <p>Student Work</p> <p><i>CE Action Plan</i></p>
<p>In this setting there are many little things which, when taken as a whole, help to create a school environment in which these core virtues are developed in the students. In the morning the entire student-body does the pledge of allegiance to the flag, and then recites together what are called the Six Guiding Principles of the original founder of the school, Venerable Master Hsuan Hua, in which they publicly promise not to fight, be greedy, to seek, to be selfish, to pursue self-benefit or to lie. The school day then begins with a period of meditation for the entire high school. After doing some brief exercises in preparation for meditation, the students are taught to reflect on a meditation topic that helps them develop concentration and patience. By being more concentrated and patient they are less likely to get angry with others. Also, as evidenced by the meditation topics that many of the students choose, kindness and compassion are specifically fostered as subjects through recitation of the Great Compassion Mantra, recitation of the Bodhisattva of Great Compassion (Gwan Shr Yin), or recitation of the ancient Jesus Prayer while they are sitting in meditation for 20 to 25 minutes. Before every class, the students formally do a half-bow and greet the teacher and at the end of the class the students do the same when they leave, formally saying good-bye to the teacher as they do their half-bow.</p>	<p>School Daily Schedule</p> <p>Evaluations and Other Data from Meditation Classes</p> <p>Classroom Observation</p>

¹ See article by M. Williams entitled “Actions Speak Louder Than Words: How Students View Character Education” in *Educational Leadership*, 51(3), 22-23 (1993).

Findings	Evidence
<p>After the first three periods, at about 10:30, the entire student-body joins the community for the 15-minute religious ritual in the main worship hall before lunch called the High Meal Offering Ceremony. In going to the main worship hall and in going from the worship hall to the dining hall the students walk quietly in a line or recite the name of the Bodhisattva of Great Wisdom, Manjushri. In the dining hall they are in close proximity to the entire monastic community, who takes lunch as their main and only meal of the day. Then the students take their meal, which like for all the residents of the City of 10,000 Buddha, is lacto-vegetarian. After the meal all the students line up and do a ceremony on their own in an adjacent hall called the Transference of Merit Ceremony.</p> <p>Because the community as whole strongly promotes great compassion for all beings, the students are expected to follow the behavior modeled by their teachers, which includes not harming the smallest of creatures – not even an ant, spider or a mosquito. All of these activities, some of which are ritualistic in nature, help to foster a climate in which the core virtues are extolled.</p>	<p>School Daily Schedule</p>
<p>In addition to this there are extra-curricular activities that specifically address these core virtues. There is a Community Service Club in which several times a year the students – in conjunction with a local group called Tzu Chi, a Buddhist charitable organization, – visits the elderly in several of the local homes for the elderly and the Senior Center. When they visit they do specific performances to entertain the elderly and to try to bring some additional happiness into their lives. Every year the school organizes and co-ordinates a Honoring Elders Day in which several hundred of the elderly in the local community come to the City of 10,000 Buddhas are served a vegetarian feast by the students while they are entertained for several hours by the students who play music, sing songs, perform skits, and perform the ever popular Dragon or Lion Dance. The school has conducted this event for about fifteen years now, and each year it becomes more popular than the previous year.</p>	<p>Articles from Ukiah Daily Journal & Yearbooks</p>
<p>Every year the school also organizes and oversees the activities for Cherishing Youth Day. On that day students from our school and several other schools in our Mendocino County come to the City of 10,000 Buddhas and do various performances of music, taiko drums, skits, and the Dragon or Lion Dance for about 300 to 400 students who come from other schools throughout the county.</p>	<p>Articles from Ukiah Daily Journal & Yearbooks</p>
<p>The first sub-outcome under the first ESLR is that each student <i>cherishes life in all its forms, is a responsible steward of the environment and exercises frugality.</i> The school provides a learning environment where students can actually practice respect for life, environmental stewardship and frugality. Recycling, composting, vegetarianism, not wasting food or other resources, organic gardening, and the study of environmental issues (using texts such as <i>Facing the Future: People and the Planet, Plan B: Rescuing a Planet Under Stress and a Civilization in Trouble</i>) are incorporated into daily life and the curriculum.</p>	<p>Environmental Science Syllabus Economics Syllabus</p>
<p>The second sub-outcome under the first ESLR is that each student <i>is a</i></p>	

Findings	Evidence
<p><i>confident, well-rounded person who interacts harmoniously with others and takes responsibility for their own actions.</i> The ASB (Association of the Student Body) organizes regular student retreats and activities to promote harmony among students. Students take responsibility for cleaning the dining hall and school on a daily basis, and thus they tend to take better care of their surroundings and not make a mess.</p>	
<p>The third sub-outcome under the first ESLR is that each student has developed the skills of a good citizen and explored within themselves the complementary qualities of leadership and responsible teamwork through active service to others and volunteerism. As mentioned above, students are entrusted with the responsibility of organizing, performing, and serving as ushers at large events involving hundreds of guests. Throughout the year, students act as tour guides for visiting elementary, middle, and high school classes. In the girls division, a Leadership course has been offered to give students an opportunity to explore their interests and talents, and to plan their future. Students also learn citizenship, leadership and teamwork through participating in various clubs, team sports, performing arts, and community service. [See C1 for more information on student activities and opportunities.]</p>	<p>Yearbooks School Calendar UDJ Articles</p>
<p>At least once every week, the faculty meets together and discusses any issues that arise with respect to their class. Teachers who are unable to attend submit a weekly report on how their class is going. These meetings and reports, in addition to addressing any academic issues, also mention any behavior problems. When these arise, the core teacher or principal will talk with the student and counsel them accordingly. Because the school is small, these issues can be easily addressed right away. In addition to these faculty meetings, the student governmental body, the Associated Student Body (ASB) meets about every two weeks, and they also inform the core teacher or principal of any behavior issues that they feel need to be addressed by the teachers or administration. The ASB in each of the boys and girls division has at least a president, secretary, treasurer and representative for each high school level. Oftentimes the students with the assistance of the core teacher or principal talk to a student who may need some guidance to help insure that their behavior is on the right track. In addition to the ASB bi-weekly meetings, once every week there is a meeting between the entire student-body and the core teacher or principal during which any student can bring up issues they think needs to be addressed. All of these meetings create an avenue by which the needs of the students with respect to character development can be addressed.</p>	<p>Meeting Minutes (Faculty/ASB)</p>
<p>Every year each division utilizes a very well-proven assessment tool in the field of character education (CE) called the School as Caring Community Profile (SCCP-II) that has been developed by Professor Thomas Lickona at SUNY Cortland. Professor Lickona's Center for the 4th R and 5th R assisted us in doing an evaluation of the SCCP-II we administered to our students. In the summaries of the five categories of Student Respect, Student Friendship and Belonging, Student's Shaping of Their Environment, Perception of Support and Care by and for</p>	<p>Appendix A SCCP-II surveys <i>Revised Character Education Action Plan</i>, December 2004.</p>

Findings	Evidence
<p>Faculty/Staff, and Perceptions of Support and Care by and for Parents the average score for both divisions was consistently higher than scores of other schools that also have Character Education programs. The boys division showed significant improvement from 2004 through 2007 and the girls division was consistently higher in all areas than the boys division and other schools.</p>	
<p>The second ESLR is that the student <i>has gained a deep appreciation of their own inherent wisdom through meditation and other spiritual practices and teachings</i>. As already mentioned above, every morning the entire high school has a full period of meditation, with the exception of Friday mornings in the boys division and Monday mornings in the girls division, when there is a class meeting and study hall. The students also participate in the 20-minute daily High Meal Offering Ceremony in the main worship hall before lunch. One of the requirements for graduation is that each student does a one-year survey course on World Religions and a one-year survey course on Buddhist Studies. These courses are done sometime during their sophomore, junior and senior years. Of course being on the grounds of large monastery specifically devoted to training a large number of Buddhist monks and nuns, the students have many additional opportunities to participate in spiritual practices and rituals. So for example, the boarding students do group chanting every weekday morning at 6:30 AM and they also do the main evening ceremony in the main hall every evening from 6:30 to 7:30 PM. This includes chanting and meditative recitation. Many students who do not live in the dormitory also participate in the evening ceremonies.</p>	<p>Evaluations and Other Data from Meditation Classes</p> <p>Daily Schedules (School/City)</p>
<p>The daily schedule of the City of 10,000 Buddhas includes a total of 6 ½ hours of public ceremonies including chanting, repentances, meditative recitation and worship practices. In addition to this, there are special weeklong Silent Meditation or Buddha Recitation Sessions almost every month. Students can and do participate in portions of these as they wish. Again, being part of a large monastery offers opportunities to engage in various spiritual practices as both part of the school daily program and as extra-curricular activities. In order to understand this ESLR better, the concept of “inherent wisdom” refers to a spiritual potential that Buddhists believe that all sentient beings possess. This is the potential to become an “enlightened” being, that is one who has perfected their transcendent wisdom to the extent that they have gained freedom from Samsara – the beginningless cycle of birth, death and rebirth which continues on and on as long as one has ignorance of the true nature of Samsara. This belief extends to all people, regardless of what religion or other philosophy they practice. From the Buddhist perspective all equally have this potential for enlightenment. So the traditional belief is that by engaging in the practice of meditation and other spiritual exercises such as chanting, recitation of sacred texts, repentance ceremonies, etc. one can become more aware of their inherent spiritual wisdom.</p>	

