

Developing Virtue Secondary School Self Study 2013



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Western Association of Schools and Colleges
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Preface

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

- *Leadership Team* – Mr. Doug Powers (DRBA Board of Education member), Dharma Master (DM) Heng Yin (Principal), DM Heng Shun (Curriculum and Instruction Advisor and Chairman of the Focus Group), DM Jin Jr (Curriculum and Instruction Advisor), DM Heng Jiao (Finance Office), Mr. Lewis Bostick (WASC Coordinator), and Mr. Juan Gracia (Associate Coordinator).
- *Focus Groups* – Heng Shun (Chairman), Nakula Hertz (Religious Studies and Ethics), Ms. Ackley (English), Mr. Gracia (Math), DM Jin Fan (Chinese), Mr. Peterman (Science), Ms. Lawrence (Social Studies), Ms. Bonnie Tillotson (Visual and Performing Arts), DM Tsung (P.E.), Mr. Haschak (Parents), and ASC Presidents each division.

• *Home Groups:*

Subject Area Group

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

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

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

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

Membership in the Focus Groups (Criteria A, B, C, and D) and Home Groups varied over the course of the study. This variation was due to the availability of people, i.e. not all of the parents or students were available for every instance. However, all stakeholders were involved in the Self Study.

1. Student/Community Profile and Supporting Data

Developing Virtue Secondary School (DVS) draws students from the United States, Europe, the Pacific Islands, and Asia. Our students bring perspectives from their native countries into the classroom. This lends a global awareness and richness to the classroom. We also provide 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

1. Ukiah – Local Community

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

The 2010 population of Ukiah is 16,075. This is an increase of 3.7% from the census of 2000. Family (median household) income rose from \$32,655 in 2001 to an estimated \$37,772 in 2009. 2009 was a particularly bad economic year as unemployment soared from the traditional 5.5% up to 10.1 - 11.6%. As the cost-of-living index in Ukiah is 2.3% lower than the average cost-of-living index for the United States (as of March 2012), the loss of income was somewhat ameliorated.

From 2000 to 2003, the median cost of a 3-bedroom 2-bath house increased from \$200,000 to \$373,000, an average annual rise of 62%. The median cost in 2011 saw a decline to \$309,761. Twenty percent of the population earned college/university degrees. For more detail on the community, visit: <http://www.city-data.com/city/Ukiah-California.html>.

2. City of Ten Thousand Buddhas – The Campus

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

Each division has its own library and computer lab, and shares a science lab and a visual and performing arts complex that include an art studio and an art gallery/music practice room. Each division has its own basketball court and athletic field. The schools share in the use of the main ceremonial hall, community kitchen and dining hall, and Daoyuan Lecture Hall. The campus also houses a monastery, a convent, Dharma Realm Buddhist University, a university library, a vegetarian restaurant, an organic farm, a senior center, a bookstore, and residences for families and boarding students. With landscaping originally designed by Luther Burbank, the scenic campus abounds with myriad varieties of trees and native plants and includes a pine forest, a creek, and a wetland, making it home to a diverse population of birds and wildlife. Surrounded by mountains and farmland, the clean air and landscape of Mendocino County provides an ideal environment for fellowship and study.

3. WASC Accreditation History for School

Developing Virtue Secondary School applied for accreditation and became a candidate for accreditation in 2004. Following the completion of a self-study in the spring of 2007, the school was accredited for a six-year term with a midterm review. We completed the midterm review, with no additional recommendations given by the visiting committee, in 2010 and our accreditation term was extended until 2013.

4. Student Demographics

α) Special Populations

Figure 1 shows a breakdown of the school by special populations. We have roughly a 40/60 split of boy and girl students for the past four school years. There is rarely mixing between the two divisions of the school. The day students, which 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. These students are shown as NNS, standing for Non-Native (English) Speakers. They comprise from 40 to 60 percent of our student body. Boys division dormitory students comprise 40 to 60 percent of the division enrollment while the girls division has a higher percentage of dormitory students, in the 70 to 80 percent range.

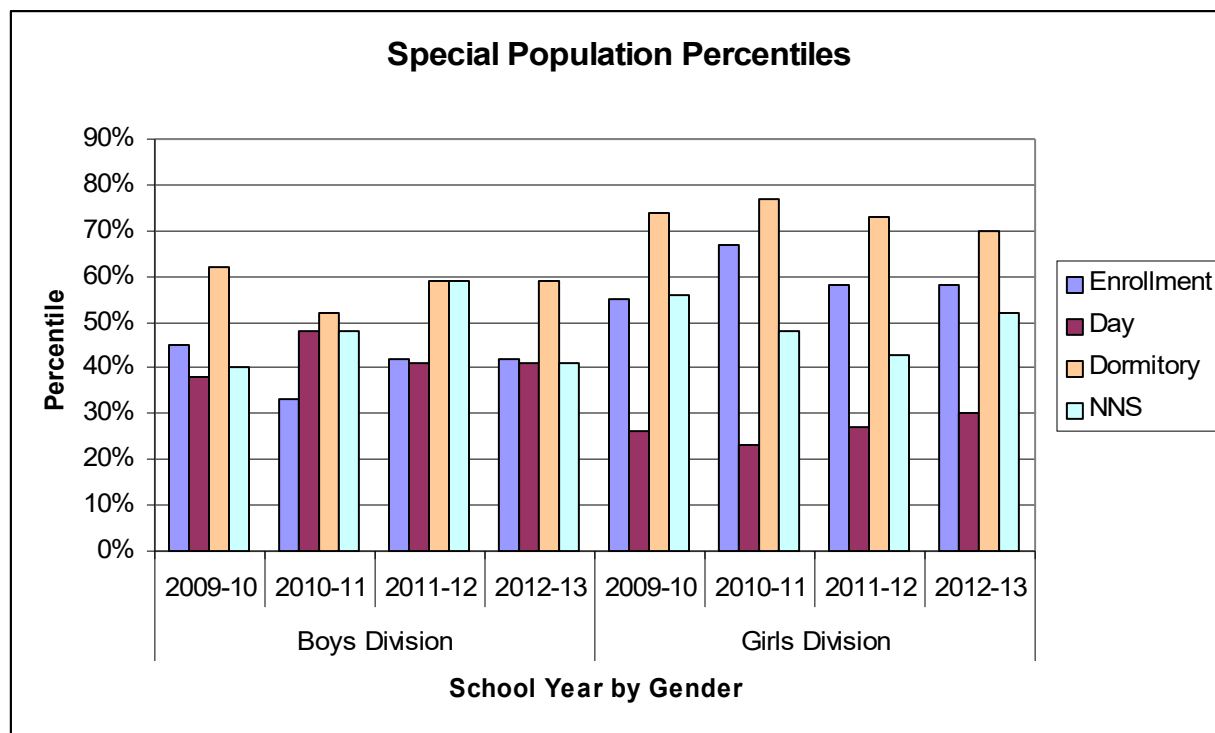


Figure 1 Special Population Percentiles

β) National Origins

Students attending DVS come mainly from the United States, Taiwan, Hong Kong, and Malaysia. These four areas account for 90% of the student body. The US Customs and Immigration Service trusts Developing Virtue Secondary School to issue I-20s so that foreign students may get student (F1) visas. During the past five years, students from Canada, The

Netherlands, Belgium, France, Luxembourg, Australia, Taiwan (ROC), Malaysia, US, China (PRC), Hong Kong, Singapore, and Germany have attended DVS.

5. Faculty Demographics

Faculty Education Both divisions total faculty numbers 49 to 55 members. Usually, faculty members teaching AP courses are shared between the two divisions. Other teachers may teach for one division only or be shared between the two divisions. Table 1 shows the education levels of our faculty. We tend to have as many teachers with higher degrees as those with Bachelors and below.

Table 1. Faculty Education Levels

	2009-10	2010-11	2011-12	2012-2013
Other	8.3%	5.4%	7.3%	3.8%
Bachelors	32.6%	45.4%	43.6%	47.2%
Masters	46.9%	38.2%	38.2%	37.7%
Doctors	12.2%	10.9%	10.9%	11.3%

Table 2 illustrates the average experience levels of our faculty, both in total years of experience (shown in the column headed Exp) as well as the number of years experience at Developing Virtue Secondary School (shown in the column headed DVS). The average experience level of our faculty ranged from 13.4 to 14.4 years during this period. They do not improve by one year for each year that passes because of the turnover rate and the type of faculty members we have.

Table 2 Average Years of Teaching Experience (Total and DVS)

2009-10		2010-11		2011-12		2012-2013	
Exp	DVS	Exp	DVS	Exp	DVS	Exp	DVS
14.4	6.8	13.7	7.3	13.4	8.2	14	8.5

Table 3 shows the number of faculty lost and gained for the past three years. We have many monastics and lay people who volunteer in the school. In addition to the volunteer faculty we have paid faculty members. As seen from the table, most of the surge capability for faculty resides with the volunteers. Volunteers have a greater flexibility to move in and out of the faculty when compared to paid faculty members. The big gains and losses are generally from the volunteer faculty. Until the current time, faculty retention has not been a problem. These figures are for a faculty that ranged from 49 in 2009-2010 to 55 in 2010-2011. It now stands at 54. Faculty turnover has not been a problem for the school.

Table 3 Faculty Turnover Rates by Year

	2010-11	2011-12	2012-2013
Paid Gain	1	4	3
Paid Loss	5	1	3
Volunteer Gains	12	8	3
Volunteer Loss	2	12	4

6. Supporting Interpreted Data

a) Attendance

Table 4 shows the average daily attendance of each division for the past four years. They range from a low of about 95% to a high of almost 99%.

Table 4 Average Daily Attendance (Percent)

Division	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Boys	95.09	96.51	97.29	96.91	96.41
Girls	95.45	98.65	97.57	96.44	96.82

The average attendance by grade levels is revealing. The two tables below, Table 5 and Table 6, indicate those averages for each division. As can be seen from the data, the boys division has a culture of “senioritis”, affecting the seniors during school years 2007-2008 and 2008-2009. Only 1 or 2 of the senior class are responsible for the poor performance in boys division. Data for the current school year does not show the same trends.

Table 5 Boys Division Average Daily Attendance by Grade Level (Percent)

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Grade 9	97.8	97.5	98.3	96.5	97.6
Grade 10	95.9	97.6	95.7	96.9	96
Grade 11	95.9	97.5	94.7	98.3	96.2
Grade 12	89.5	92.2	94.3	95.1	95.6

Table 6 Girls Division Average Daily Attendance by Grade Level (Percent)

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Grade 9	95.50	99.18	98.25	96.95	95.72
Grade 10	94.69	99.11	98.46	98.73	97.35
Grade 11	95.42	98.77	87.36	96.27	97.69
Grade 12	96.08	97.57	96.58	95.98	96.53

β) Retention Rates

Student retention rates for DVS, shown in Table 7 below, have been increasing since school year 2007-2008. Because of the small class sizes, a difference of one or two students makes a large difference in the retention rates. The table shows both a percentage figure and a count of students graduating by year to the number of students who began as freshmen or upperclassmen. Boys division started very low at 43% retention and improved immediately. Girls division has shown a great improvement from the low of 44% for the class of 2009 to the current 91% for the graduating class of 2012.

Table 7 Student Retention Rates by Year Graduating

Year Start	04 – 05	05 – 06	06 – 07	07 – 08	08 – 09
Year graduating	07 – 08	08 – 09	09 – 10	10 – 11	11 – 12
Boys	43% 3/7	100% 8/8	92% 11/12	83% 5/6	90% 9/10
Girls	71% 5/7	44% 4/9	59% 10/17	67% 8/12	91% 10/11
Total	57% 8/14	71% 12/17	72% 21/29	72% 13/18	90% 19/21

7. Student Performance

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

α) SAT

We use participation and scores on the SAT, PSAT, and AP examinations to give indications of overall student performance. Not all of our students take the SAT or AP courses. For seniors graduating in 2010, all but two took the SAT. For school year 2011-2012, only 11 of 20 students graduating took the SAT, 5 from boys division and 6 from girls division. Those students applying for the four-year colleges/universities take the SAT. For those attending a community college, the SAT is not required. Average SAT scores for our graduating seniors applying for University of California and other prestigious colleges fall generally in the 1600-1800 range. To give an idea of where our students fall, the 2009 average for college bound Asian/American students in California was 1602. Our SAT scores have averaged more than that for the past five years, as shown in Figure 2 below. For an analysis of boys division success in college applications, please see the briefing charts at Enclosure 1, entitled *DVBS College Applications Analysis*. This analysis was performed by a graduate of boys division and reflects our experience in the application process for universities. We based this analysis on our experience to date. Certainly the University of California system will be much more selective in the future than is now the case. This is an external factor that we must address over the coming years.