Findings	Evidence
<p>A sub-outcome of this ESLR is that each student has an appreciation and understanding of the fundamental teachings in Buddhist philosophy and ethics that inspires them to follow a life of integrity in accordance with their own philosophical or religious beliefs. Universal ethical values are taught, and students are encouraged to be good followers of their own religion. Students also participate in interfaith events held on campus or elsewhere.</p>	<p>CTTB Yearly Calendar</p>
<p>The third ESLR is that the student <i>has explored and developed their individual academic potential and talents in the humanities, sciences or arts</i>. Students who graduate from DVS have completed a curriculum that is equal or in most cases surpasses the a-g requirements of the University of California (UC) system. UC calls for 2 years of History/Social Sciences, 4 years of English, 3 years of Mathematics, 2 years of Laboratory Science, 2 years of Language Other Than English, 1 year of Visual & Performing Arts (VPA), and 1 year of a College Preparatory Elective. All DVS students who graduate do 2 ½ years of Social Science, 4 years of English, 4 years of Mathematics, 3 years of Laboratory Science, 3 years of Chinese, 1 year of VPA and 2 ½ years of College Preparatory Elective including a semester of Economics, a year of World Religions and a year of Buddhist Studies. This also meets the standard of the core curriculum that the ACT, Inc. says is necessary for a student to have in order to be ready for college, including mathematics beyond Algebra II and at least three years of laboratory science (<i>Education Week</i>, April 26, 2006).</p>	<p><i>Parent-Student Handbook</i></p> <p>Article from Education Week & Report by ACT, Inc.</p>
<p>Although our school does not offer the wide variety of academic choices that a large public school can offer, we have the services of the broad array of courses offered at our local Mendocino Community College, which is available to qualifying juniors and seniors. They must have a B average and receive the permission from the principal of the school. We are also slowly expanding our offerings of AP courses, having recently hired a teacher with about 10 years experience teaching AP Computer Science, AP Calculus and AP Physics in the public school system.</p>	<p><i>Course Catalog</i></p>
<p>We also have access to the Education Program for Gifted Youth (EPGY) of Stanford University. This provides distance learning for AP courses and gives students university credits from Stanford.</p>	<p><i>Self Study</i></p>
<p>As noted on the Student/Community Profile section of this self-study report (Chapter One), during the last three years our graduates have performed at the national average for college bound students or above on the SAT test. On the verbal section they have been about average (dipping a little below the national average in 2004-2005 and above the national average in 2005-2006 on the Verbal section), whereas on the Mathematics section they have been consistently well above the national average for college bound students in each of the last three years (63, 31 and 94 points above the national average for college bound students in each of the last three years respectively). Although the new Writing Section only had data for the 2005-2006 graduating class, our students'</p>	

Findings	Evidence
<p>average score of 518 was well above the national average for college bound students of 495. It should be pointed out that the dip in the Verbal section in 2004-2005 was about 29 points below the national average for college bound students, which may reflect our non-native English speaker students.</p> <p>Beginning this year, we are going to implement the ACT, Inc. testing for all of our freshmen, sophomore, and juniors each year. This means that all freshmen will take the EXPLORE test, all sophomores will take the PLAN test and all juniors will take the regular ACT test during the latter part of their second semester each year. Because the EXPLORE and PLAN scores are specifically tied to the regular ACT test, and most importantly because the test, unlike the SAT, is an achievement test of what students have actually been studying in accordance with the California State Content Standards, the data that will be generated will be far more useful than the data that had been connected with the Iowa Test of Educational Development that we have been administering the last several years. Those students who have taken the ACT in the last two years have done exceedingly well.</p> <p>As also previously noted on our school profile, all of our graduates go on to attend college. Looking at all the graduates from the last seven years, 77 of the 80 graduates (96.3%) have either completed a 4-year degree or are still attending college. This indeed is a rather remarkable achievement.</p> <p>The fourth ESLR is that each graduate <i>expresses a multinational awareness and understanding; and shows appreciation for a variety of cultures and religions</i>. Each teacher includes lessons that address this specific ESLR in their curriculum. Also, the one-year survey course in World Religions and the one-year survey course in Buddhist Studies both address this ESLR in great depth. Students in the World Religions class visit the churches and activities of other religions. It should also be noted that the school is on the grounds of a very large international community. The City of 10,000 Buddhas consists of approximately 200 family people and 100 monastics from many different countries and ethnic groups, including China, Taiwan, Vietnam, Singapore, Malaysia, Indonesia, Burma, Argentina, Spain, and England. The student body itself is a reflection of this multinational diversity, including students from Taiwan, China, Vietnam, Thailand, Malaysia, Singapore, Philippines, Mexico, Holland, France, and Belgium. This environment very naturally creates a climate of mutual understanding and respect for a variety of cultures.</p>	<p>ACT Scores</p>
<p>The fourth ESLR is that each graduate <i>expresses a multinational awareness and understanding; and shows appreciation for a variety of cultures and religions</i>. Each teacher includes lessons that address this specific ESLR in their curriculum. Also, the one-year survey course in World Religions and the one-year survey course in Buddhist Studies both address this ESLR in great depth. Students in the World Religions class visit the churches and activities of other religions. It should also be noted that the school is on the grounds of a very large international community. The City of 10,000 Buddhas consists of approximately 200 family people and 100 monastics from many different countries and ethnic groups, including China, Taiwan, Vietnam, Singapore, Malaysia, Indonesia, Burma, Argentina, Spain, and England. The student body itself is a reflection of this multinational diversity, including students from Taiwan, China, Vietnam, Thailand, Malaysia, Singapore, Philippines, Mexico, Holland, France, and Belgium. This environment very naturally creates a climate of mutual understanding and respect for a variety of cultures.</p>	<p>Class Portfolios</p> <p><i>Self Study</i></p>

B1. Strengths

A comprehensive learning environment that focuses on the nurturing of a “whole child”.

- ❖ The curriculum is fully aligned with the ESLRs and balances between exposure to both religious and modern-social context.
- ❖ Clear graduation requirements and faculty support to guide college-bound students.
- ❖ School environment and culture that fosters character education.
- ❖ 100% student acceptance at universities/colleges

- ❖ College retention rate of 96.3%
- ❖ Student volunteer work at schools

B1. Growth Areas

- ❖ None noted

B2: How Students Learn Criterion

To what extent does the professional staff use research-based knowledge about teaching and learning?

Findings	Evidence
<p>All academic courses offered by the DVS have been approved by the University of California (UC) system. They also comply with the California State content standards and guidelines.</p> <p>The present <i>Character Education Action Plan</i> has a fairly comprehensive list of the teaching strategies. These are used as effective ways in helping students reach their character education and academic objectives. These strategies are based on the three courses that form the core curriculum for the Master’s of Education with specialty in Character Education that is offered by the University of San Diego. Professors Edward Roche and Mary Williams teach these courses. These 8 basic strategies include: teacher modeling; constructivism; creation of a wholesome classroom climate; classroom management based on intrinsic motivation, rules and rewards; critical thinking with ethical decision making and higher order thinking and questioning; conflict resolution with mediation and problem solving strategies; cooperative learning; and community service learning. These strategies are taught in the in-service teacher training days the occur about every two months, as well as in courses offered to teachers by the Dharma Realm Buddhist University (DRBU), which is also on the grounds of the City of 10,000 Buddhas.</p> <p>Dr. Susan Rounds, the former head of the teacher-training program at the local Dominican College, has done courses on utilizing these strategies at DRBU for the teachers in DVS and has also done personal evaluations and recommendations of teaching strategies for most teachers in the school.</p> <p>As part of a pilot program, teachers from the World Religions and Buddhist Studies Department participated in a semester-long Curriculum and Instruction class. This class trained teachers in <i>Understanding by Design (Backward Design)</i> and other research-based pedagogical tools. Each teacher created a Backward Design unit (4~6 weeks) that is currently being taught in the spring 2007 semester.</p>	<p>List of a-g Courses</p> <p><i>CE Action Plan</i></p> <p><i>Self Study</i> Chapter 4, paragraph A4</p> <p><i>DRBU Catalog</i></p> <p>Teacher Evaluations by Dr. Rounds</p> <p>World Religions and Buddhist Studies Portfolios</p>

To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school’s purpose and expected schoolwide learning results?

Findings	Evidence
<p>As previously mentioned, there are eight basic teaching strategies that have been found to be quite effective in achieving the character education and academic goals reflected in the ESLRs.</p>	<p>Class Portfolios</p>

Findings	Evidence
<p>In addition to these broad categories, as shown in the course work for each subject, teachers utilize specific researched-based techniques in their teaching to provide a variety of learning experiences for their students. These include lectures, taking notes, making presentations to the class, role playing, written homework, written research reports, educational videos, field trips, guest speakers, lab experiments, brainstorming, and others.</p>	
<p>English</p> <p>Most teachers divide the year’s curriculum thematically. Topics such as Relationships, Moral/ Ethics, Scholarship and Leadership, The Ideal World, and Personal and Cultural Identity are among themes chosen based on interest to students. A variety of challenging modern and classical texts, both fiction and non-fiction, across all genres of diverse writers are used as core materials in the classroom. In literature circle groups, students are given opportunities to choose selection of readings of their choice. There is an emphasis on both group and class discussions of texts as part of increasing engagement, perspective taking, and critical thinking. Students are also specifically taught critical reading. A balanced approach is taken towards developing reading, writing, and speaking skills. As a result, lessons encompass multiple activities such as essay and journal writing, vocabulary building, readers’ theatre and presentations, Socratic seminars, structured academic debates, artistic creations, and group projects.</p>	<p>Class Portfolios</p>
<p>ELD</p> <p>Teachers use a combination of creative strategies that include field trips, art, music, and drama to engage and expose ELD students’ in hands-on and authentic learning experiences. There is a balance between teacher-student and student-student interactions. Tapping on first language to augment second language acquisition is encouraged in the classroom. As a result, students in beginning classes occasionally translate for their peers.</p>	<p>Class Portfolios</p>
<p>Mathematics</p> <p>Most teachers require students’ regular note-taking of terminology and mathematical concepts prior to every chapter’s lesson (front-loading). This is beneficial for both native speakers and ELD learners in their learning process. Lessons focus on mathematical-problem solution drills. Ample in-class practice and homework is assigned each day. There are many opportunities for pair and group discussion of solutions in the learning process (peer teaching). Some teachers are gradually enhancing the curriculum to move towards project-based learning.</p>	<p>Class Portfolios</p>
<p>Science</p> <p>Students give oral and written reports on science issues by researching on the internet and using scientific periodicals and books. In varying workgroup sizes, students apply the scientific method to develop hypotheses, do experiments, and make conclusions on a number of classical and leading-edge problems. Science equipments continue to be upgraded with computer simulations being accomplished in most classes. Field trips and guest speakers add depth and interest for students learning.</p>	<p>Class Portfolios</p> <p>Field Trip Requests</p> <p>Guest Speakers</p>

Findings	Evidence
<p>Social Sciences</p> <p>Learning experiences include map creations, class and group discussions, presentations, analytical prompts, memorization, and research projects. A wide variety of outside periodicals, newspapers, and other resources are used in the classrooms to inform students of historical or recent political and social developments.</p>	
<p>World Religions and Buddhist Studies</p> <p>Teachers employ self-created <i>Backward Design</i> units that highly engage and develop student learning in all areas of writing, speaking, and performing. Student-centered activities are emphasized. Though academically driven, there is a strong focus on connecting knowledge to student's social-emotional development, a crucial, yet commonly neglected area. Curriculum highlights tolerance of diverse religions and community building within classroom that extends to the school and societal contexts.</p>	

B2. Strengths

- ❖ A comprehensive Character Education plan that includes research proven pedagogy that improves **student' learning**.
- ❖ Teachers use a variety of strategies to engage students in their learning.
- ❖ Small teacher-student ratio enables increased individualized attention or specialized learning plan development when necessary.
- ❖ Entire curriculum aligned with state standards for more contiguous learning.

B2. Growth Areas

- ❖ To leverage teacher expertise by increasing the use of technology in the classrooms (see *Technology Plan*).

B3: How Assessment is used Criterion

To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?

Findings	Evidence
<p>As indicated in the list of each teacher's key assignments, there is much homework given in every class and frequent quizzes and tests as well. The important feedback that each student receives from the corrections that appear on their homework and tests is one of the surest ways that assessment is utilized to make sure that the students are staying on track in their studies.</p>	Class Portfolios
<p>Other assessment tools used by the teachers are the mid-term and semester grades and comments. A newly designed Student Progress Report has been implemented this year. Each teacher completes the report at the same time that semester grades are given.</p>	Grade Reports
<p>At the end of each school year each teacher collects an assessment of their teaching done by the students. This information is given directly to the principal. After the principal looks at these assessments, he will consult with each teacher, if there are issues that need to be addressed.</p>	Student Progress Report Students' Assessments of Teachers
<p>All our classes are UC-approved and, thus, accord with the UC-approved course guidelines in implementing assessments. Teachers have</p>	Class Portfolios

Findings	Evidence
<p>individualized assessments geared towards the needs of their students and subject matter. Each teacher uses a variety of assessments, both formative and summative, to gauge students' learning. Examples of formative assignments include discussions, question-answer sessions, homework assignments, journals, quizzes, short projects, illustration, exit cards, and many others. There is also a wide variety of summative assignments ranging from group project (performance and presentations) to individual writing and exams. A unique quality of our small school setting is the high teacher-student interaction and conference time that enables personalized feedback and responses. Also, beyond these assessments, students' academic progress and social-emotional development are carefully observed through their day-to-day class participation and attitude. Below are explicit assessments unique to each department:</p>	Syllabi
<p><i>Language Arts (English)</i></p> <p>In these classes, there is emphasis on collectively developing students' reading, writing, and speaking skills. Summative assessments always consist of an essay assignment and clear criteria are outlined for the students. Some teachers have clear rubrics that are given to students at the beginning of the writing process; the rubric becomes a clear guide for students' writing-improvement process. Teachers are also able to monitor students' writing progress over time and identify individualized needs. Most units also include a group project as part of the final assignment, consisting of performance, poster making, or presentations. There is also a move towards creating authentic assessments such as personalizing essay topics relevant to students' lives and current events. Projects also have an authentic element as students are given real-life roles and scenarios to solve the given task. An example of authentic, interactive assessment where students, in the role of a stage manager/ producer/ actress, synthesize their investigation of a Shakespearean play is the creation of a prompt book consisting of ideas on blocking, setting, character analysis, and paraphrasing as well as performing the play.</p>	Class Portfolios
<p>As part of the natural learning and teaching experience in an English classroom, developing students' writing, reading, and speaking skills, teachers at DVGS formatively assess students at all time in multiple forms. Journal writings, exit cards, Socratic discussions, free-writes, and study guides are an indispensable part of our classes. There is a strong focus on guiding students' critical thinking through explicit instructions on critical reading strategies: predicting, clarifying, connecting, questioning, and summarizing. Through such intense reading routines in the classroom, teachers are actively assessing students' understanding of the text in hand, a major goal in an English classroom.</p>	
<p><i>Mathematics/Science</i></p> <p>Currently, summative assessments primarily consist of paper-based tests and exams. Homework (practice questions) is assigned every lesson. Periodically, about every two to three weeks, students take section quizzes and chapter tests Teachers usually provide feedback by the next day. A follow-up routine (mandatory submission of corrections) is in-place to monitor students' understanding of lessons taught. In some mathematics</p>	Class Portfolios