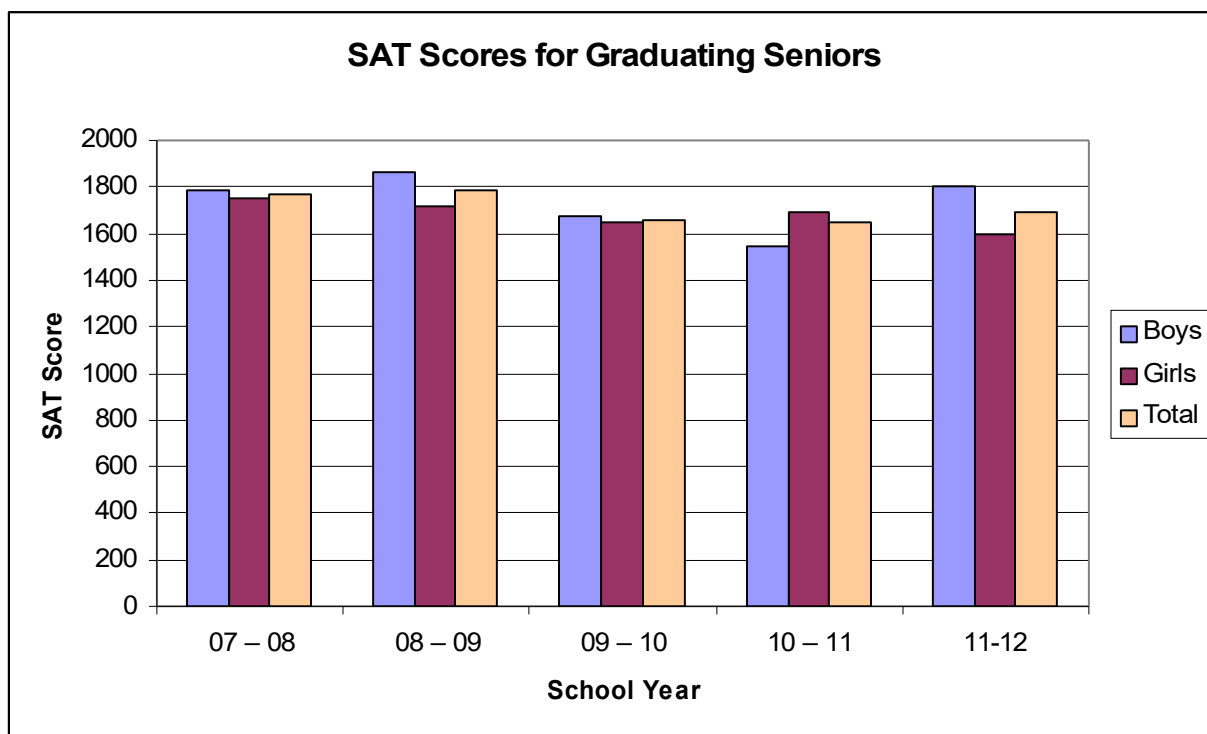


Figure 2 SAT Scores for Graduating Seniors

β) Advanced Placement (AP)

Advanced Placement examinations measure a student's mastery of specific course contents. The best measure of success in college is a score of 3 or better. In both 2010 and 2012 DVS has had a National AP Scholar. A National AP Scholar is a student who has passed 8 AP examinations with a score of 4 or 5. Nationwide, the availability of AP programs and accessibility to students has been expanding. DVS also shows an expansion of the

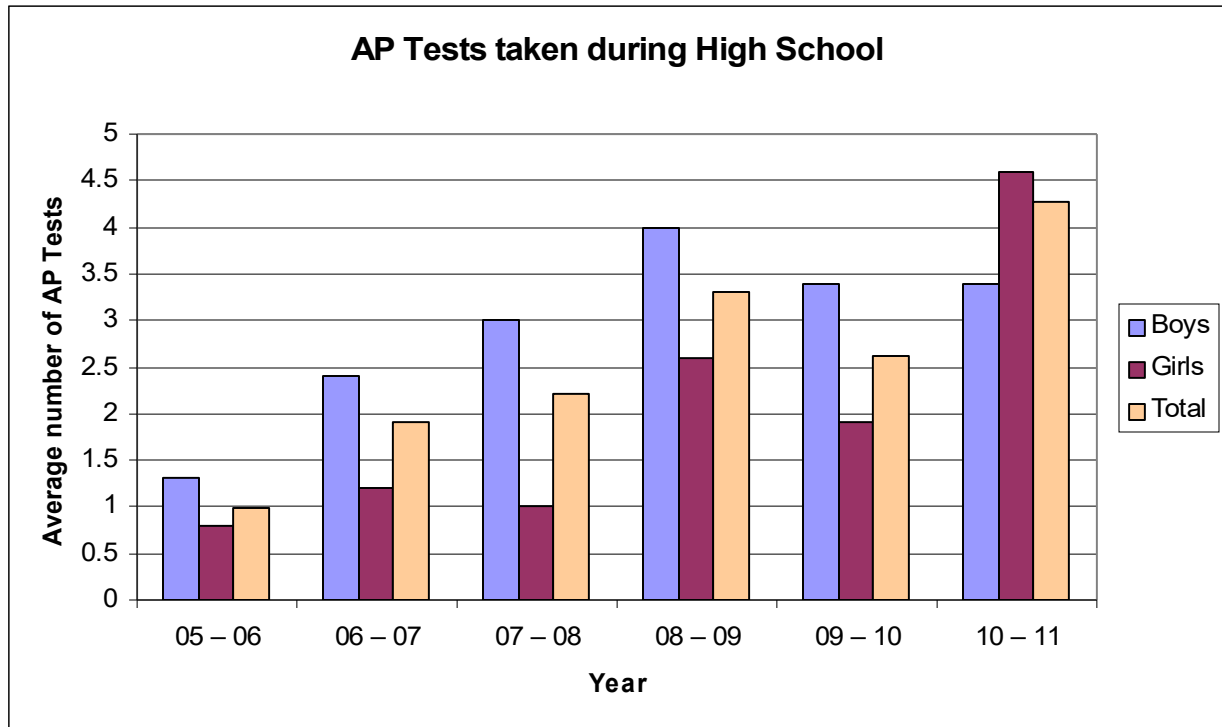


Figure 3 Average Number of APs Taken Through High School

AP program over the past five years. As shown in Figure 3, from school year 2005-2006 through the school year 2010-2011, the number of AP tests taken through high school has increased from a low of 1 in 2005-2006 to a high of 4.25 in 2010-2011. The year 2010-11 saw a large change in the number of AP exams taken by the girls division students. When one looks at the percent of tests which obtained a passing grade of 3 or more, shown in Figure 4, the quality of the AP classes for the in 2009-10 are questioned as DVS students with passing scores fell below the California percentiles. This anomaly corrected itself the next school year. This is clearly seen in Figure 4 which compares DVS to both California Schools (shown as CA) and all AP students, shown as Global.

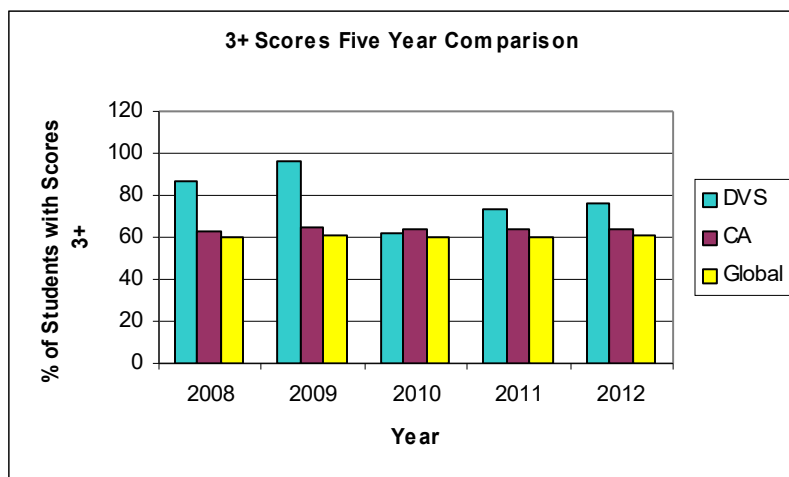


Figure 4 Percent of Students with Scores of 3+

Only in school year 2009-10, shown as 2010, did DVS percentiles fall below the California average of students making 3 or higher in the AP examinations. Overall, the school has shown progress in the academic preparation of students for college/university. Looking more closely at the success rates for school year 2011-2012, one finds that DVS exceeds the Global success rates in all subjects except Chemistry, English Literature and Composition, and Physics B, as shown in Figure 5.

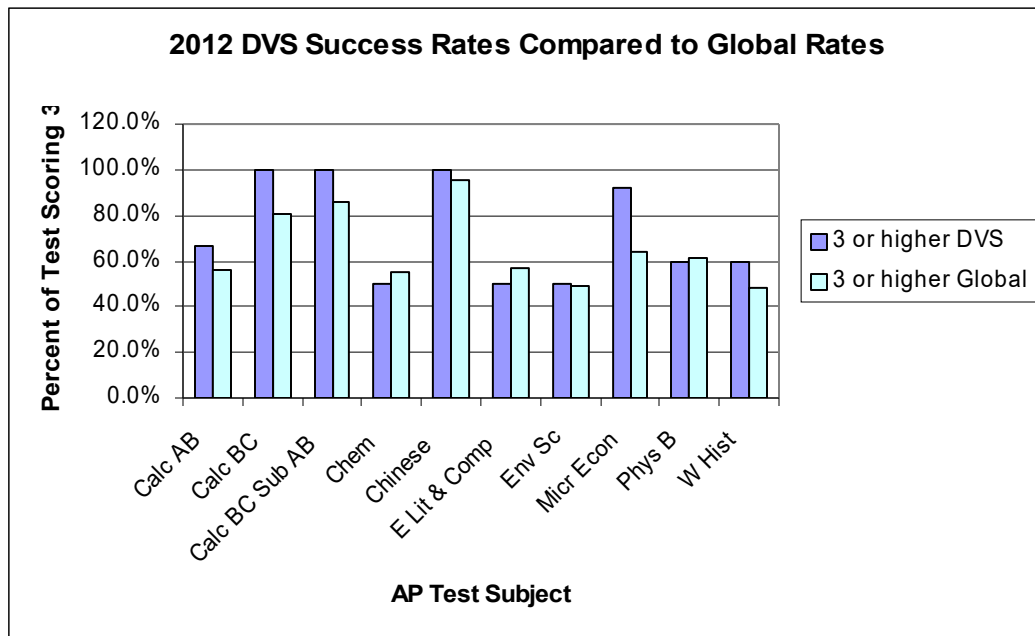


Figure 5 AP Comparison of DVS to Global Scores for 2012

The divisions are approximately equal in all subjects except for Calculus AB and Environmental Science, where there is an imbalance between gender scores as shown in Figure 6. As the same teacher and curriculum was used for both divisions, best explanation, given the students who took the examinations, is a difference in the quality of the students in these classes. That is the case for 2012.

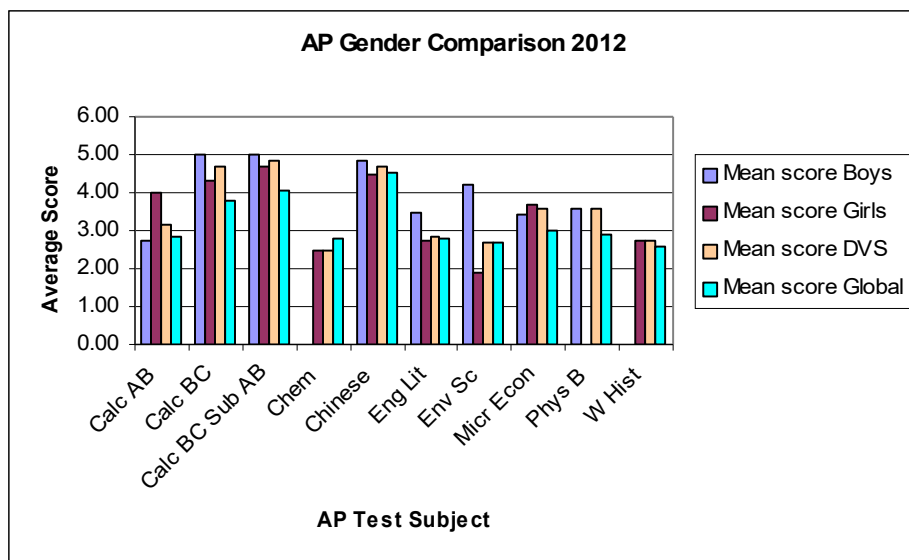


Figure 6 AP Gender Comparisons for 2012

χ) PSAT/NMSQT

In terms of preparation, students take the PSAT/NMSQT every year so that they are familiar with the testing format. Volunteers visit the school to help prepare students for the SAT, and the students also prepare on their own. Figure 7 shows DVS percentile scores for the past four years. DVS students excel in mathematics but are only average in English language skills. The mathematics percentiles for every grade are over the 50-percentile value. This indicates that our students score above the average of those taking the PSAT. Critical reading and writing scores tend to be from 40 to 60 percent with the writing scores slightly better than the critical reading scores. As we have excellent teachers in our English department, this difference is not in our curriculum or instruction. The numbers of our students who speak other languages at home are at the heart of this difference. Mathematical skills do not rely as heavily on language mastery and are easier to learn for foreign students, hence the better scores.

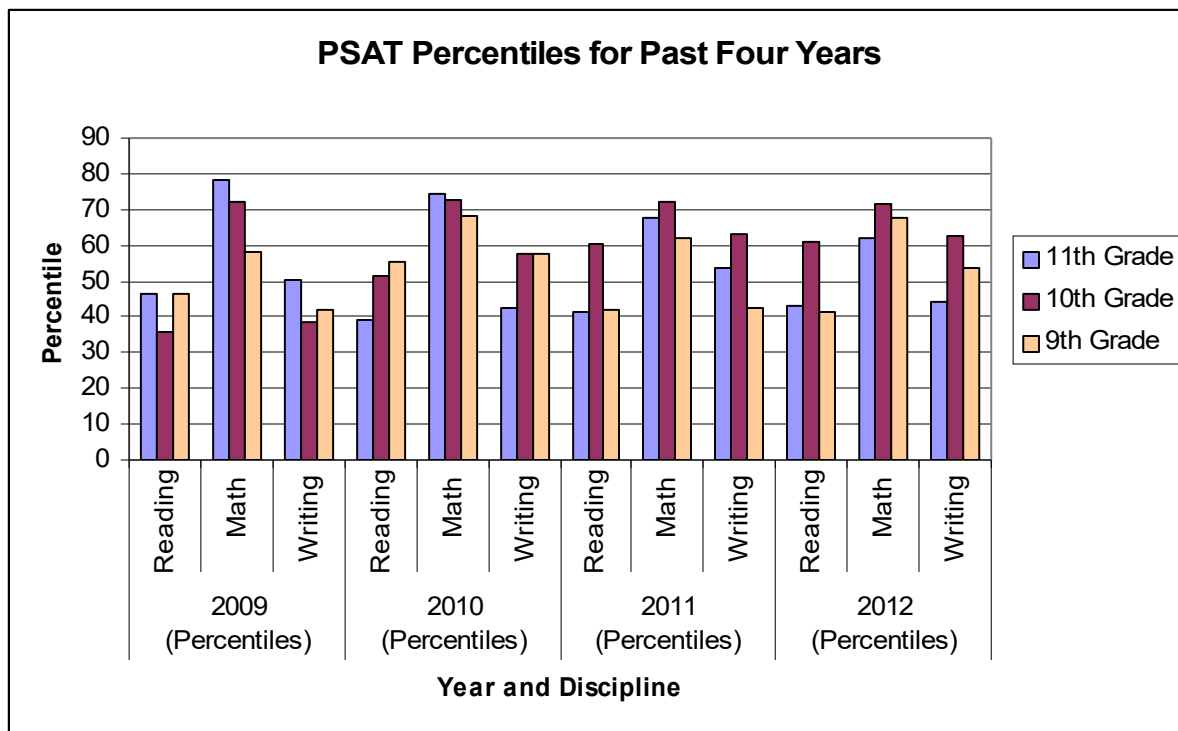


Figure 7 DVS PSAT Percentiles for Past Four Years

To test the hypothesis that foreign students do not test as well in the critical reading and writing sections of the PSAT we disaggregated data by English Speakers (ES) and Non-Native (English) Speakers (NNS). The following figures, Figure 8 and Figure 9 exemplify this disaggregation. Figure 8 shows the PSAT scores for 11th grade students in 2008. As this grade is compared to other students at the same grade level it should be freer of bias than that for other grade levels. Figure 9 shows the percentiles for critical reading for 11th grade students.