Findings	Evidence
<p>courses students create chapter outlines that include mathematical concepts, formulae, and examples; by looking at the outlines, the teacher obtains feedback about misconceptions prior to tests or quizzes. There is a gradual movement towards project-based assessments as culminating assignments. Previous AP exams and questions are used in AP classes to prepare for the examinations.</p>	
<p><i>Chinese (Foreign Language)</i></p> <p>The beginning classes are geared towards developing fluency, so assessments emphasize verbal proficiency, which sometimes takes place on a one to one (student-teacher) or one to whole class basis. Paper-based tests are also implemented to test students' basic writing skills. Blending the best of two traditions, the upper level Chinese classes at DVGS focus on both rote and dynamic learning. As a result, part of the assessment always includes character recognition or memorization of classical texts, yet the assessment is not considered complete without an essay or project that develops students' analytical thinking of the topic learned. Other periodic assessments include impromptu speeches, bilingual translation, and book talks. The latter includes peer evaluation of the book talk/ report. Most classes have clear criteria for their major assessments. Another formal assessment relevant to this department is the results of the Northern California and National Chinese competition attended by our upper level students.</p>	<p>Class Portfolios</p>
<p><i>History/ Social Studies</i></p> <p>Formative assessments consist of chapter quizzes, homework assignments, and daily discussions. Summative essays or reports are a regular part of assessment. Occasional group projects and research are also assigned to develop students' historical understanding of a unit. In a Renaissance unit, students worked in groups to create a timeline of the period, highlighting the major events in politics, religion, education, and art. Teachers rely primarily on paper-based assessments to gauge students' retention of information and analytical ability. Discussion prompts often situate students in reliving the historical event as well as relating the experience to current events affecting students' lives.</p>	<p>Class Portfolios</p>
<p><i>Buddhist Studies/ World Religions</i></p> <p>As part of a pilot professional program at DVGS, teachers in this department are trained in Backward Design. The process of developing an assessment plan (formative and summative) before planning the learning/ teaching makes assessment a major focus throughout students' learning. Students are clear about the assessments at the start of the unit and the teacher's lessons guide students toward successfully accomplishing the final authentic assignment. Formative assessments of students' understanding and knowledge acquisition are an indispensable part of these classes. Self-assessments supplemented with clear rubrics are regularly executed in the classrooms as part of individual or group assessments.</p>	<p>Class Portfolios</p>

To what extent are the assessment results the basis for measurement of each students' progress toward the expected schoolwide learning results?

Findings	Evidence
<p>In previous years the school has used the IOWA test to help track academic achievement, but beginning this year we will use the ACT, Inc. EXPLORE for freshmen, PLAN for sophomores, and the ACT for all juniors and seniors. In addition to this all juniors and seniors take the SAT tests, including the Writing section.</p>	<p>Student Profile</p>
<p>In December 2004, May 2006, and February 2007 the students answered 43 questions in the Student as Caring Community Profile (SCCP-II). We will continue to administer on a yearly basis this well-proven assessment tool for gauging the success of the Character Education curriculum that plays such an important part in our ESLRs.</p>	<p>Appendix A SCCP-II Report Data</p>
<p>Part of the teacher's planning and evaluation process consist of using the ESLRs template to reflect on the learning that should and actually takes place. As a result, lessons in all departments will relate to the ESLRs and course objectives in a variety of ways, whether it is essay writing, research project, collaborative group work, or regular in-class discussions. Feedback from the dorm supervisors and/or parents, as well as teacher observations offers a subjective evaluation of our students' accomplishment of the school ESLRs.</p>	<p>ESLRs Template</p>
<p>Teachers carefully monitor the academic and emotional-social growths of DVS students. When a need arises, interventions take place.</p>	

To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?

Findings	Evidence
<p>Teachers informally seek colleague comments on self-created exams, tests, or quizzes. There is much flexibility for teachers to make sound judgments in accommodating students' assessments needs. Teachers solicit students' evaluation of their classes at least once a year. Apart from this major feedback from students, teachers also have regular conferences with students to check on their learning and social-emotional well-being in class. Subsequently, some teachers request students to fill out questionnaires twice per semester to receive student feedback of lessons. Teachers use this data to reform their teaching and curriculum plans. Teachers use formative assessments in their lessons to accommodate specific students' needs and to pace the lessons of the class.</p>	<p>Class Portfolios</p>
<p>Informal discussions about students' assessment results occur at the weekly faculty meeting and also sometimes in teachers' offices as part of sharing and gathering of information on student learning. We use this information to evaluate student learning as well as to receive feedback from colleagues on other possible interventions and improvement to our teaching and lesson planning. Beginning this year, teachers also review the ACT results to update their curriculum plans to meet students' specific needs. As part of a pilot program in the 2006~2007 school year, the Chinese department is planning to use the Chinese SAT II and AP Examination to gauge the</p>	<p>Faculty Meeting Minutes</p>

Findings	Evidence
effectiveness of the lessons and students' learning.	

To what extent are the assessment results the basis for allocation of resources?

Findings	Evidence
Normally, when the results of multiple assessments show that certain students or groups of students are performing poorly or below grade level, the school leadership or individual teachers will request funds or resources to support these students. Specifically, they may request extra tutoring, special instructional materials or textbooks, or extra classes requiring additional teaching staff. All of these require extra funding (except when volunteers are found), which usually comes from Title I funds or from our annual budget (which includes some contingency for such requests which come after the school year has begun).	Budgets Title I Funds

B3. Strengths

- ❖ Varieties of assessments are used.
- ❖ Low teacher-student ratio offers more time for individualized teacher-student feedback.
- ❖ Individual accountability of learning is emphasized.

B3. Growth Areas

- ❖ Common assessments between the 2 divisions.
- ❖ **Standardized rubrics per department to monitor students' progress over time.**
- ❖ Comprehensive school wide model to increase collegial evaluation of assessments.

C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion

To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?

Findings	Evidence
Students at Developing Virtue Secondary School are provided with a large variety of support services, activities, and opportunities. As described in Section B1, the school is situated within the City of 10,000 Buddhas, where students are surrounded by a network of caring adults, both monastic and lay, who model and support virtuous character development, spiritual practice, concentrated academic study, and global, multicultural awareness.	
The average student participates in 3-5 extra-curricular activities, which play an important role in facilitating their achievement of the ESLRs. For example, through serving as an officer or participating in club activities or team sports, a student slowly but surely starts to become “a confident, well-rounded person who interacts harmoniously with others and takes responsibility for their own actions,” “explores within themselves the complementary qualities of leadership and responsible teamwork through	Student Records Club Minutes

Findings	Evidence
<p>active service to others and volunteerism” (ESLR #1). Participation in the Berkeley Model United Nations club hones students’ abilities in research, public speaking, debate, leadership and critical thinking as well as their awareness of global issues and international relations. Serving on the Associated Student Council (ASC) promotes student leadership and communication. Community Service Club members engage in service to others by helping various departments at the City of 10,000 Buddhas with chores as well as visiting convalescent homes, hospitals, etc. in the city of Ukiah. Teamwork and artistic creativity are nurtured when students perform in Lion Dance, Dragon Dance, Chinese Orchestra, Taiko drumming, Chinese Traditional Dance, Theater Arts, and choral singing. Students gain interviewing, photography, writing, editing, and layout design experiences in Yearbook Club and student newsletter production.</p>	<p>Yearbooks</p> <p>Event Programs</p>
<p>Academic support is provided to students in a variety of ways. Whenever a student is identified as needing academic assistance, the faculty discusses the student’s academic situation. They then generate a plan of tutoring and modifications in instruction to rectify the situation. In addition to the tutoring provided by teachers and adult volunteers, the girls division ASB has instituted a Peer Tutoring program, where students can sign up to either tutor or be tutored in specific subjects. This is helpful because some students feel more comfortable receiving help from their peers.</p>	<p>Faculty Meeting Minutes</p>
<p>Developing Virtue Secondary School participates in the federal Title I program, which serves students who are performing below grade level in English and Math. Through this program, we receive funding and services through the Ukiah Unified School District. We have used our funds to purchase instructional materials, hire a resource teacher, and provide professional development for our teachers, enabling them to provide extra support for targeted Title I students in their classes. The Title I resource teacher who works individually or in small classes to support Title I students, who are identified through multiple measures, including standardized testing, classroom assessments, and teacher referrals. DVS also participates in the Title III program, which provides us with consultation services and funding for professional development and instructional materials to support the needs of immigrant students.</p>	<p>Class Schedules</p>
<p>Students whose first language is not English are assessed and provided with appropriate levels of English Language Development (ELD) instruction and tutoring until they are able to enter mainstream courses successfully. [See Chapter Three, Section C, for a detailed update on our ELD program.]</p>	<p>Student Records</p>
<p>An academic advisor meets several times a year or more often as needed with each student to guide him or her in fulfilling the graduation requirements and to ensure that the school offers the courses he or she needs.</p>	<p>Individual Education Plan</p>
<p>An experienced college counselor advises students in a variety of ways from ninth grade through twelfth grade, on preparing for college, including taking SATs/ACTs/AP exams, determining the colleges and universities that would suit their interests and abilities, and applying for colleges and financial aid.</p>	<p>Advisor Qualifications and Experience</p>
<p>Career exploration is enhanced because teachers in all disciplines touch</p>	<p>Interviews</p>