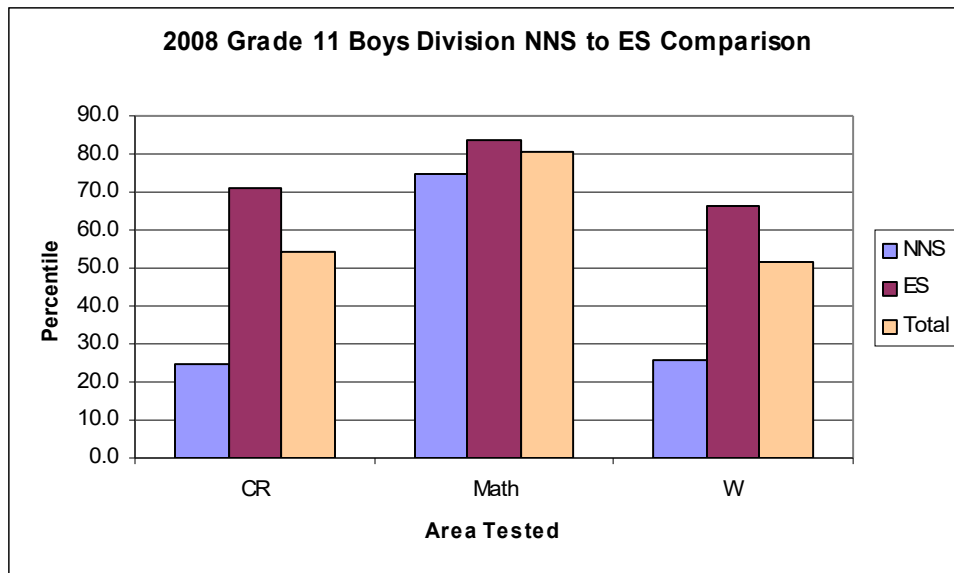


Figure 8 PSAT percentiles for Grade 11 Boys in 2008

These data clearly support the hypothesis. Math scores for the two groups are very near the same. However, both the critical reading and writing scores show a significant difference between the two groups. The only anomalies in the data are the critical reading percentiles for boys division in 2011, Figure 9, where NNS students performed better in critical reading than those reared in an English Speaking household. All of the NNS students came from a country having a background in English so they were unusually strong.

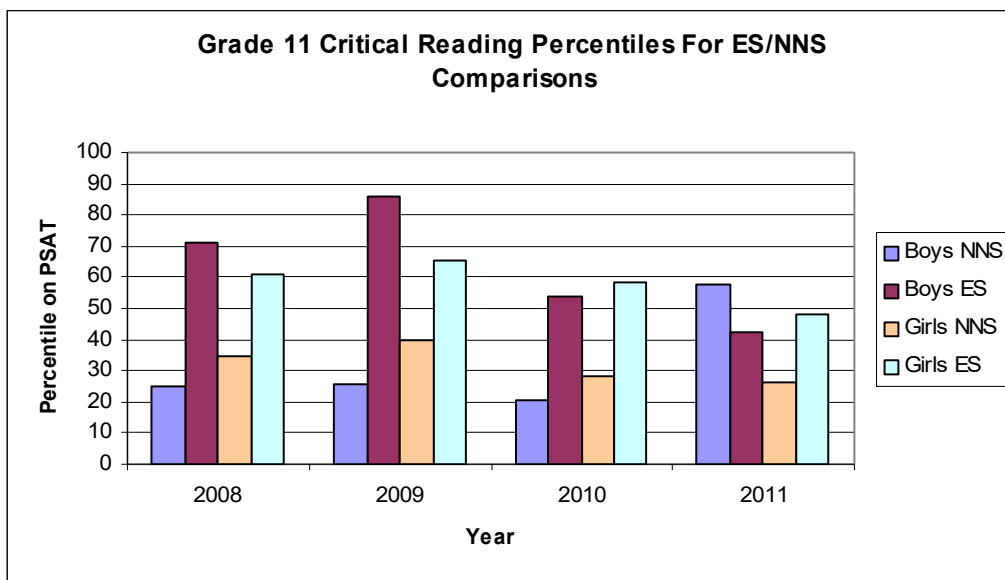


Figure 9 Critical Reading Percentiles for English Speaker/Non Native Speaker Comparison

δ) School as a Caring Community Profile

The School as Caring Community Profile (SCCP) – the most commonly used assessment tool in the world of Character Education – has been administered yearly to all high school students. This profile measures, in several broad categories, the perceptions of the students about the school. Charts found in Appendix A give the summaries for the students of the two divisions as

contrasted to other schools. While other schools data is not disaggregated by gender, the data for DVS is shown by division and then by the aggregate of both divisions. Taking the aggregate score of the two divisions, DVS scores significantly higher than other schools in every measure. Also, boys division has improved their perceptions every year we have done the assessment.

8. *Student Follow-up Data*

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

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

9. *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 Religions) per semester and participate in an average of four co-curricular activities. In addition to the 6 academic classes, they have a period of Meditation and a period of Physical Education. With only 8 school periods per day, the schedule does not leave time for students to have a study hall. For resident students, the school holds a study hall every evening from 8:00 until 10:00 PM.

Academic Competitions

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. Girls division students also represent a country in the Model United Nations Conference held at Berkeley. The Mock Trial team formed this year competed at the county level. Students from both divisions have participated in the Lion's Club Speech Contest. Last year Girls Division students participated in the online UNICEF competition in various subjects, and this year high school students are participating in the Mendocino County Poetry Out Loud, a collaborative effort of the National Endowment for the Arts, the California Arts Council, and the California Poets in the Schools. Poetry Out Loud encourages high school students to memorize and perform poems, helping them to master public speaking skills, build self-confidence, and learn about their literary heritage. Riley Fong, a sophomore in boys division, won the Mendocino County competition and will go to the State competition later this year. The first runner-up was Abigail Setera, a girls division student.

To give an idea of school accomplishments in these areas, Table 8 lists the outcomes of these academic competitions.

Table 8 Placement in Academic Competitions

Year	Chinese Contests	Chinese Culture	Lion's Club Speech Contest
2011-12	1 st & 2 nd Writing 1 st Reading 2 nd Translation 2 nd Speaking in Mandarin 2 nd & 3 rd place Typing 3 rd Impromptu Speaking	3 rd & 4 th Regional in Mandarin	2 nd Place Ukiah Michal Steiner, girls division
2010-11	1 st Reading 1 st & 2 nd place Typing 2 nd Translation 2 nd Writing 2 nd Impromptu Speaking 3 rd Speaking in Cantonese	1 st , 2 nd & Honor Regional in Mandarin for 100 th Anniversaries History of Republic of China	
2009-10	1 st & 2 nd Writing 1 st Impromptu Speaking 2 nd & 3 rd Translation 1 st , 2 nd & 3 rd place Typing 3 rd place Reading 3 rd Speaking in Mandarin 3 rd Speaking in Cantonese	None	
2008-09	1 st & 2 nd Writing 1 st , 2 nd & 3 rd Translation 2 nd Speaking in Mandarin 2 nd Speaking in Cantonese 3 rd Impromptu speaking 3 rd Reading	1 st Regional in Cantonese 2 nd Regional in Mandarin	

Athletics

Boys division - Basketball (City of Ukiah League, North American Youth Sports, and Association of Northern California Chinese Schools in Bay Area) and Soccer (Association of Northern California Chinese Schools in Bay Area); PE activities include: Presidential physical fitness challenge, weight training, track & field, ping pong and fitness dances. Intramural Competitions: basketball, soccer, volleyball, and modified football.

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

Performing Arts

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

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

Visual Arts

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

Leadership / Student Government

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

In girls division the principal or core teacher holds a weekly meeting with all the high school and middle school 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.

The ASC in boys division holds meetings biweekly or when the president calls them. Any representative can express a matter of concern or consideration. If the ASC feels the concern needs a response, they present the concern at the next weekly faculty meeting. Faculty furnishes immediate feedback. Appropriate consideration is given to all matters brought up by the ASC. If a school meeting is needed to provide feedback to all students, the core teachers arrange the meeting.

This structure gives students an opportunity to express their needs and wishes and to allow them to take more responsibility for their school.

Clubs

The Girls Division has added two new extracurricular activities, namely, a Mock Trial Team, and a knitting class. The Community Service Club has been revived and members have been involved in serving the homeless, building low-income housing, visiting convalescent homes, and traveling to a Mexican village to perform community service and experience cultural exchange. For the past three years, each grade level has planned an annual class trip that is educational and usually nature-oriented. These weekend trips have included camping, hiking, ropes course, and visiting museums. Other girls division co-curricular or extra-curricular activities include: working on the Organic Farm, Chinese Orchestra, Chinese Dance, Basketball, Track, Yearbook, Model United Nations, Chess Club, and Associated Student Body (ASB).

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

Cultural Exchanges

Since 2009, students in the girls division have fundraised to sponsor the education of girls in Uganda, through a nonprofit called the Children of Uganda. In January 2012, our students raised over \$6,000 and organized a one-day cultural exchange where twenty Ugandan students (many of them AIDS orphans) visited our campus. Our students introduced our school, gave them lessons in Chinese and meditation, and toured them around the campus and Buddhist monastery. Our students and theirs hosted a joint performance of African and Asian dances, songs, and instrumental music that drew a large crowd from the local community and raised more funds for the children of Uganda. A week later, a group of forty elementary students from Shanghai visited our school for two days, and again our high school students hosted them. (see photos and articles on website) During spring 2012, the AP Environmental Science teacher arranged for her students to support the Earth Day celebration organized by a local tribal group (Coyote Valley). In May, she arranged for her girls division students to perform at the Native American student-organized Round Valley High School Big Time, traditionally an event that provides tribal communities an opportunity for cultural sharing. We were warmly welcomed as the only non-tribal performers – the girls performed a Chinese umbrella dance.

In October 2012, nearly the entire girls division high school students fundraised for and participated in the Walk to Feed the Hungry, a four mile walk in San Francisco sponsored by Buddhist Global Relief that included stops at various Buddhist temples and centers from different traditions.

10. 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.

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

The trend of increasing enrollment over the past five years in grades K-12 combined is projected to continue as the demand for academic excellence combined with character development, Chinese language learning, and a multicultural residential program grows. The number of resident students for whom we have space limits DVS growth. DVS enrollment has been more constant than the total enrollment.

Table 9 Expenditures

	2007-2008	2008-2009	2009-2010	20010-2011	2011-2012
Total Expenditures	\$479,227	\$549,659	\$595,696	\$595,850	\$687,736
DVS Enrollment	65	79	74	71	77
Total K-12 Enrollment	158	164	189	198	207
Expenditure Per Student	\$3,033	\$3,351	\$3,152	\$3,010	\$3,322
Annual Tuition	\$2,700	\$2,800	\$3,000	\$3,150	\$3,250

Table 10 gives some idea of the real expenditures per student as some of the tuition received goes into scholarships for financially challenged households.

Table 10 Analysis of Expenditures

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Total Expenditures	\$479,227	\$549,659	\$595,696	\$595,850	\$687,736
Total K-12 Enrollment	158	164	189	198	207
Expenditure Per Student	\$3,033	\$3,351	\$3,152	\$3,010	\$3,474
Payroll per Student	\$1,874	\$2,272	\$2,145	\$1,932	\$2,041
Expenditure minus Payroll per Student	\$1,159	\$1,079	\$1,007	\$1,078	\$1,433
Annual Tuition	\$2,700	\$2,800	\$3,000	\$3,150	\$3,250
Scholarship Tuition Per Student	\$565	\$606	\$673	\$697	\$813
Scholarship Tuition %	21%	22%	22%	22%	25%

From the analysis, the schools have been relatively stable in all expenditure categories. Expenditures per student fall within a 10% range that would cover all years. As a 5-year picture, the percent of annual tuition that goes to scholarships for those having financial need has been remarkably stable. Our schools budget about 25% for financial aid to students. When we look at the tuition scholarships we give every year compared to the annual tuition, we find that we have actually granted scholarships to from 21% to 25% of our students during these years.

11. 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).

12. Parent Teacher Organization

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

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

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

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

13. Internal and External Factors

Internal and external factors that influence DVS include a move to the Common Core Standards, a change in University of California admission policy, 21st Century skills, and the continued expansion of facilities in the boys division.

Common Core Standards

The State of California adopted the Mathematics and English Common Core Standards for implementation in the next two years. We are currently planning all of the efforts needed for professional development and actual implementation into the curriculum. The Common Core Standards effort will continue for the next few years.

UC Admissions Policy

The University of California system will be restricting admissions for the foreseeable future. Students applying to University of California or California State Universities for admission will have to meet more stringent requirements than has been the case in the past. We shall review our program to ensure the continued success of our students in admission to state schools. Enclosure 1 contains the results of a study performed by a graduate of DVS on the acceptance rate of boys division graduates to universities and colleges.

21st Century Skills

As change is the only constant in society and the world, we shall always face change. Our responsibility as educators is to be sure we change in beneficial ways. The Framework for 21st Century Skills stresses that mastery of core subjects and 21st century themes is essential to student success in work and life in the 21st century. The core subjects identified by the Framework include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics, all of which are offered in our high school curriculum. In addition, according to the Framework, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects: global awareness,

financial/economic/business/entrepreneurial literacy, civic literacy, health literacy, environmental literacy. Below we shall show how our school addresses these themes:

Global awareness is addressed by ESLR #4 and its related activities, which are mentioned throughout the self-study.

Financial/economic/business/entrepreneurial literacy is addressed by the Economics or AP Economics class, as well as by opportunities to serve as student officers (including treasurer) in the Associated Student Council or any of the various clubs. In our small school, nearly every student takes on one or more leadership positions before graduating.

Civic literacy is addressed by the core virtues of citizenship and fairness in ESLR #1 as well as by the U.S. History or AP U.S. History course and the U.S. Government course. The election and leadership of the Associated Student Council is also an opportunity for students to experience the democratic process.

Health literacy is addressed by the Student Nutrition program, which serves healthy vegetarian meals and endeavors to educate students about the benefits of a balanced diet. Students also volunteer on occasion in the communal kitchen and organic farm and learn how to plant and harvest healthy food and prepare healthy meals. The PE curriculum includes health education, including how to maintain physical fitness. The Meditation class taken in every grade of high school also provides methods for stress reduction and regulation of breath and energy. Taichi, yoga, dance, track, and team sports are also part of many students' fitness program. Students have access to treatment and guidance from alternative health practitioners such as traditional Chinese medicine doctors. Health practitioners and educators have been invited to give lectures on occasion.

Environmental literacy is addressed through Biology and AP Environmental Science. Frugality and respect for life are promoted in the campus lifestyle, which includes reducing consumption, reusing, recycling and composting. The girls division started a Go Green initiative in 2010-2011, which promoted saving energy, paper, and other resources on campus, selling and using green cleaning and personal care products, as well as organizing a 3 mile walk from the school to downtown Ukiah (sponsored by 350.org), to raise awareness about global warming. Students also participated in a highway cleanup with Dominican College.

The Framework for 21st Century Skills identifies three clusters of skills that must be integrated into the teaching of content knowledge: Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills.

Learning and Innovation Skills include the following:

- ❖ *Creativity and Innovation* is addressed in individual classrooms, as well as through student participation in extracurricular activities, volunteer service, and leadership roles. Due to the small size of the school, students and faculty have greater opportunities to try out new initiatives. For example, in Fall 2012 the US Government teacher asked her students to form a PAC (Political Action Committee) and find a cause to promote. The students surveyed the entire high school to find out what concerns and suggestions students had, then created a powerpoint presentation to present to the Associated Student Council, principal, and faculty with multiple ideas for improving the school. Teachers are encouraged to use strategies that encourage creativity and innovation in the classroom, such as brainstorming, group discussion, thinking maps, and so forth.
- ❖ *Critical Thinking and Problem Solving*: This correlates to ESLR #3 and is addressed in classroom strategies such as the Socratic circle.
- ❖ *Communication and Collaboration*: This correlates to ESLR #3 and is also addressed in classroom strategies as well as the multiple opportunities for teamwork

in extracurricular and community service activities, including hosting events, bilingual interpreting and public speaking.

Information, Media and Technology Skills: Incorporating technology into the classroom has been an action plan item for six years and will be described in Chapter Three.

Life and Career Skills: The following skills—flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility—are generally nurtured in students as a result of the leadership opportunities, one-on-one mentoring provided by teachers, ethnic diversity of the student body and faculty, opportunities for cultural exchange, and the self-discipline fostered by the school environment both in academic study and personal habits.

In conclusion, while many of the 21st Century core subjects, themes, and skills are already being addressed, the school intends to keep the faculty up to date on resources for implementing the Framework for 21st Century Skills.

Expansion of Facilities

Boys division will continue expansion of the campus during the next five to six years. DRBA, the parent organization of the schools, furnishes facilities for the school. They have always provided sufficient space for the schools when needed.

B. Overall Summary

Most of our data comes from relatively small sample sizes. Thus, data seem to be more random than would ordinarily be the case. However, there are some trends that have been established.

1. AP Trends

DVS has increased the number of AP classes available to students and participation in AP courses during the past six years. The most dramatic increases have been in girls division. We expect the trend of increasing the number of AP classes available to students will continue over the next six years.

2. Enrollment Trends

Even though total enrollment in elementary and secondary school dropped 10% this school year (from 207 to 188), due to the worldwide economic slowdown, we expect that applications will continue to rise over the long run. Both universities and parents of school age children know us better. Therefore, we are planning to expand the facilities for boys division of the school.

3. Questions Raised

The following questions arose during the analysis of data:

1. What strategies can the school apply to help students balance their academic work with their extracurricular activities?
- 2.
3. How is the school planning to incorporate the new Common Core State Standards into our school?
4. Are we serving the needs of struggling students?

2. School Purpose and Schoolwide Learning Results (ESLRs)

A. School Mission

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

B. Expected Schoolwide Learning Results

- Practice the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility.
 - For example, they:*
 - ❖ Cherish life in all its forms, are responsible stewards of the environment and exercise frugality.
 - ❖ Are confident, well-rounded people who interact harmoniously with others and take responsibility for their own actions.
 - ❖ Have developed the skills of a good citizen and explored within themselves the complementary qualities of leadership and responsible teamwork through active service to others and volunteerism.
- Have a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings.
 - For example, they:*
 - ❖ Appreciate and understand the fundamental teachings in Buddhist philosophy and ethics that inspire them to follow a life of integrity in accordance with their own philosophical or religious beliefs.
- Have explored and developed their individual academic potential and talents in the humanities, sciences or arts.
 - For example, they:*
 - ❖ Have developed an enthusiasm for the pursuit of knowledge.
 - ❖ Are prepared for success in college.
 - ❖ Have the ability to think, write, and communicate critically and analytically.
 - ❖ Have developed their individual creative potential in thinking, expression and problem solving.
- Express a multinational, global awareness and understanding; and show an appreciation and respect for a variety of cultures and religions.
 - For example, they:*
 - ❖ Have a basic understanding of major world religions
 - ❖ Have been exposed to a variety of cultures
 - ❖ Have a general knowledge of the history and present qualities of different cultures
 - ❖ Have an understanding of the different levels of global interdependence

X. Mission and ESLR Development Process

In further developing the ESLRs, we had a workshop with three of the nation's foremost scholars in Confucian teachings, Professors Roger Ames, Henry Rosemont, and Michael Nylan on April 2, 2010. The workshop was in two parts, the first part covering definitions/interpretation and reflections on the "Eight Virtues" as listed in the school's brochure. The second part of the workshop covered what should/would teachers and students look like, think like, who were 'instilled' and 'developed' in these virtues? What should be

nurtured and encouraged: intellectually, socially, & emotionally? What should be avoided? How does 'critical thinking' get woven into such a curriculum? It was a very lively and informative workshop. This workshop gave many ideas.

Before the current school year began, on August 22, 2012, the mission statement and ESLRs were reviewed and discussed by faculty, staff and administration. Suggestions were made to modify the mission statement and one of the ESLRs. These suggestions were later reviewed and a portion of them incorporated into the mission statement. ESLR modification was delayed for further comments.

e-mail provided a means for members of the monastic and Buddhist community to weigh in on the ESLRs. Following this, the students and their parents were asked to review the mission/ESLRs and provide their input.

The Focus Group then made recommendations to the Leadership Team on both the mission statement and the ESLRs. The result of this was presented to the Board of Education who adopted them.

3. Schoolwide Action Plan Progress

A. Significant School Developments

The most significant change to the school over the past three years is the relationship established between Instilling Goodness Elementary/Developing Virtue Secondary Schools and Dominican University.

1. Dominican University

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

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

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

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

Currently, two high school volunteer teachers are enrolled in the Fellowship 3 program, one in Chinese and one in Science.

2. Curriculum Developments

For the past six years, in promoting students' academic success and the wish on the part of both faculty and students to offer more challenging courses, the school has increased a number of AP courses. The school continues to evaluate AP courses yearly and to offer support to AP teachers and students as needed.

α) Ethics in Religion and Philosophy

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

In teaching this course, the faculty quickly learned that the original curriculum, which included covering the ethical systems of all the major religions and the major Western philosophical theories of ethics, was too ambitious. In the end, the course became more limited to the ethics of several religions- Confucianism (especially the new translations of the Analects and Classic of Family Reverence by Professors Rosemont and Ames), Buddhism, Hinduism and generally the Abrahamic religions, as well as some of the major Western philosophers such as Aristotle and Kant. The teachers also used many contemporary materials such as the Six Guiding Principles taught by Venerable Master Hsuan Hua (as well as many of his talks on ethics and virtue including his lectures on the Great Unity by Confucius), Affluenza (and the DVD Escape from Affluenza), Soul of Education by Rachael Kessler (teacher of Social Emotional Learning), Seven Habits of Highly Effective Teens (and workbook), Earthlings (DVD) and other materials (like Earthlings) dealing with human relationships with animals.

Description of the course in its latest iteration (2012-2013) is as follows: The course will cover a spectrum of writings, ideas, practices, and examples that form the framework for ethical ideals. The class will discuss the principles of some of the major religions, philosophies, writers, Chan Masters, and Saints to tackle some of the world's issues. The students will use the principles they have learned to discuss the economy, environment, war, technology, happiness, morality, purpose, and freedom. Self-reflection is an important element of the course.

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

The administration also feels that this course is of extreme importance in that it helps to introduce the core values of the school (specifically the eight core virtues of the school's Mission Statement) in the broader context of ethics in religion and philosophy. The course as taught in each division is continuing to go through a process of development and refinement. At the end of this year (2012-2013) to the teachers in the Religious Studies will meet to make some additional improvements to the curriculum.

β) AP English Literature

Based on feedback from alumni and the desire to give students the opportunity for more rigorous course work in analyzing selected poems and prose passages and improve their ability to write critical or analytical essays based on poems, prose passages, novels, or plays, the school began to offer AP English Literature in 2007-2008.

χ) AP English Language and Composition

With the wish to further strengthen our offerings in English we started to offer the AP English Language course in 2011-2012. Developing greater skills in analyzing prose passages and writing essays in various rhetorical modes is an important complement to the competencies developed in the AP English Literature course.

δ) AP World History and AP US History

With the existing advanced courses in English, Mathematics, and Science, the leadership decided to have more demanding courses in Social Studies. These courses began to be offered in 2011-2012 and 2012-2103 respectively.

ε) Statistics

In response to students' request, a Statistics course was developed in 2011-2012. Some students wanted an alternative to the AP Calculus courses, once they had completed Precalculus. There has also been some discussion on whether to offer an AP Statistics course.

φ) AP Environmental Science

AP environmental science was added to the curriculum for school year 2010-2011. The course will investigate such biologically enhanced subjects as the biosphere, populations and human health. From the earth sciences atmospheric, water and land resources shall be studied. Together these two areas will be understood through the economic, ethical and non market values that allow current societies to develop laws and regulations, public policy and the management of our natural resources. The course is designed to prepare students for success in taking the AP exam when they have finished

γ) Chinese Orchestra Musicianship

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

their abilities in the appreciation of Western and traditional Chinese music, orchestra and ensemble music, and various historical styles of music.

η) Ancient Civilizations

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

ι) World Geography

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

3. Developing Virtue Alumni

In the past six years, Developing Virtue Alumni have been more actively involved in dialog with faculty as well as organizing activities for students. At the end of the Spring 2009 semester, about 25 alumni responded to an invitation to attend an all-day workshop with roughly an equal number of faculty members, on the topic of East/West education. Dr. Martin Verhoeven, a former teacher and principal at the school, who now teaches courses in Buddhist Education and the Art of Teaching at Dharma Realm Buddhist University, facilitated the workshop. Bonnie Moore, the president of Developing Virtue Alumni, noted that most of the participating alumni found the workshop insightful, thought provoking, and worthwhile. She summarized their conclusions as follows:

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

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

The alumni feedback has influenced the school administration to pay more attention to students' social-emotional needs. It has also served as a stimulus for the school to develop a clearer K-12 curriculum for Buddhism, Virtue, and Religious Studies. During the 2009-10 and 2010-11 school years, the faculties who teach these subject areas participated in a Buddhist Education seminar to develop such a curriculum that also addresses social-emotional learning. Curriculum development is an ongoing effort.

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

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

Overall, the increased engagement of DVA with both faculty and students has had a healthy and positive effect on the school. Since 2010, alumni have continued to have regular DVA meetings in the Bay Area (where there is the highest concentration of alumni). In 2012, there were four meetings spread throughout the year. They also have meetings in Taiwan as well, and there was one in the East Coast (NYC) last fall. Also, though there are generation gaps among the alumni, social media has alleviated some of that problem. For instance, there are over 200 members in the DVA Facebook group. Some highlights of DVA assistance to the schools and CTTB after 2010 include:

- ❖ Summer Camp always has many alumni returning as counselors and teachers.
- ❖ Volunteer faculty at both girls and boys division and DRBU.
- ❖ Short term volunteers in a variety of positions, viz. coaching, teaching, and speaking to students about their college and career experiences.
- ❖ Leadership (2011), Empowerment (2012) and Junior/Senior class (2013) retreats.
- ❖ About 40 alumni returned for the late teacher Heng Jen Shr's memorial service in 2010, some returning earlier to help put together the slideshow.
- ❖ Girls Division Graduation 2012: 6 alumni returned a week before graduation to volunteer at the school and help set up for both the graduation ceremony and reception.
- ❖ 50th Anniversary of Dharma Realm Buddhist Association, June 2012: More than twenty Girls Division and more than a dozen Boys Division alumni came back and volunteered for several days to host nearly 3,000 guests over the weekend of the event

B. Action Plan Progress

The action plans for years 2007-2013 had three major sections: Intentional School Development, Science Laboratory and Library Resources, and Curriculum and Instruction. Each section of the action plan has one or more Goals. The plan itself consists of a number of tasks to complete to reach each Goal of the plan.

1. Intentional School Development

Intentional school development focuses on the following recommendations:

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

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

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

We have made good progress in development of the school. We now have all the processes and procedures in place for monitoring and reporting progress. Since accreditation, the pace of enrollment quickened although this year’s enrollment has shown a decline due to the economic crisis. Nevertheless, the school has grown during the past six years and this growth is expected to continue.

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

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

α) Goal 1

Goal 1 states:

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

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

Task 1. Establish Formal Review Procedures

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

Task 2. Hold Bimonthly Collaborative Meetings

This is an ongoing task that is completed every year. Collaborative meetings occur on teacher workdays and during department meetings. We typically have six or seven teacher workdays during a school year, which include department meetings, and half that many department meetings.

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

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

Task 4. Allocate School Budgets to Support Action Plan

We complete this task every year. Budgets have been adequate to support school plans. Contrary to contemporary education trends, DVS continues to expand our curriculum offerings and support all school programs. We have not cut our education budget. For example, there has been an increase in AP courses offered and budget spent on professional development for teachers of AP courses. We have also hired a fulltime AP social studies teacher in 2012-2013. Given students’ needs, even when we offer an AP course, we provide a regular non-AP option where there is need. In order to meet our action plan goal in improving the science labs, our

instructional materials budget has been dedicated primarily to science lab improvements in recent years. In order to provide professional development for action plan goals in benchmarking, peer coaching, and literacy, we have invited reputable teacher educators from Mendocino County, but the majority of them have generously volunteered their services because of their support of our school vision and faculty team spirit. We have used some of the budget for professional development to send our teachers to subject area training primarily at the Sonoma County Office of Education.

Task 5. Manage Facility Expansion

The parent organization (Dharma Realm Buddhist Association) completes this task every year. Facility expansion and renovation have kept pace with school needs for the past 6 years. The annual reports to the Board of Education provide evidence. In summary, the Boys School expanded to the building across the street, whereas the Girls School made use of classroom and indoor activity space in a building across from the Girls Dorm. Two new science labs were established. Such expansion is still not sufficient, and further expansion is being planned for in a campus-wide Master Plan.