Findings	Evidence
<p>upon careers related to their field, and usually English teachers integrate career exploration into their curriculum, allowing students to discover their interests and talents. In the girls division, ninth grade students may take a Leadership course to explore their interests and talents, and to plan their future.</p> <p>For students with special needs, whether academic, emotional or physical, the school works closely with the students’ parents, guardians, and counselors to ensure that those students learn successfully. When the needs are so severe that the school needs outside professional help, we consult with the Mendocino County Office of Education’s Special Education Local Plan Area (SELPA) office, which can help to set up an Individual Education Plan (IEP) for the student in question.</p>	<p>Individual Education Plan</p>

C1. Strengths

- ❖ The school and community provide a network of caring adults who mentor students and serve as models.
- ❖ Students have many opportunities to develop ESLR-based qualities through active participation in extra-curricular activities.
- ❖ The school faculty and staff **focus on meeting each student’s academic and non-academic needs.**

C1. Growth Areas

- ❖ None noted.

C2. Parent/Community Involvement Criterion

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school’s established support system for students?

Findings	Evidence
<p>The DVS Mission states that the school works “in partnership with parents” to fulfill its mission. As such, DVS seeks to work as a team with parents (including dorm supervisors and guardians where applicable) to support each student’s academic achievement, moral development, and social and emotional health.</p>	<p>DVS Mission Statement</p>
<p>Parents volunteer as teachers, tutors, club advisors, athletic coaches, fieldtrip drivers, library helpers, teacher’s aides, after school program supervisors, gardeners, school newsletter editors, carpenters, cooks for student picnics, community outreach contacts, class parents, PTO (Parent-Teacher Organization) officers or committee chairs, and many other ways. Parents are required to volunteer 20 hours per year or make a donation in lieu of volunteering (especially for non-local households), but many parents volunteer many hours over the requirement. In fact, it is the volunteer contributions of numerous parents that help the school run as smoothly as it does.</p>	<p>Volunteer Roster</p> <p>PTO Minutes</p>
<p>There is a Parent Volunteer Coordinator, who contacts parents when volunteers are needed for projects or the monthly PTO Workdays. The school newsletter is another way that upcoming events and projects are</p>	<p>Newsletters</p>

Findings	Evidence
<p>announced. There is also a large signboard that most parents drive past as they drop off their children, which announces events and PTO meetings.</p>	
<p>The PTO meets monthly and has committees for fundraising, school improvement, teacher appreciation, etc. It has supported various initiatives, for example, donating microscopes, books and other needed supplies to the school, lobbying for better soccer fields for both boys and girls, sponsoring a county-wide PTO Essay Contest on “How I Can Make the World a Better Place,” and organizing an annual weekend family field trip for each division, to the Marin Headlands.</p>	<p>PTO Constitution</p> <p>PTO Minutes</p>
<p>Developing Virtue Secondary School regularly invites speakers and presenters from the local community and organizes student fieldtrips to local businesses and organizations that enrich the classroom experience.</p>	<p>Presenters Fieldtrip Requests</p>
<p>Recent presenters have included:</p>	<p>e-mails</p>
<ul style="list-style-type: none"> • David Smith-Ferri, local author and Ukiah Poet Laureate 2007, on writing (English classes), and on life in wartime Iraq • African drummer (Music Appreciation class) • Ginger Armstrong - Japanese calligrapher (gave demonstration and taught calligraphy to Art classes) • Poet Laureate Sandra Wade - gave poetry workshop to English class • Biodiesel worker (ELD class) • Dr. Paul Farley gave a presentation on his work in Trincomalee, Sri Lanka (and delivered the students donated back pack to a school there) • Ajahn Amaro, Co-Abbot of Abhayagiri Monastery (Intro to Buddhism, World Religions) • Prof. Herbrechtsmeier (Hebrew Scholar from Humboldt State University) • Father Raymond Gawronski (Jesuit Priest) • Harvey Frankl (Jewish follower who helps preparing young men for Bar Mitzvah) • Ukiah Valley Medical Center pharmacist (science class) • Mendocino County Astronomical Society President (science class) • a paleontologist, a registered dietician (science class) • Gwo Sun Shr - Head of CTTB Maintenance Operations (science class) 	<p>Portfolios</p> <p>Student Interviews</p>
<ul style="list-style-type: none"> • Dave Peterman’s parents and Barbershop quartet to sing to the classes and tell life stories (Mr. Peterman’s science class) • Recent or planned fieldtrips include: • "I Went To College Today" at Mendocino College. • A local slideshow lecture on tsunamis presented by Ukiah geological engineer Julie Bawcom, held at the Peregrine Audubon Society (Environmental Science class) • Biology and Chemistry classes: local observatory, Montgomery Woods, CTTB wetlands, CTTB water storage and distribution system, CTTB woodlands and meadows and creek, Low Gap Park, 	<p>Field Trip Requests</p>

Findings	Evidence
<p>County Animal Control Facility, a hemodialysis facility, and Little River Estuary in Mendocino, Ukiah Sewage Treatment Plant for operations info and for bird watching, Alpha Labs (water/chemical testing facility).</p> <ul style="list-style-type: none"> • “Los Hilos de las Vida” - story quilt exhibition at Mendo College Art Gallery (art class) • Art Exhibition to benefit the Hospitalito Atitlan, Guatemala • The play “Little Women” at Mendocino College (9-10th English and ELD classes) • Native American history, Grace Hudson Museum (ELD class) • Dentist’s office, café, pharmacy, bakery, car dealer, bikeshop etc. to interview people about their professions (ELD) • Public library (ELD) • Temples, churches, and centers of various faiths, from local to as far as the San Francisco Bay Area (World Religions class) • “Turkey Trot” marathon – Pilates class • Downtown Ukiah – to give alms to Buddhist monks on their alms round (Intro Buddhism, World Religions) 	
<p>Developing Virtue Secondary School hosts events that reach out to the greater community several times a year, namely Honoring Elders Day in the fall, Cherishing Youth Day in the spring, and more recently, International Peace Day around September 21 and a Mother’s Day Chinese Orchestra Recital. These events are attended by dozens to hundreds of people from our local community, giving them a chance to share their talents and/or interact with our students and staff.</p>	<p>School Calendar</p>
<p>DVS also “reaches in” to its immediate community, the City of Ten Thousand Buddhas (CTTB), by participating in many aspects of the life of this self-sustaining, international Buddhist monastic and lay community. For example, students perform community service on a weekly basis around campus, whether raking leaves, harvesting vegetables at the organic farm, shelling walnuts, washing dishes, sweeping, recycling, translating or giving talks in the Buddha Hall during evening lecture time, or visiting the elderly nuns during Halloween, Christmas, and Chinese New Year. DVS derives support from the residents of CTTB, because they serve as examples of virtuous and compassionate living and offer a cultural richness due to their diverse nationalities. The CTTB residents are responsible for the operation or upkeep of the dining hall, organic farm, restaurant, Buddha Hall, residences, offices, computer networks, landscaping, utilities, and so forth, allowing the school to exist in a smoothly functioning, peaceful, spiritual environment.</p>	<p>Interviews</p> <p>Class Schedules</p>
<p>Developing Virtue Secondary School participates in various events in the greater community. For example, each year Mendocino County Workforce Investment Board organizes a Youth Summit, and each year we send student representatives to learn leadership skills, meet students from other high schools, and design a youth project. Also, our students attend the annual North Bay College Fair sponsored by Sonoma State University. Our school participates in the Family Expo held each spring, where we have a booth and perform the Lion and Dragon dances. The</p>	<p>Yearbooks</p> <p>Field Trip Requests</p> <p>Programs</p>

Findings	Evidence
Chinese orchestra and Lion and Dragon Dances have also performed in the Willits Community Christmas Chorale at the Church of Latter Day Saints in Willits for several years. And the Community Service Club works in conjunction with Tzu Chi in performing and volunteering regularly at local nursing homes and senior centers.	Student Interviews Event Programs
In 2005-2006, four seniors published a book called <i>Crossing the Road: A Handbook for the College-bound Chicken</i> , which presents a methodology for discovering your goals and creating a roadmap to reach them. They wrote this book based on principles learned while taking a Leadership class in their sophomore and junior years. They also publicized the book through radio and newspaper interviews, and presented the methodology to their peers at school, the PTO, and other high school students at Fort Bragg High School and at the Mendocino County Youth Summit. It is currently on sale at www.bttsonline.org .	<i>Crossing the Road: A Handbook for the College-bound Chicken</i>

C2. Strengths

- ❖ High level of parental involvement and strong support from parents
- ❖ Strong community participation and support
- ❖ Situated in the self-sustaining community of the City of Ten Thousand Buddhas

C2. Growth Areas

- ❖ None Noted

D: Resource Management and Development

D1. Resources Criterion

To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the expected schoolwide learning results?