β) Goal 2

Goal 2 states:

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

Task 1. Recruit and support volunteer faculty and staff

We developed a Volunteer Handbook in 2008, formulated a recruitment initiative, developed Public Relations materials, and placed them on the World Wide Web at <http://www.drjavolunteers.org/>. Recruitment began in March 2009 and is ongoing. As a means to attract faculty, we have also begun a Fellowship Program with Dominican College. In 2012-2013, we have one teacher in the Fellowship Program who is working towards his credential in Chinese (Mandarin) as a second language. Several new volunteer teachers have been auditing the teacher training courses at Dominican. We have implemented a Mentor program for the past three years. Previously we held a summer orientation “Teach from the Heart” for three summers, and are considering continuing this program based on faculty feedback in a recent survey.

Task 2. Monitor and support Volunteer Benefits Program

We perform this iterative task annually. The annual budgets incorporate salaries and benefits for faculty and staff personnel. The benefits for fulltime volunteer teachers include a monthly stipend, health insurance, medical support, travel stipend, free tuition for children, college loans for children, and teacher training.

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

We perform this iterative task annually. Our faculty turnover rate has not been a particular problem. Most of our hiring of salaried faculty during the past six years relate to the expansion of the AP offerings of the school.

2. Science Laboratory and Library Resources

This section of the plan covers the following critical area:

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

These classrooms are used every day. The librarians and faculty members using the science laboratories and library monitor them all the time. During the past 6 years, DVS has renovated the science classrooms, outfitted two new science laboratories, and provided additional laboratory equipments. Internet service and computers for internet access are available in all the science laboratories, classrooms and the libraries of both divisions.

α) Library

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

(1) Complete book cataloging and search system.

With the work of part-time staff and volunteers we have completed developing of Machine-Readable Cataloging (MARC) data for most of our books. MARC data is compatible with the Library of Congress, UC system, Graduate Theological Union, Dharma Realm Buddhist University (DRBU) and almost all other libraries. We are now creating a computerized catalog using Koha Open Source, the same cataloging system used by DRBU Library and Mendocino College Library. We also put bar code stickers and shelf labels on all items, issued library cards to all patrons and made our computer catalog, checkout and return systems completely functional for student and faculty use. This task is ongoing and target completion date is school year 2013 - 2014.

(2) Ongoing book acquisition

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

Current yearly budget is \$1000 for each division. For the past two years neither has spent the full amount. But the amount seems about right--at some point we may want to spend money on library cataloging or subscription services and the hardware and software to support them. We hope to continue to strike a balance between the "high tech library of the future" and the people-friendly, book-filled libraries that we value highly.

(3) Expand library research options, book search and loan capacity.

For research purposes, all DVS students acquire Mendocino County library cards at the Ukiah Branch Library. A card gives access to books from all Mendocino, Sonoma and Lake County public libraries as well as research databases. Using school computers, students can search database for information, put holds on books, and have them transferred to the Ukiah Branch. Librarians arrange to pick up and return books as needed.

Any student taking a course at Mendocino College has access to the library there. Our students and staff are also allowed to borrow books from the DRBU Library.

(4) Maintain and upgrade facilities.

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

In summer of 2012, the girls' division library was redesigned with new shelves and furniture.

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

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

In school year 2008-2009 boys division Library participated in a Picturing America program sponsored by the National Endowment for the Humanities. As part of this program we received 20 high quality laminated prints of artwork from the National Gallery of Art, Metropolitan Museum of Art and other sources. Some of these are hanging in the boys division and Community Center. Currently there are eight in the boys division Library that are available to borrow on a short or long-term basis.

β) Science Laboratories

During the past six years, the science equipment and facilities continued to improve. We now have 3 science laboratories, a downstairs laboratory for Biology and Chemistry, and two upstairs laboratories for AP Physics and AP Environmental Science. We have upgraded the classrooms and laboratories during this time by making the following acquisitions and improvements:

The classrooms have been upgraded with the addition of:

- ❖ Modern heating and insulated windows have been added to the 3 downstairs science rooms.
- ❖ Our classroom equipment has been upgraded and added to with the acquisition of wireless internet access, digital projectors, computers, and many teaching tools.

Improvements to the downstairs laboratory includes the acquisition of:

- ❖ A 5,000 rpm centrifuge, shared by all the laboratories
- ❖ Water filtration system
- ❖ New dissection microscopes.

Two new laboratories have been outfitted during this time, an Environmental Science and a Physics laboratory.

The Environmental Science Laboratory has been equipped with the following:

- ❖ Plant growth experiment unit
- ❖ Three microscopes
- ❖ Environmental science film library
- ❖ Hydrogen-cell fuel car experimental kit
- ❖ Climate change experimental kit
- ❖ Wooden stools.

The new Physics Lab has been equipped with the following:

- ❖ Four computers with Vernier LoggerPro software for data collection.
- ❖ Digital projector and white screen.
- ❖ Three sets of Vernier physics data collection computer interfaces and sensors for labs in mechanics. Each set includes: 3 Labpro interfaces, 3 dual-range force sensors, 3 motion detectors, 4 photogates.
- ❖ One Vernier dynamic track system for motion studies.
- ❖ Hayden McNeil carbonless physics lab notebooks for student lab reports.
- ❖ Other Vernier sensors such as Vernier microphones (2), sound level sensor (1), and other accessories.
- ❖ Material---commercial or home-made---for lab activities for each chapter.
- ❖ Ten tall wooden-stools made from reclaimed wood.
- ❖ Fabric curtains were furnished on all windows.

3. Curriculum and Instruction

This section of the Schoolwide Action Plan addresses the following critical area: “Assessment tools need to be developed coordinating grading policies, practices, and methodologies in order to make decisions about curriculum and professional development consistent between the boys and the girls divisions.”

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

α) Task 1. Create and analyze benchmarks/assessments

In 2007-2010, all departments have created common benchmark assessments utilized by both the boys' and girls' divisions. We currently call for giving three benchmarks and their associated analyses per year for each class. This strategy was introduced to our staff by Mr. Tim Gill, Director of Curriculum and Instruction in Lake County, who came on August 31, 2007 to do a full-day workshop to teach the faculty how to do benchmarks and the analysis of benchmarks. Mr. Gill did follow-up workshops during the first year on October 1, 2007, November 10, 2007, February 8, 2008 and March 17, 2008. Originally we had set a goal for doing four benchmarks that year, but we decided to try just two for that first year (although some teachers did three). Each time Tim conducted a workshop the teachers would also have their department meetings. In addition to these meetings during Tim's workshops, departments had a couple of meetings on their own during the year. During the second year and third year we agreed to have common benchmark assessments with meetings and analysis three times a year for the first semester mid-term, first semester final and the second semester mid-term as this was viewed as the most efficient way to do this. Now the school has about six teacher workshops each year and these include department meetings afterwards. Each department meeting includes either creating the next benchmark or analyzing and discussing the last benchmark. In an effort to help departments analyze benchmark data, a template for recording observations and reflections has been widely used by instructors.

Benchmark work has been ongoing since Fall 2007. Originally beginning Fall 2011, the plan was to combine benchmark work within the peer coaching structure but after further consideration, we found that the combined-plan did not benefit teachers sufficiently to merit the amount of time required, and the leadership did not follow through to ensure that the tasks were carried out. As a result, benchmark work was paused in 2011-2012 to enable peer coaching training and implementation. Benchmark work has resumed in Fall 2012 and is ongoing. Overall, benchmark work has been ongoing for about five years at our school. The benchmark work has improved teacher collaboration to get department wide assessments. We also found a weakness in the current benchmark process as it generally promotes collaboration between only two faculty members across the two divisions at a time. There are quite a few teachers who have no peer faculty to interact with as they are only teaching a particular subject in both divisions. The school would like to consider more department-wide collaboration in curriculum and assessment.

β) Task 2. Further Gauge Student's ESLR Achievement

The original goal in the August 2007 Schoolwide Action Plan (SAP) was to "create and incorporate in-house assessments by Spring 2010 by department." The original SAP also envisioned that we would use Tuning Protocol and Scoring Guide. We decided instead to have Individual Student ESLR Portfolios with an ESLR Rubric. At the beginning of the 2009~2010 school year all staff held collaborative meetings regarding the implementation of student ESLR portfolios and the creation of a universal portfolio rubric. Two drafts of the rubric were submitted for staff input resulting in the creation of the current ESLR portfolio rubric. This rubric was introduced to all students at a school assembly and each was given an ESLR portfolio binder. All staff has been directed to create at least three ESLR related products – major projects, speeches, essays, tests, personal reports, or other assignments – that students can place in their binders per-year that are divided up by subject and cover at least two of the four ESLR categories. However, staff has been encouraged to work towards creating at least one product that meets each ESLR. The initial response by staff and students regarding the ESLR portfolios has been largely positive. While our staff is carefully screened upon hire to ensure that they are committed to both incorporating the ESLRs into their curriculum as well as modeling

them through their conduct, the portfolios provide a much appreciated tangible structure for accomplishing these goals. At the end of the school year, using the ESLR Portfolio Rubric, all the teachers by grade level will review the work that has been done by each student in the portfolio. The evaluation addresses both the quality of each student's work (based on the rubric) as well as a discussion and sharing of pedagogical methods and assessments that were successful and those that were not so successful. Teachers use findings to modify curriculum, instruction, and assessments for the next school year. We have this meeting at the end of the school year in June. As we do this for the first time this year, we expect that we will make further modifications based on our experience.

Faculty gathered to review ESLR binders in Spring 2011 and 2012. In the two sessions, faculty used a form to review each student binder. A summary report and highlights of two to three strengths and weaknesses on ESLR achievement were reported back to the faculty. In the spring 2012 session, faculty that attended the last ESLR review session proposed a revised process for ESLR binder collection and review process for Fall 2012. The new proposal was derived from the perspective of improving the process. It aims to improve the effectiveness of the review process. In November 2012, initial discussion of the new proposal with the faculty has raised further concerns about the ESLR binder collection and review process. In considering students' perspective of the ESLR binder collection, faculty unanimously agreed to revise the ESLR binder process to increase students' ownership and; thus the importance of making the task more meaningful, conducive to the students' experience, reflection on their academic, spiritual, and character development. We placed this item in the SAP found at Chapter 5 of this document.

χ) Departments to document, revise and evaluate articulation process

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

In light of the new common core standards, initial information sessions were held in Fall 2012 to orient teachers to the new standards. Gradual implementation is anticipated and phased professional training is incorporated in the action plan for 2013-2018, found at Chapter 5 of this document. As professional training on the common core is implemented, departments will be requested to discuss and review vertical articulation within their subject area.

δ) Review Counseling Support & Academic Program

In 2009-2010 we created a Student Survey measuring student satisfaction in the areas of academics, preparation for college, and aspects of social-emotional well-being. We gave it to students in January 2010. The survey shows that students from both divisions overwhelmingly agree that they receive adequate academic support and adequate guidance in choosing the right colleges and exploring career options. This may be partly due to the fact that every year our college counselors in both divisions have attended the University of California Counselor Workshops in September and the Ed Fund Counselor Workshops in October. Moreover, one counselor has attended additional professional development such as the weeklong Harvard Summer Institute on College Admissions for three summers.

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

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

Another survey given in Spring 2012 found that in the Boys Division, one student in the 11th grade felt very stressed, and 9-10th needed more guidance counseling. Seniors found it hard to balance homework load and extracurricular activities (plus college applications).

In Girls Division, many girls felt the homework load was highly uneven, with heavy homework from multiple classes on some days, and nothing on others. One teacher suggested giving students large chunks of work and plenty of time so they need to plan and pace themselves. Also, girls perceived that there was more emphasis on grades rather than learning in the school culture. When we investigated this more closely, it seems that the focus on grades comes from home, the dorm, or themselves, and less from teachers. Nevertheless, teachers felt a need to address this unhealthy focus on grades. Most girls spent 2-4 hours on homework per night. More stress was reported by 9-10th grades, with none of the seniors stressed. The situation improved in 2012. The students are more serious than in the past. The faculty discussion generated the proposal of teaching students time and stress management exercises and study skills, as a way to alleviate the pressure. Some changes were also suggested to the survey, which was subsequently revised.

Leadership from both divisions meet periodically to discuss and share ideas to manage students’ academic stress. As a small school, we have found that there are areas where we can change and improve to accommodate the student body as a whole. For example, in Fall 2012, breakfast time for the dorm students has been delayed to allow students more sleep time. Yet, the school is aware that individualized plans are also crucial to promote students individually on their academic and career goals.

ε) Promote Professional Learning Communities

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

Due to the robust nature of the action items that were developed six years ago, the professional learning communities task has not been fully developed. Two initial presentations of PLC were given to give faculty a general view of the model. Beginning in Fall 2012, a group of selected teachers and administrators (8 members) have been attending a two-year professional development PLC aligning with common core standards. The knowledge and experience from this professional development workshop helped develop the action plan found at Chapter 5 of this document..

φ) Support full implementation of the core curriculum with Coaching Structures

The planned training in peer coaching was scheduled to begin August 2008, but was postponed to August 2010, where two days of in-service were dedicated to training in peer coaching. A series of three workshops on peer coaching was implemented in the 2010-2011 school year by a local educator-trainer, Mr. Steve Jurist. Although the faculty appreciated the trainings, similar to the benchmark task, the peer coaching did not reap results as expected. While some teachers reported learning from the process of observing and being observed by other teachers, overall it did not develop collaboration as intended but instead raised some discomfort among teachers. There were also many issues associated with peer coaching. They are hard to schedule, as one must find substitutes to cover the coach. Also, the collaboration

required before and after the in-class sessions eat into an already busy day. The teachers themselves gained some benefits in that they were better prepared – however, most of the faculty perceived peer coaching as an essentially meaningless exercise. Peer coaching was put on hold for 2011-2013 with the next steps contained in our Schoolwide Action Plan found at Chapter 5 of this report.

γ) Use of Understanding by Design and SIOP

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

Many faculty members have continued to use what they learned from the SIOP and UBD trainings in their curriculum planning, implementation, and assessment. Teachers in many courses commonly utilize essential questions and performance-based assessment. The school adopted and still currently uses the "History Alive" social studies textbooks for US History, which emphasizes the UBD model and collaborative learning. Many literacy workshops in reading and writing have also taken place to complement and supplement the ideas of the SIOP model.

η) Departments to review and adopt CA standards aligned textbooks

This practice is ongoing. All new textbook purchases are aligned with the California State Standards. In particular, new math textbooks were purchased in 07-08; new Biology, Earth Science, and Physics textbooks in 07-08; new Social Studies books (US History, World History and Government) were purchased in 08-09; new Chemistry textbooks were purchased in 2010. New AP World History books were purchased in 2011, and new AP Environmental Science and AP US History books were purchased in 2012.

Since the release of Common Standards, the school has halted the purchase of new textbooks. This process is planned to continue in 2014 with Common Core aligned textbooks.

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

Originally a pilot program based on State Board of Education approved materials was to begin in Fall of 2008, but now it has been changed to be based on California ELL standards. The Pilot program was implemented in the Fall of 2009. The school provides accelerated interventions for English Language Learners and students reading below the 6th grade level. The first task under this goal is to select and adopt an appropriate intervention for ELL students and students in grades 9-12 who are reading at a sixth grade level or below. Since all students will be mainstreamed beginning spring 2010, the piloting of the ELL texts—High Point—cannot be fully completed this school year (2009-2010). According to the ELL teacher, she finds the text helpful, but insufficient for the course. She has been using many supplementary materials. Moreover, the topics in the book do not always interest the ELL students, who are primarily from Taiwan and China. The adoption of High Point was put on hold to be reconsidered. Since 2010 the secondary school has only accepted ELL students who are mainstreamed.

φ) Integrate literacy across the curriculum

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

semester or year. Most faculty reported positive feedback on the benefit of using literacy strategies to improve student comprehension.

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

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

In 2010-2011, a literacy review workshop introduced interactive word walls, graphic organizers, and the triple-entry journal for vocabulary. Each department undertook another cycle of implementing and assessing student outcomes. Literacy strategies that are compatible across subjects were emphasized so that students can have an integrated and focused experience.

In 2011-2012, further literacy workshops with a focus on academic writing across the disciplines were held by Dr. Susan Rounds, Ms. Terri Nicholson, and, Ms. Elizabeth Wong. Ms. Wong also introduced a number of new motivational strategies that incorporated the use of academic language, to address the issue of student lack of motivation.

In 2012-2013, the school began adopting Thinking Maps school-wide (K-12). Assessment of this school adoption will be done in spring 2013.

κ) Integrate the use of Technology and Research into the Curriculum

DVS has upgraded all servers (content filters, DHCP, etc) to newer and faster machines, upgraded all desktops in computer labs and replaced CRT monitors with energy-efficient flat panels, installed computers in the library for student research, tripled the Internet bandwidth from 2 DSL lines to 6 DSL lines, and has in-place the infrastructure to add more lines on short notice. We have extended Internet access to all high school classrooms, and increased the use of student presentations via PowerPoint. In addition, all staff were trained in the use of PowerPoint at an in-service in 2008, and staff are incorporating technology in their lessons more often and in greater numbers. Students with library cards may access research database at the local county library, which significantly enhances their research capabilities. All teachers were briefly introduced to the I-Search format of research during one of the monthly in-services in Fall 2009, and several teachers in different departments are piloting I-Search projects in their classes this school year. More comprehensive training in I-Search took place in the Fall semester of 2013.

4. Self-Study Findings

Materials found in this Chapter of the self-study correspond directly to the WASC criteria. Each criterion in each category will first be quoted in italics followed by the findings and evidence for that criterion.

A. Organization for Student Learning

1. A1 School Purpose Criterion

Comment on the written purpose in relationship to the beliefs and philosophy of the school and its constituency served.

Comment on pertinent student/community profile data that has impacted the development of the school purpose and the expected schoolwide learning results (schoolwide learner outcomes).

Findings	Evidence
<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> <p>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.</p> <p>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. ...</p> <p>To engage learned persons as lecturers and instructors to give instructions on the aforementioned fields of human knowledge.</p> <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 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</p>	<p><i>DVS Initial Visit, dated May 21, 2004</i></p> <p>DRBA Mission Statement (Articles of Incorporation)</p> <p>Master’s talks on education in <i>Faculty Handbook</i></p>

Findings

Evidence

beneficence and virtue rather than to concentrate on how to make money...”

“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.”

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.

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).

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?

Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected schoolwide learning results (schoolwide learner outcomes).

Findings

Evidence

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 in 2003-2004 that involved all stakeholders, the ESLRs form the basis of our program. In Spring and Fall of 2012, the Mission and ESLRs were reviewed by faculty during three in-service meetings, with minor revisions made to the mission (the addition of one word) and ESLRs (further elaboration of ESLR #2, #3, and #4). The school also elicited feedback from students in both divisions, parents (through the PTO), and the Board of Education. The Board of Education agreed to keep the mission and ESLRs with these minor revisions, because they are aligned with school purpose and mission. [See Chapter Two for details.]

School brochure

Department Binders

March 5, 2012 in-service notes

Provide a range of examples that the school purpose, expected schoolwide learning results (schoolwide learner outcomes) and program are consistent.

Findings

The school strives to keep its program aligned with its Mission Statement and its four ESLRs by means of the student ESLR Portfolio, which teachers are tasked to populate with assignments tied to the four ESLRs. In the past three years, we have focused particularly on the first ESLR, which includes the eight core virtues (also listed in the Mission). During several in-services each year, teachers have been asked to share lesson plans and student work integrating these virtues into their curriculum.

The ESLRs are integrated into the student’s life through formal classes, extracurricular activities, and the campus lifestyle. For example:

(1) Practice the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility.

A few examples include: vegetarian diet and care for wild animals (kindness, respect), celebrating Honoring Elders Day (respect, filial piety), raising funds for the homeless or victims of disaster (kindness, citizenship), upholding the Student Honor Code (trustworthiness, fairness).

(2) Have a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings.

This ESLR is taught in Meditation class (taken by every student in every year of high school), Ethics, Introduction to Buddhism (one year), World Religions (one year), and may also be incorporated into other subjects.

(3) Have explored and developed their individual academic potential and talents in the humanities, sciences or arts.

This ESLR is covered by all the academic classes and focuses on developing a love of learning and critical and analytical skills in thinking, writing, and speaking.

(4) Express a multinational, global awareness and understanding; and show an appreciation and respect for a variety of cultures and religions.

This ESLR may be incorporated into English, World and U.S. History, World Geography, U.S. Government, and World Religions courses, among others, as well as through extracurricular activities (e.g. Model United Nations), cultural exchanges, field trips, community service, and social justice activities.

Examine the effectiveness of the means to publicize the purpose and the expected schoolwide learning results (schoolwide learner outcomes) to the students, parents and other members of the school community.

Evidence

Lesson plans, student work in Department Binders, ESLR Portfolios

Findings

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 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 continually brought up in both faculty and classroom discussions, and integrated into the curriculum and the school program. 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

Evidence

School brochure
Website
Posters
Parent-Student Handbook
Faculty Handbook

Findings	Evidence
<p>of course offerings and activities.</p> <p>The annual Honoring Elders Day and Cherishing Youth Day events are covered in the local news, publicizing the values of filial piety, respect, and kindness that these events aim to promote.</p>	<p>Ukiah Daily Journal articles</p>

Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results (schoolwide learner outcomes) based on student needs, global, national and local needs, and community conditions.

Findings	Evidence
<p>The ESLRs are regularly reviewed by students and teachers. Each teacher designs at least three lessons per year that are meant to generate work to be placed in each student’s ESLR portfolio. At the end of the year, students assess themselves on their achievement of the ESLRs by evaluating the work in their portfolios against an ESLR rubric. This rubric has also undergone at least three revisions based on faculty feedback and modifications to the ESLRs themselves. [See Chapter Three, B 3. Curriculum and Instruction, Task 2 for details on ESLR portfolio process.]</p>	<p>ESLR rubric</p>

While the portfolios are a means to ensure ongoing review of the learning outcomes, the self study cycle ensures a thorough review every six years – as described earlier – based on student needs, national and local needs, and community conditions.

For example, during the review in March 2012, teachers felt that our school should focus more on the local community and suggested adding the word “community” to the last sentence of the Mission Statement, as follows: “We create an environment for our students to achieve their full academic potential and become outstanding citizens, who contribute to making their community and the world a better place.” Based on the national emphasis on writing and communication skills, the faculty also recommended adding the words “write” and “communicate” to the elaboration of ESLR #3 – “Have the ability to think, write, and communicate critically and analytically.” Finally, given the interconnected nature of our world and the importance of understanding other religions and cultures, teachers suggested the following statements to elaborate upon ESLR #4 on global awareness:

- ❖ Have a basic understanding of major world religions
- ❖ Have been exposed to a variety of cultures
- ❖ Have a general knowledge of the history and present qualities of different cultures
- ❖ Have an understanding of the different levels of global interdependence

Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.

Findings	Evidence
<p>The level of commitment shown by teachers for our Mission and ESLRs (including the core virtues) is shown by their enthusiastic engagement in the portions of our in-services devoted to discussion or sharing on this topic.</p> <p>Seniors also tend to focus on the unique aspects of our learning outcomes, especially the non-academic ones, when they write about their school experience in their personal statements for colleges. Parents overwhelmingly support our focus on virtues, multiculturalism, and spirituality as well as our</p>	<p>Observation</p>

Findings

Evidence

standard of academic excellence. Students who have been here longer or are older, likewise, promote our virtues and ESLRs to their younger peers. Thus, the Mission and ESLRs are well integrated into the school culture and program.

On the other hand, at times both faculty and students have expressed some confusion and lack of motivation with regard to the ESLR portfolio. It does not seem to be well integrated into the rest of the curriculum but is more of an add-on, so students are not taking pride in their portfolio as we hoped. Filling the portfolio with assignments has become more of a chore for faculty and students. Some changes to the portfolio process as well as some alternatives to doing a portfolio have been proposed. In the next six years, we need to evaluate the portfolio process and rubric, and modify or replace it as the means to integrate the ESLRs into the curriculum and provide evidence of student achievement of the ESLRs.

α) 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.

β) A1 Growth Areas

- ❖ Review and modify/replace the ESLR portfolio process as the means to generate evidence of student ESLR performance to make the process more meaningful for students and teachers. Review the ESLR rubric. (Covered in Action Plan Part B goal 4)

2. A2 Governance Criterion

Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing authority.

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. The Board has seven voting members, five of whom were chosen by the DRBA Board of Directors for their extensive background and experience in education and education administration. The other two were nominated by the DRBA Board of Education, to replace two vacancies due to the death of one member and the long term absence of another. These two choices were then approved by a vote of the DRBA Board of Directors. The composition of the Board of Education is a deliberate balance that includes monastic members (one monk, one nun) and experienced lay educators and administrators.

Faculty Handbook

The non-voting members include the principal and a faculty representative from each division (girls and boys) as well as one faculty member who represents Tathagata Monastery (monks) and one representing Joyous Giving House (nuns) 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

Findings	Evidence
<p>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.</p> <p>The specific duties of the Board of Education are outlined in the Faculty Handbook, Section 2.2 Membership, duties, and authority of the DRBA Board of Education.</p> <p><i>Comment on the training that is offered to prospective or new school board members.</i></p>	

Findings	Evidence
<p>The DRBA Board of Education has taken on only one new Board member in the past six years, DM Jin Fan, who became a voting member in 2011. Since DM Jin Fan, the head of the Chinese department and longtime teacher, had already served as the teacher representative from the Boys Division for three years and had regularly attended Board meetings, he was familiar with many Board policies and precedents and did not need additional training.</p> <p><i>Comment on the degree to which the governing authority policies are directly connected to the school's purpose and vision and expected schoolwide learning results (schoolwide learner outcomes).</i></p>	

Findings	Evidence
<p>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.</p> <p>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.</p> <p><i>How is the governing authority involved in the regular review and refinement of the school's purpose and expected schoolwide learning results?</i></p>	<p><i>Faculty Handbook</i></p> <p><i>Faculty Handbook,</i></p> <p><i>Parent-Student Handbook</i></p>

Findings	Evidence
<p>The DRBA Board of Education receives an Annual Report from the principals at the end of each year, which includes a report on the school's progress in its action plan, including its implementation of the ESLRs. The Board also participates in the review and refinement of school purpose and ESLRs as part of the six-year self-study cycle. That is, after the Leadership Team has gathered faculty, student, and parent input on the Mission and ESLRs, a revised version of the Mission and ESLRs are submitted to the Board of Education for further refinement and final approval.</p> <p><i>To what degree does the school community understand the governing authority's role?</i></p>	<p><i>Annual Reports</i></p> <p><i>Board of Education meeting minutes</i></p>

Findings	Evidence
<p>The role and scope of authority of the DRBA Board of Education are clearly documented in the <i>Faculty Handbook</i> and <i>Parent-Student Handbook</i>. In addition, when students, parents, teachers or staff members have a proposal or grievance that extends beyond the principal's scope of authority, the principal makes sure that there is a clear avenue for expressing that proposal</p>	<p><i>Faculty Handbook</i></p> <p><i>Parent-Student Handbook</i></p>

or grievance directly to the Board of Education. The Board of Education has convened on several occasions to hear a parent’s or teacher’s grievance or to decide on a disciplinary action for a student who has made a major infraction.

Minutes, *Board of Education*
Minutes, *Board of Education*

To what degree is there clear understanding about the relationship between the governing authority and the responsibilities of the professional staff?

Findings

The responsibilities of the DRBA Board of Directors, the DRBA Board of Education, the principal, and teachers are delineated in Section 2 of the Faculty Handbook. 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.”

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.”

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.”

In recent years, there have been sufficient meetings with the Board to resolve school issues. However, the school leadership communicated to the Board of Education that it would be helpful to have more consistent regular meetings as a forum to discuss budget, planning, and progress. The Board of Education agreed to meet on a more regular basis starting in Spring 2013.

Comment on the clarity of the evaluation procedures carried out by the governing authority.

Findings

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 Appendix A for a full description of the process]. The DRBA Board of Education, through its meetings, remains informed and aware of the school’s progress and can address any difficulties in carrying out policies.

Review and assess the process for evaluating the governing authority.

Findings

The DRBA Board of Directors monitors the effectiveness of the DRBA Board of Education and the school principals through receiving the Annual Reports and through examining and approving the school’s annual budget.

Evidence

Faculty Handbook

Evidence

DVS Annual Briefings

Board of Education meeting minutes

Evidence

DVS Annual Briefings

Board of Directors Minutes

From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings	Evidence
<p>In general, the DRBA Board of Education has consistently supported the school leadership in carrying out the school purpose and the policies set by the Board. The Board has regularly addressed financial, legal, academic, and personnel issues that arose between scheduled meetings, creating policies such as those regarding: boarding student admissions, financial aid for new students, offenses meriting expulsion, Board of Education membership, local family discounts, handling of grievances, personnel conduct standards, dorm student guardianship, college scholarships for children of volunteer staff, volunteer benefits program. However, it has discussed the need to meet more regularly in order to plan ahead rather than react to issues.</p> <p style="text-align: center;"><i>α) A2 Strengths</i></p> <ul style="list-style-type: none"> ❖ 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 <p style="text-align: center;"><i>β) A2 Growth Areas</i></p> <ul style="list-style-type: none"> ❖ None noted. 	<p>Board of Education Minutes</p>

3. A3. School Leadership Criterion

To what extent does the school leadership a) make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results (schoolwide learner outcomes), b) empower the staff, and c) encourage commitment, participation and shared accountability for student learning?