Findings	Evidence
The elementary school recently celebrated its 30 th anniversary, which was the 25 th anniversary of the secondary school. Former and current teachers, students, and parents wrote essays for publication on this occasion. From these, one concludes that the graduates of the school have achieved good character for the past 30 years.	30 th Anniversary Publication
In addition to supporting the schools for the past 30 years, the Board of Directors of DRBA pledged support for the foreseeable future. This pledge of support is in the form of a letter from the Board of Directors. Resources available to the school are sufficient to sustain the school program.	2004 Letter <i>Ten Year Plan</i>
We make effective use of these resources for student achievement of the ESLRs through encouraging volunteer faculty, using monastics as faculty, and inhabiting marvelous spaces left us through the foresight of the Venerable Master Hsuan Hua.	Budgets

D1. Strengths

- ❖ Volunteer teacher commitment and care of the students
- ❖ Rock solid support and commitment of the parent organization, the Dharma Realm Buddhist Association.

- ❖ Maintaining low tuition levels through efficient use of resources.

D1. Growth Areas

- ❖ None noted.

D2. Resource Planning Criterion

To what extent do the governing authority and the school execute responsible resource planning for the future?

Findings	Evidence
<p>Instilling Goodness and Developing Virtue schools developed a ten-year plan that has been approved by the Board of Education and, in principle, by the Board of Directors of the Dharma Realm Buddhist Association (DRBA). School year 2006-2007 represents the first year of plan execution. The budget for this school year reflects all elements from the ten-year plan.</p>	<p><i>Ten-Year Plan</i></p> <p>2006-2007 School Budget</p>
<p>The school reviews achievements of the school plans semiannually. The school presents results of the review to the Board of Education. The review presents progress made on the various school plans during the period. Ahead of schedule and behind schedule activities are also identified. Following management reallocation of resources to behind schedule activities, if an extraordinary budget request needs to be made, the Board of Education carries the request forward to the Board of Directors of DRBA. This process keeps budgets and plans compatible. It also ensures the timely completion of all plans.</p>	<p><i>Schoolwide Action Plan</i></p> <p>Budget <i>Ten-Year Plan</i> <i>Professional Development Plan</i> <i>Technology Plan</i></p>

D2. Strengths

The school's *Ten-Year Plan* helps it to plan for future program expansion and increased self-sufficiency from its mother organization, Dharma Realm Buddhist Association.

D2. Growth Areas

- ❖ None noted.

Chapter 5. Schoolwide Action Plan

A. Description of Plan

The schoolwide action plan covers four areas of the school that represent the growth areas. Three of the growth areas arise directly from recommendations made by the WASC Initial Visiting Committee in 2004. These growth areas represent efforts that will be ongoing for some years. Growth areas represented in the schoolwide action plan include:

- ❖ Science facilities and infrastructure.
- ❖ Balance between structure and individual freedom.
- ❖ Library
- ❖ Curriculum

Complementing the schoolwide action plan are other plans of the Association and the school, viz.

- ❖ *IG/DVS Ten-Year Plan*
- ❖ *Professional Development Plan*
- ❖ *Technology Plan*
- ❖ *Character Education Action Plan*
- ❖ *Facilities Master Plan*

These represent the totality of plans influencing school future developments. The school allocates resources for, implements, monitors accomplishments, and updates the schoolwide action plan, *IG/DVS Ten-Year Plan, Professional Development Plan, and Character Education Action Plan*. The school funds the *Technology Plan*. Together, these provide a comprehensive picture of the planned school future.

School plans are reviewed semiannually and updated as required. Our school wide action plan provides the following for each of the areas.

Science

For science, our objective is to continue improving both the facility and the laboratory infrastructure. We now connect, via the Internet, with virtual and real instruments – such as an atomic force microscope that lets one explore individual atoms – and perform experiments in a virtual reality. However, students need individual access to the Internet. Thus we have a technology component to the improvements of our science facilities. We also have real instruments that need to be bought year by year. Most of our laboratory experiments now are either virtual experiments or experiments where automated sensors interface directly to data processing capabilities for data collection and analysis. We need to buy additional sensors (noted below as Vernier hardware).

Balance Between Structure and Personal Freedom

This growth area is a continuation of the recommendation left by the WASC Initial Visiting Committee. We feel that the efforts made so far have been successful and wish to continue the progress into the future. Our action plan covers primarily the student government and how the school responds to student areas of concern. The School as a Caring Community Profile will continue to be used as the assessment tool. We make assessments yearly.

Library

The libraries are a continuing growth area. We have all the books inventoried and under checkout control. However, we feel that our faculty and students will be better served by having access to more research materials and books. This forms the focus of our action plan for the library.

Curriculum

Two items form the basis for the curriculum action plan: a better integration of ESLRs into the curriculum and the development of standard rubrics for each course.

Science Action Plan

Growth Area #1: *The Education Board and DRBA explore ways to provide improved science lab facilities and materials and to upgrade the school's ability to better utilize technology in support of DVS purposes.*

Rationale:

- ❖ Recommendation of the initial visit WASC Visiting Committee. This is an ongoing process that requires continued effort to ensure we meet the needs for future students (reference the school *Ten Year Plan* and the DRBA *Facilities Master Plan*).

Growth Targets:

To have fully functional science facilities for Biology, Chemistry and Physics to support the expanding population of the school.

- ❖ Provide heat to the science building and upgrade facilities to support the school *Ten Year Plan*
- ❖ Provide a minimum of 5 computers/high-speed Internet connections for student use.
- ❖ Acquire software to support virtual laboratories for all disciplines taught.
- ❖ See the separate *Technology Plan* also

ESLRs Addressed: Core Virtues

Academically prepared for college/university

Task	Personnel Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
Acquire Technology	Juan Gracia* Dave Peterman DRBA	Internet installation 5 Computers Digital Projector Screen Software	Fall 2007	Inspection	Verbal, e-mail, Newsletters, Meetings
Upgrade Facilities	DRBA – See <i>Facilities Master Plan</i>	DRBA	Yearly	Inspection	Buildings and Grounds Weekly Progress Report
Acquire Science Materials	Dave Peterman* Guy Rowe Agis Gan	School Budget MAPLE licenses Vernier Hardware	Fall 2007	Class Portfolios Inspection	Verbal, e-mail, Newsletters, Meetings
Acquire Science Materials	Dave Peterman* Guy Rowe Agis Gan	School Budget Vernier Hardware	Fall 2008-2013	Class Portfolios Inspection	Verbal, e-mail, Newsletters, Meetings

Balance Between Structure and Personal Freedom Action Plan

Growth Area Action Plan #2: DVS give further consideration to means by which the important balance between structure and personal freedoms can be achieved to best promote student social, emotional, and spiritual growth.

Rationale:

- ❖ Recommendation of the initial visit WASC Visiting Committee.

Growth Targets:

To further develop the communication between the student governing body of the school, the Associated Student Council (ASC) and the entire student body, the Associated Student Body (ASB), so that all students will have more opportunities and freedom to articulate and discuss their concerns in any and all areas of their educational experience at the school.

ESLRs Addressed: All.