Findings	Evidence
<p>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.</p> <p>School leadership reviews the schoolwide action plan 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>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>Class Portfolios</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</i>.</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</p>	<p>Staff Interviews</p> <p>Class Portfolios</p>

student achievement of ESLRs in mind.

In our small school setting, teachers often share best practices in teaching the ESLRs and finding ways to meet 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 in-services to review progress on the Schoolwide Action Plan. Faculty feedback and ideas, based on student assessment results, play an important role in determining how the Schoolwide Action Plan will be revised and improved. Teachers thus feel empowered to guide the direction of the school.

Faculty Meeting Minutes

School Calendar

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.

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 meetings of the DRBA Board of Education, and some have done so.

Since we are a small school, leadership checks in with teachers on an ongoing basis, but we would benefit from administering semester surveys or questionnaires to ensure that teachers' needs are being met.

Interviews

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

Findings

Evidence

Teachers' ideas and feedback for improving student learning and behavior are regularly sought and taken seriously by the principals. 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.

Faculty Meeting Minutes

SCCP Survey

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.

A few teachers have expressed the wish to voice their concerns and ideas to school leadership but are not aware of the proper channel to do so. Leadership Team needs to create a process for interested teachers and departments to make recommendations and participate more in school planning, e.g. professional development, academic planning.

Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.

Findings

Evidence

Written policies and procedures for administrators and faculty are found in the Faculty Handbook. While veteran faculty are familiar with the operational practices and decision-making processes of the school, a recent faculty survey indicated that a fuller orientation to school processes and especially WASC-related responsibilities (e.g. administering benchmark

Faculty Handbook

2012 in-service survey

assessments) needs to be given to new teachers.

How effective are the existing structures for internal communication, planning and resolving differences?

Findings

The existing structures, i.e. regular faculty meetings, department meetings, and monthly schoolwide in-services, have been mostly but not completely satisfactory to teachers, based on a recent survey. Some teachers would prefer to have more time for collaboration rather than listening to one presenter speak at length, if the topic happens not to interest them.

Evidence

2012 in-service survey

How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning?

Findings

As described above, the processes of regular and special faculty meetings, core teacher meetings, and department meetings, have been quite effective in involving staff in shared responsibility, actions, and accountability to support student learning, but the use of staff time in in-services needs to be better planned.

Evidence

2012 in-service survey

To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

Findings

Surveys have been done periodically after the in-services to see how useful they are in helping teachers to improve student learning. The feedback is used to improve and plan for future in-services. The leadership team may need to review the existing process and hold more meetings to plan in-services, discuss school improvement items, and follow up on the action plan.

Evidence

2012 in-service survey

α) A3. Strengths

- ❖ School leadership structures the curriculum, student lifestyle, activities, and environment in a way that facilitates student achievement of the ESLRs.
- ❖ School leadership and faculty semiannually review the operation of the schools to ensure achievement of ESLRs and involves all stakeholders in this process.
- ❖ Teachers design their curriculum to facilitate achievement of ESLRs.
- ❖ Teachers are supported by their colleagues in regular faculty meetings, department meetings and other interactions as well as by professional development opportunities
- ❖ Teachers are highly committed and involved in enabling their students to succeed

β) A3. Growth Areas

- ❖ Leadership team needs to review the existing process for engaging faculty and staff in school planning. (Covered in Action Plan Part A, Goal 1)
- ❖ In-services need to be better planned with a greater interactive component v (Covered in Action Plan Part B, Goal 6)
- ❖ New teachers need to be given a more comprehensive orientation to school policies, procedures, and practices, including school action plan items. v (Covered in Action Plan Part A, Goal 2)

4. A4 Staff

To what extent are the school leadership and staff a) qualified for their assigned responsibilities, b) committed to the school's purpose, and engaged in ongoing professional development that promotes student learning?

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

Findings	Evidence
<p>All faculty and staff hiring is deliberated and decided by the principal and a team of current teachers and staff, who preview applications and interviews potential candidates. Hiring of full time faculty and staff are recommended by the hiring team and approved by the Education Board.</p> <p>Criteria for hiring includes:</p> <ul style="list-style-type: none"> ❖ Academic and career expertise in the subject matter ❖ Embraces school mission and values ❖ Passion for teaching and working with children 	<p><i>Faculty Handbook</i></p>
<p>In recent years, the school has hired qualified staff to fill open positions in light of our expansion in AP course offerings and other areas.</p> <p>These include:</p> <ul style="list-style-type: none"> ❖ AP Environmental Science teacher: Dr. Jeanine Pfeiffer, PhD in Ecology from UC Davis. She is currently a part-time online lecturer for San Jose State University as well as an active ethnoecologist and researcher working with local native American tribes, and she engages our students in her projects. ❖ AP US History and AP World History: Ms. Brigid Lawrence holds a California teaching credential and has 20 years of teaching experience, including teaching AP History courses for the past four years. ❖ AP World History and World Religions: Dr. Victoria Patterson is a respected member of the Ukiah community. She is a part-time instructor at Mendocino College and an author and editor. ❖ Painting: Ms. Bonnie Tillotson, Visual and Performing Arts Education Consultant, former Visual and Performing Arts Curriculum and Instruction Coordinator for the San Bernardino Superintendent of Schools, credentialed art teacher with over 30 years teaching experience. <p>Highlights of New Volunteer Teachers:</p> <ul style="list-style-type: none"> ❖ (2012-2013) Ms. Zoey Liu, a recent graduate of DePauw University in Writing ❖ (2012-2013) Ms. Angela Li, used to be a computer science engineer before she joined the school's volunteer teacher team ❖ (2011-2013) Mr. Michael Hsieh, DVSS alumnus and graduate of California State East Bay. ❖ (2012-2013) Mr. Davy Kouoi, DVSS alumnus and graduate of San Francisco State University. ❖ (2011-2012) Ms. Julia Ha and Ms. Nancy Chu, both alumni of our school and graduates of UC San Diego and Swarthmore College, respectively. ❖ (2011-2013) Ms. Elly Shulee, a professional Chinese dance and cultural arts teacher. 	<p>Individual Qualifications</p>

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

Findings

Seventy-four percent 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, 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.

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. Below are the Volunteer Benefits that the school developed to support our fulltime Teacher and Staff Volunteers (approved by the Board of Education in 2007).

Fulltime Volunteer Teachers and Staff are eligible for:

Free Room and Board for self and children

Free tuition at schools for children (after one semester)

Stipend – Currently \$470/mo for 10 months or \$4700/year for citizens only (after one semester)

Insurance – High deductible Blue Cross insurance for citizens only.

Medical Fund – A fulltime volunteer may apply for up to \$500 per year for medical expenses not covered by insurance by using the usual request/claim procedure. A volunteer may apply for coverage of expenses over the \$500 limit with approval from the principal and EB.

Travel Stipend - Fulltime volunteer teachers/staff who have worked at least 3 years and demonstrate financial need are eligible to receive up to \$1000 travel stipend every third year to visit their family (or they may request the stipend for an alternative use which must be approved by the Ed Board).

DRBA Education Fund for Volunteers' Children – College Loans - Fulltime volunteers who have worked for at least 5 years may apply for up to \$6000/year in college loans for children (who may be international student, PR, or citizen). See DRBA College Loan Agreement for details. Professional development fund – The Ed Board may pay to credential a volunteer teacher who has worked fulltime for at least one year.

Evidence

30th Anniversary Publication

Board of Education Minutes

DRBA College Loan Agreement

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

Findings

The school supports the following continuing education and ongoing professional development for faculty:

- ❖ Volunteer teachers to get a credential through Sonoma State University.
- ❖ Dominican Fellows to get a credential through Dominican University (Ukiah Campus).
- ❖ Pays for teachers to attend workshops in their subject area as part of professional development program, and also pays teachers to attend certain in-services.
- ❖ Teachers may take DRBU classes and the school pays tuition and textbook costs for relevant classes.

Yearly, the school offers professional development training for our teachers on campus. Reputable trainers from the Ukiah community are

Evidence

Dr. Min Zhang

Dominican University Fellowship

invited to share their knowledge and experience with the teachers. The leadership team commonly holds debrief meetings after each in-service to share our thoughts on the in-service. We have occasionally gathered formal feedback from teachers on the effectiveness of the professional development.

*Schoolwide
Action Plan*

Teachers also commonly attend trainings at Mendocino County Office of Education and Sonoma County Office of Education. Teachers who attend outside trainings are usually given time to share what they learned during school in-services. The school has been nurturing Teacher Leaders although we have not instituted a formal program. Below is a highlight of the trainings attended:

- ❖ AP English Language e-mails
- ❖ AP Literature
- ❖ AP World History Finance Records
- ❖ AP U.S. History
- ❖ AP Statistics Agendas
- ❖ AP Physics
- ❖ AP Economics
- ❖ Strategies for Higher Level Thinking and Classroom Management. And Art Integration Workshop by Sean Layne
- ❖ CSU Expository Writing workshop In-service Agendas
- ❖ “Building Adolescent Literacy in the Common Core”
- ❖ Scaffolding Comprehension of Informational text; addressing the Common Core Minutes
- ❖ Art for Classroom Teachers
- ❖ GASP - Bringing Arts into the Curriculum
- ❖ Thinking Maps Workshop
- ❖ Thinking Maps Trainer Course
- ❖ Systematic ELD
- ❖ Character Counts – Pursuing Victory With Honor Sportsmanship Seminar
- ❖ American Coaching Academy – Coaching Certification
- ❖ Making Math Real Institute – Overview Course
- ❖ Making Math Real Institute – Overview Course & Fractions, Decimals and Advanced Place Value
- ❖ Bureau Education & Research – online course
- ❖ Singapore Math Model Drawing
- ❖ Making Math Real Institute – Algebra
- ❖ SCOE: CMP Task Force Institute – CCSSM
- ❖ Fractions on a Number Line
- ❖ SCOE: CMP-CTE Connection Institute – CCSSM
- ❖ Career Technical Education
- ❖ SCOE: Common Core Math Instruction Workshop
- ❖ Mendo-Lake Leadership Network 2012 -2013 – The Bridge to The Common Core

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

a) A4. Strengths

- ❖ Qualified and committed group of teachers and staff who embrace school’s mission and values
- ❖ Improved support and benefits for volunteer teachers.
- ❖ Many professional development opportunities for teachers both on and off campus.

β) A4. Growth Areas (Covered in Action Plan Part B, Goal 6)

- ❖ Review and develop a formal teacher supervision and evaluation plan that promotes teachers’ self-assessment/reflections.
- ❖ Review and develop a measurable professional development plan in support of promoting the schoolwide learning outcomes.
- ❖ Need more consistent surveys on professional development, particularly to elicit teacher reflections on how strategies presented in professional development inform their teaching and improve student performance.
- ❖ Improve on analysis and dissemination of course evaluations (by students) data to give teachers feedback and then follow-up with any interventions as needed

5. A5. School Environment

To what extent a) does the school have a safe, healthy, nurturing environment that reflects the school's purpose and b) is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?

To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

Findings

Evidence

Because classes are small, teachers can focus on each student as an individual and develop a personal relationship. Many teachers live on campus or participate in other activities on campus, so they may see students after school or on weekends in informal settings. Teachers often take time to communicate with individual students who are struggling or excelling, to find out what their needs are. Teachers also regularly communicate with one another to brainstorm about how best to motivate, support, or challenge a student. While a student’s core teacher may know him or her best, since the school community is small, every student knows nearly every teacher, and that means they have many adult mentors from which to choose.

Interviews

Teachers show their care and support 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 is their academic advisor. We also have a volunteer parent, Mr. Pegan, who acts as a co-advisor for the 9-12th students concerning their college planning and college applications. In the girls division, there is a college counselor for the school as well as a core teacher for each grade level 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. 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.

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. In recent years the school has initiated student cultural exchanges with children in

Findings

Uganda, Mexico, and China. Students sometimes experience peer pressure, sometimes in the sense of academic competitiveness. However, through counseling, students generally come to realize that although the school is small, each person has their own goal and their own path, and should not compare themselves to others. For example, while one student may be able to handle three AP courses in a semester, another student may prefer to spend more time on a non-AP course or extracurricular activity. Teachers strive to ensure that each student is respected for their own academic path.

The school campus and lifestyle are naturally conducive to learning. Situated in a monastery, the campus is serene and free from the distractions of traffic, commerce, and media. The school uniform minimizes distractions of fashion and reminds students of their purpose. The school schedule runs from 7:50 a.m. to 4:05 p.m. with nearly all students taking eight periods of class per day. Dorm students have study hall in the evenings. The homework load is considerable, and students are serious about learning and mastering the subjects, with their own college goals in mind, so students spend their time devoted to study, balanced by sports, the arts, or other extracurricular activities.

To what extent does the school foster student self-esteem through high expectations for each student and recognition of successes?

Evidence

Findings

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 16 years have been accepted at colleges and universities.

In terms of academics, students are guided by their core teacher to challenge themselves to just the right degree, striving to surpass their previous limits, but not overwhelming themselves. In this way, when students learn that they can push themselves, they gain confidence in their own capacities. In recent years, more AP courses have been offered and students have accordingly taken on the extra challenge with relative success, though sometimes they need to adjust their load to achieve a healthy balance. Some students have expressed satisfaction at realizing that they are able to reach a higher level of intellectual achievement than they realized.

Student self-esteem is also developed when they take the initiative to develop a talent, take on a challenge, try a new activity, assume a leadership role, or join a team.

All high school students play a role in the annual celebrations of Honoring Elders' Day and Cherishing Youth Day. Student leaders organize and train all students as ushers and waiters for hundreds of guests, and some also serve as performers, photographers, sound technicians, and emcees.

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 communicates with the student body on an ongoing basis to discuss issues of concern to them. ASC also holds regular activities that allow students (and teachers) to bond. This traditionally includes periodic festivities and activities. Students also run for officer positions in the various clubs. Often, students who would never run for office in a large school, find themselves filling leadership roles at DVSS and learning to be leaders.

Evidence

Interviews

Yearbooks

Event flyers

Findings

Students are encouraged to start new projects when inspiration strikes them. In recent years, student initiatives have included the Uganda student sponsorship and cultural exchange, the Haiti earthquake fundraiser, the Mexico housebuilding and cultural exchange, the Go Green project, plus projects to help the homeless, the disabled, the terminally ill, and endangered animals.