Task	Personnel Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
Develop better ASC – ASB communications	Faculty Sponsor*, ASC, & ASB.	Latest educational research and examples on effective student council governance on the high school level.	Yearly.	Student as Caring Community Profile and New Student Survey.	Verbal, e-mail, Faculty Meetings, Annual Report to Board of Education

Library Action Plan

Growth Area #3: *“School administration and teaching staff collaborate in upgrading both the English and Chinese libraries, including the provision of an adequate system for tracking and inventorying collections.”*

Rationale:

- ❖ Recommendation of the initial visit WASC Visiting Committee. This is an ongoing process that requires continued effort to ensure we meet the needs for future students (reference the school ten year plan).

Growth Targets:

Excellent up-to-date libraries to support our students, faculty and staff in all areas of research and study:

- ❖ Maintain and upgrade facilities
- ❖ Partner with other libraries to expand availability of books
- ❖ Internet availability for research
- ❖ Acquire new books

ESLRs Addressed:

- ❖ Has explored and developed their individual academic potential and talents in the humanities, sciences or arts.
- ❖ Manifests the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility
- ❖ Expresses a multinational, global awareness and understanding; and shows appreciation and respect for a variety of cultures and religions.

Task	Personnel Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
Acquire new books	Librarians with input from faculty, students and staff	School budget	Yearly	Feedback from students and faculty	Semi-annual library reports Newsletters
Provide Internet Access	Juan Gracia* Dan Barth Jin Fan Shr	School budge	Spring 2008	Inspection	Verbal/ e-mail Newsletters
Establish Library Partners	Dan Barth*	School budge	Spring 2008	Test	Verbal/ e-mail Newsletters
Maintain and upgrade facilities	Building and Grounds see <i>Facilities Master Plan</i> for details	DRBA	Yearly	Observation	Building and Grounds Weekly Reports Newsletters

Curriculum Action Plan

Growth Area #4: *School curricula be upgraded to more adequately support expected schoolwide learning results.*

Rationale:

DVS needs to improve the fit between ESLRs and what students actually learn and have a unified way to measure progress.

Growth Targets:

- ❖ More comprehensive integration of all ESLRs into the curriculum and better articulation of courses
Standardized rubrics per department to monitor students' progress over time

ESLRs Addressed: All

Task	Personnel Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
ESLR Integration and Articulation	Committee of the Whole Home Groups	Faculty	Reviewed Semiannually	Schools as a Caring Community Profile Student Progress Reports Class Portfolios	Verbal, e-mail, Minutes of Department Meetings, PTO Newsletters
Develop Rubrics	Home Groups	Faculty	Reviewed Semiannually	Class Portfolios Student Progress Reports	Verbal, e-mail, Minutes of Department Meetings, PTO Newsletters

B. Strategies for Accomplishment of Plan

Home Groups steps conform to the schoolwide action plan with responsibilities as shown in the plan.

C. Follow-up Process

The organization for the self study will be retained to implement the schoolwide action plan. The following process will be used to implement the schoolwide action plan:

- ❖ Assign responsibilities and ensure they are understood
- ❖ Budget needed resources for plan accomplishment (personnel, materials)
- ❖ Monitor activities through regular reporting
- ❖ Monitor all plans relevant to the school
- ❖ Perform semiannual reviews of progress and modify plans as needed
- ❖ Reallocate resources as necessary to ensure completion of all activities on time
- ❖ At any point in the process, if needed, request extraordinary budget from DRBA

Appendix A. Support Material

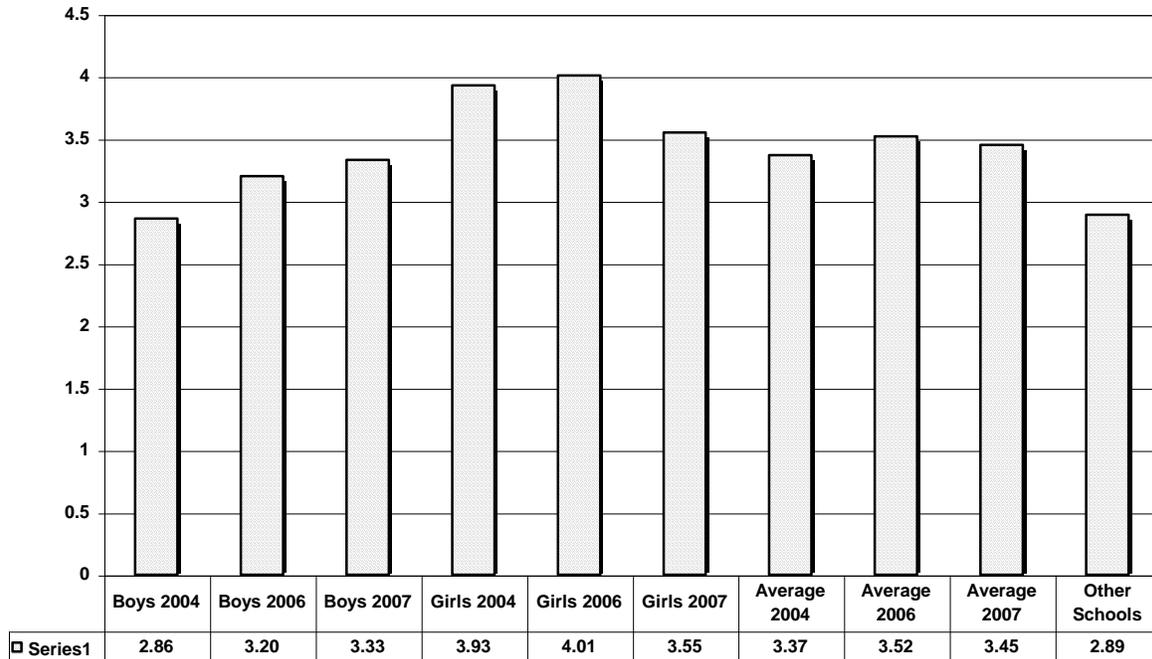
School as a Caring Community Profile

The School as Caring Community Profile (SCCP) – the most commonly used assessment tool in the world of Character Education – was administered to all high school students in December 2004 – near the beginning of the Spring 2005 semester, Spring 2006, and Spring 2007. This profile measures, in several broad categories, the perceptions of the students about the school. Charts that follow 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 is shown below by division. Taking the average score of the two divisions, DVS scores significantly higher than other schools in every measure.

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.

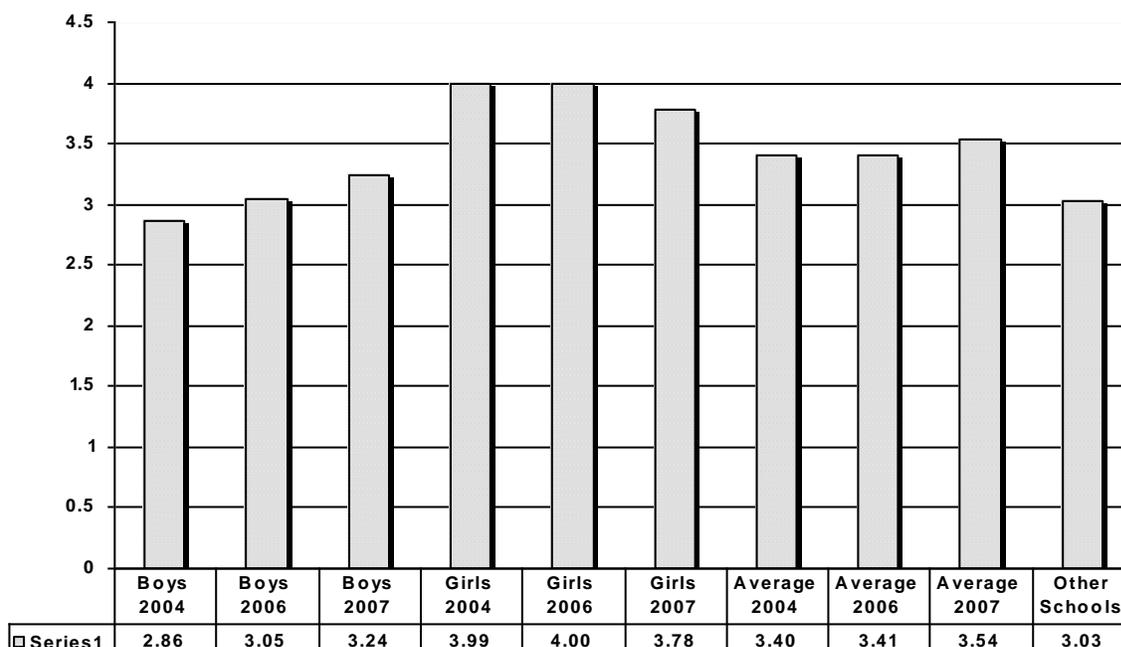
Perception of Student Respect



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 and showed significant improvement in 2006 and some improvement in 2007. 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.

Perception of Friendship and Belonging



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 in 2006 and 2007. Now boys division scores higher than other schools. **Once again, DVS scores well above other schools as shown by the data marked “Average”** followed by year of the average.

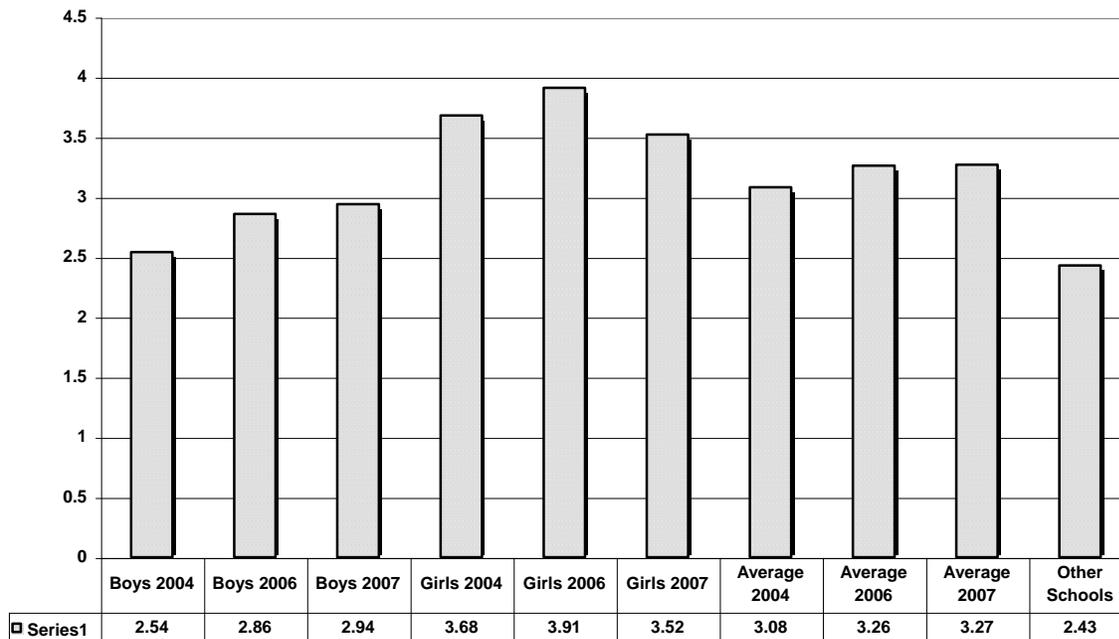
Students’ perception of the influence they exert on their environment is exhibited below.

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 for all of the three years. Both divisions score better than other schools for this category. Improvement with time is shown for both divisions of DVS.

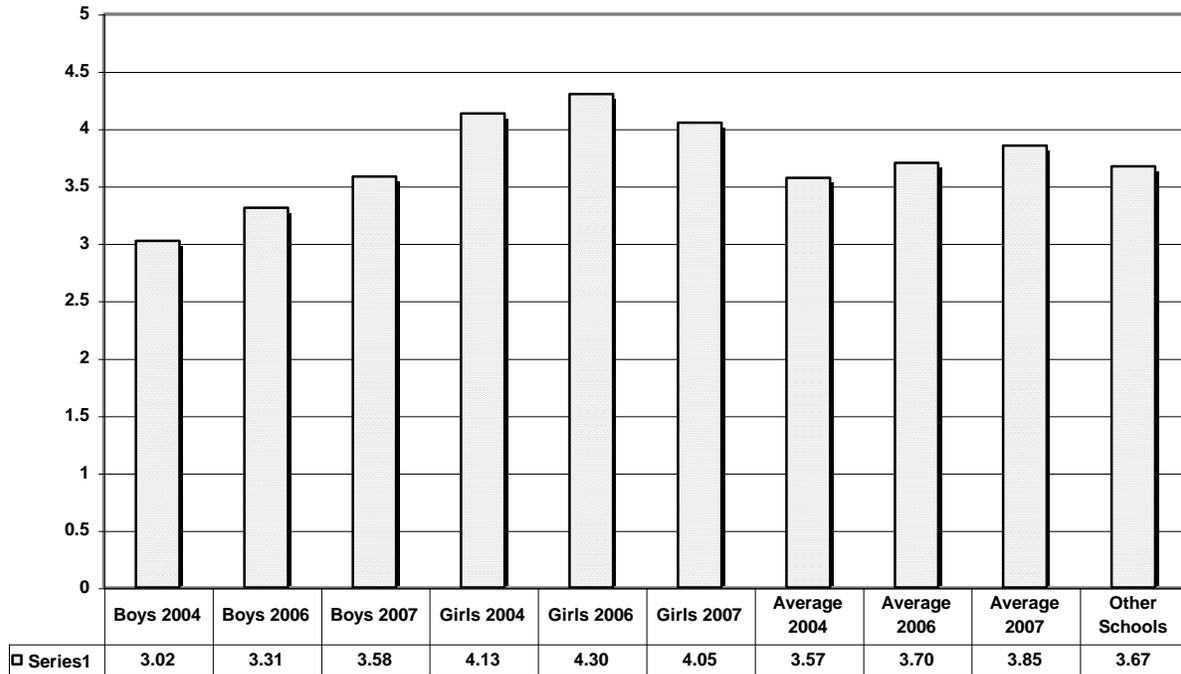
Students' Shaping of their Environment



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.

Perceptions of Support and Care by and for Faculty



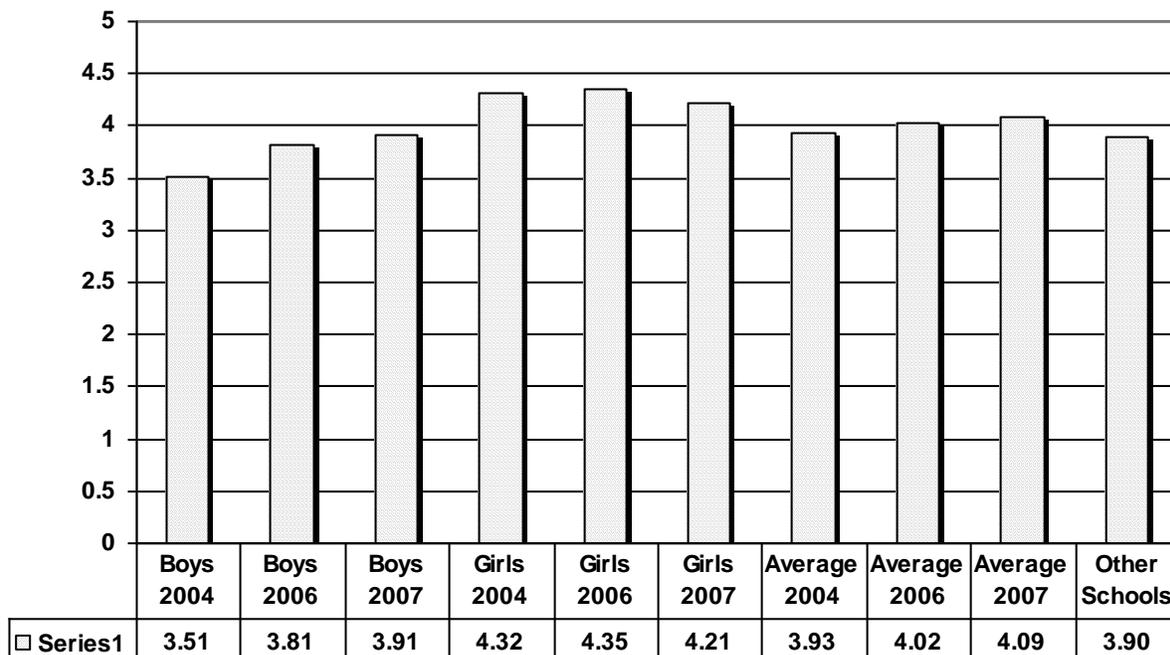
This data continues the trend set by previous plots. Boys division achieved parity with other schools while girls division scored significantly higher.

The next chart shows the perceptions of support and care by and for parents.

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

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

Perceptions of Support and Care by and for Parents



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 average, was above that of other schools and shows a steady increase during the time frame of this report.