In recent years, in response to students' requests to have more engagement with the community, both the school and the dorm have arranged more frequent activities, such as dinner in a local restaurant, serving the local homeless, attending a Stanford student summer program (Splash), attending frequent events in Ukiah such as a local lantern festival, musicals, theater events, movies, and symphony performances.

Self-esteem is also developed as students become independent and self-sufficient. Since they are their own janitors and perform various types of community service around campus, they pick up skills such as farming (weeding, planting, harvesting), recycling, painting, mopping, washing dishes, cutting vegetables, cooking, cracking walnuts, hauling wood, graphic design, interior decoration, carpentry, and more.

Self-esteem also grows when students feel and express gratitude, which they regularly do as a school, creating and writing cards to their teachers and the kitchen staff, or even baking cupcakes for them.

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.

When students fail to uphold the school's standard of good conduct and commit serious infractions, the school leadership engages them in a serious discussion to help them make an informed choice in remaining or transferring to another school. Students 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 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, leadership, and contributions in other areas.

What evidence supports mutual respect and effective communication among and between staff, students, and parents?

Findings

Teachers maintain professional standards when communicating with students and parents. They 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. Teachers keep what is discussed in faculty meetings and parent-teacher conferences confidential.

Data from the School as a Caring Community Profile (SCCP) survey, administered annually, shows that students perceive a level of mutual support and care among staff, students, and parents that is significantly higher than the average.

There is a high level of parent involvement through the PTO, which meets

Evidence

Parent newsletter

Parent-Student Handbook

Honor Code Observations

Evidence

Faculty Handbook

SCCP data (Appendix A)

monthly, plans an annual overnight trip for each division and supports school field trips, activities, and requests for equipment and volunteers. Parent volunteers also support many extracurricular activities such as sports. In Fall 2012 parents were responsible for starting the Mock Trial team and a knitting club.

PTO meeting minutes

In the dorm, facilities have been made available for students to have Skype video calls with their parents. Core teachers meet or communicate periodically with parents, including the overseas parents of dorm students, as needed.

How effective is the level of support and encouragement for teachers to use innovative approaches to enhance student learning?

Findings

Evidence

The school has consistently supported all requests for professional development from teachers. For example, recently several teachers have attended arts education workshops on how to bring the arts (drama, puppets, painting) into the classroom. We have also sent a teacher to a Thinking Maps trainer workshop, after which she gave two workshops to the entire faculty, so they could implement thinking maps as a way to spark critical and creative thinking schoolwide. In Fall 2012 we engaged our art department chair, Bonnie Tillotson, to teach a college course on Art for Classroom Teachers, with strategies for art integration. The school also engaged a trainer for Poetry Out Loud, to train both students and teachers in the art of poetry recitation. In general our teachers can be quite creative in lesson design. For example, in 2011-2012 the AP Environmental Science teacher had her students create pieces of art out of materials from the recycling center; some of these pieces were displayed in a gallery by invitation. In Fall 2012, the US Government teacher had her class form a political action committee that actually took action in the student council, proposing several ways to improve student life at school. Teachers in various subjects have taken students on fieldtrips related to their curriculum, e.g. World Religions students visit the places of worship of different religions; English and History classes attend local plays; Ethics class has done local service projects; Musicianship students attend or give musical performances in various venues.

List of teacher in-services, professional development

Does the school have policies, codes, procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment that is conducive to learning?

Findings

Evidence

Health and safety policies and emergency procedures are documented in the Faculty Handbook and Parent-Student Handbook. Since 2010, we have benefited from the services of a volunteer nurse practitioner, Donna Farmer, who has given check ups, examined and treated injuries, made referrals, and given prescriptions to our students and staff. Ms. Farmer also has some background in psychology and has also counseled a number of students on family issues. In 2012 a campus-wide Safety and Security Committee was formed, and this committee has worked to post signs keeping random visitors out of private areas, as well as taking steps to develop a disaster preparedness plan. One of the first steps was for an emergency responder and trainer to give all faculty an in-service on how to respond in the event of an earthquake. In Fall 2012 nylon “go-bags” containing emergency contact information for all students, a first-aid kit, and other materials, have been placed or hung in each classroom and area used by students. The teacher or a student takes these go-bags when evacuating the building. Teachers receive regular First Aid/CPR

Faculty Handbook

Findings

training, and schools conduct monthly fire drills. Students have also been trained to do earthquake drills, which are held at least once a semester.

In 2010-2011, traffic safety engineers studied the traffic patterns during morning drop-off and afternoon pick-up times, and recommended some routing changes to improve safety. These recommendations have been adopted

Student health is a combination of diet, exercise, and environment. They enjoy balanced, freshly cooked vegetarian lunches prepared under the Student Nutrition Program’s guidelines. The school plans to include farming as an integral part of student community service. Farming has already begun as a pilot program, and students have the opportunity to contribute to the production of their own food. Students report that farming is fun and relaxing, a good counterbalance to studying. Farming teachers participate in a monthly Garden Workshop with local gardeners and garden teachers. The PE classes offer a vigorous exercise regimen that includes a variety of team sports and running. Yoga and taiqi are offered when instructors are available.

Due to the academic load, students tend to get stressed and have tense shoulders. Recently the school has tried to teach students techniques for relaxation and time management and needs to do more in this area. Meditation, ceremonies, and being in nature give students a chance for self-reflection. The separation of genders allows each individual to focus without distraction on their studies and on the development of personal character. In this peaceful environment, students are given opportunities to explore their interests and develop an awareness of their goals in life.

Students are 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. Sometimes, students themselves feel that they could do better at keeping their environment clean and taking pride in their school.

While the school is relatively environmentally friendly, it continues to strive to help students and staff to adopt more “green” habits and a sustainable lifestyle and become less wasteful of energy and resources.

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.

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.

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.

Evidence

Traffic engineers’ report

Lunch menus

PE syllabi

Student interviews

Cleaning duties, schedule & procedure

Parent-Student Handbook

Parent-Student Handbook
Registration Letter

Parent-Student Handbook

α) 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

β) A5. Growth Areas

- ❖ Continue to train staff and students in medical emergency and disaster preparedness
- ❖ Continue to increase student awareness in sustainable living.
- ❖ Continue to help students maintain a healthy balance between academic challenge and extracurricular activities, including teaching stress relief and time management methods

6. A6. Reporting Student Progress

To what extent does the school leadership regularly a) assess student progress toward accomplishing the school’s expected schoolwide learning results (schoolwide learner outcomes) and b) report student progress to the rest of the school community?

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

Findings	Evidence
<p>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.</p> <p>Yearly, standardized data (as described in chapter one) such as SAT, SAT II, PSAT, and AP scores are collected and aggregated. This information is provided to some teachers and the leadership team.</p> <p>In recent years, as part of the action plan, the school has also developed an ESLR portfolio process, which is a more holistic, qualitative marker of whether the students are progressing towards the ESLRs. A rubric has been developed and revised over time by faculty and is frequently used by the students to self-assess their ESLR assignments in their portfolios. The students and teachers select the assignments to be included in the portfolios collaboratively. In 2010-2011 and 2011-2012, the faculty met school-wide to review the ESLR portfolios to gauge students’ progress on the ESLRs. It was found that portfolios were not fully populated with assignments so analysis of ESLR achievement was not fully achieved. After the first session, the leadership team tried multiple steps to inform and remind teachers to work with students to develop their ESLR portfolio, yet in the next session, improvement was not significant. After these two sessions, we deliberated the issues at a faculty meeting and it was decided the portfolio process needed to be further improved to make it meaningful to both students and teachers, as there was a general feeling that the process that took place in the previous years was more bureaucratic than useful to students and teachers.</p>	<p>Classrooms</p> <p>Student Work</p> <p>SAT Scores PSAT Scores <i>Self Study</i>, Criterion B3</p>

Findings

Students and parents receive grade reports twice per semester: midterm and final grades. Teachers meet frequently to discuss student progress, especially in the case of struggling students. Formally, teachers meet at the end of the grading period to discuss students' performance and to set intervention plans to support struggling students as well as to challenge students that are performing well. Teachers also communicate with parents periodically on students' performance as necessary.

As part of the WASC process, the school generates an Annual Report that is disseminated to the PTO and Board of Education. More ways to communicate school's performance need to be developed. The school has developed a school website and newsletter that reports school and student news, but it has primarily covered non-academic activities. This year, the school plans to update the website regularly and begin publishing the Annual Report that summarizes school achievement and improvement processes on the website.

Twice a year, at the mid-semester point, boys division conducts 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.

Evidence

Faculty Meeting Minutes

Letters to Parents

α) A6. Strengths

- ❖ Structured grading period and reporting of grades to students and parents
- ❖ Small class size enables teachers to have ongoing communication with parents and to work with struggling students to improve achievement and challenge students that are performing well.

β) A6. Growth Areas

- ❖ Develop formal process for faculty to deliberate on standardized achievement scores yearly. (Covered in Action Plan Part A, Goal 1)
- ❖ Review and improve process for gauging students' ESLR achievement that engages students and teachers in a meaningful process of looking at learning progress and character development. (Covered in Action Plan Part B, Goal 6)

7. A7 School Improvement Process Criterion

To what extent does the school leadership a) facilitate school improvement which is driven by plans of action that will enhance quality learning for all students, b) have school community support and involvement, c) effectively guide the work of the school, and d) provide for accountability through monitoring of the schoolwide action plan?

Document that the school planning process is broad-based, collaborative and has commitment of the stakeholders.

Findings

In the writing of the current Self Study and action plan, school leadership has solicited feedback and suggestions not only from the faculty, but from the PTO and the ASB. The Board of Education gives guidance and final approval.

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

Evidence

PTO Minutes
ASB Minutes
Board of Education Minutes

e-mail
Annual Progress

Findings
reports from those parties responsible.

Evidence
Report

What evidence supports that there is a correlation between the schoolwide action plan and analysis of student achievement of the expected schoolwide learning results (schoolwide learner outcomes)?

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 10 shows the process at the top level.

<p>Findings</p> <p>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. Leadership monitors the accomplishment of these activities through status reports from those parties responsible.</p>	<p>Evidence</p> <p>Board of Education meeting minutes</p> <p>e-mail</p> <p>Semiannual Reviews</p>
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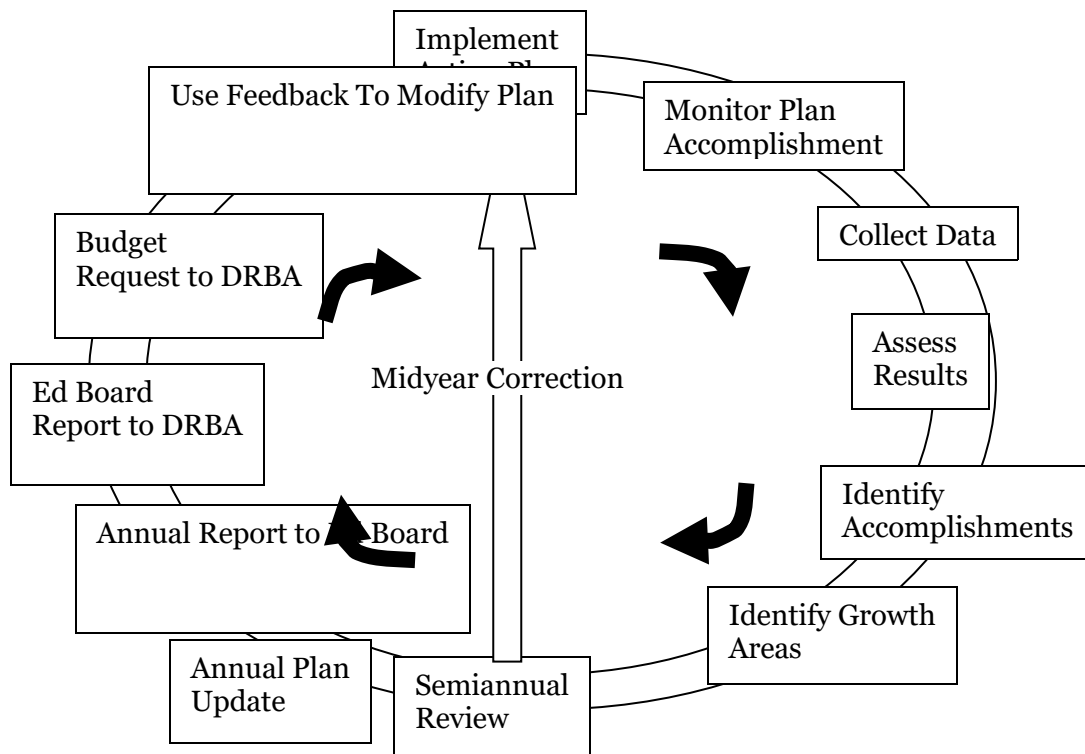


Figure 10. Developing Virtue Secondary School Continuous Quality Improvement

<p>Findings</p> <p>In recent years, some data have been continually collected (e.g.</p>	<p>Evidence</p>
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Findings	Evidence
<p>attendance; enrollment; PSAT, SAT, and AP scores; SCCP surveys, as well as benchmark assessment results and ESLR portfolios), but the data has not been systematically analyzed so as to effectively inform instruction and school planning. Nevertheless, some intervention to improve student learning and environment happens informally on an ongoing basis. For example, in response to parental concerns, the dorm schedule was adjusted to allow students more adequate sleep time, leading to better student performance and well-being. Whenever we notice students struggling academically, school leadership arranges for tutoring and allocates additional study time.</p> <p>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 needs 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.</p> <p>Teachers have expressed that the reviews have not engaged them fully. As these reviews serve the necessary function of involving all stakeholders in the school planning process, there is a need to find ways to engage stakeholders effectively. In Fall 2012, the Leadership Team piloted a more interactive format for faculty to review the self-study findings. Faculty gave positive feedback so we plan to use this format in future reviews.</p>	<p>Annual Progress Report</p>

What evidence supports the systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement?

Findings	Evidence
<p>Although we have a formal systems alignment in place (see Figure 10), we have not fully implemented the cycle. For instance, we have collected some data on student achievement but not analyzed it fully so that it can be used to inform instruction and planning. Thus far we have not collected data on the effectiveness of professional development, and this will be addressed in the new Action Plan.</p>	<p><i>Self-Study</i></p>

What evidence supports the correlation between allocation of time/fiscal/ personnel/ material resources, expected schoolwide learning results (schoolwide learner outcomes), and the improvement of the schoolwide action plan?

Findings

Evidence

School leadership meets periodically to discuss action plan progress, and to take steps to accomplish action items by allocating budget for personnel, facilities, and material resources. For example, we hired a credentialed librarian to advise the school and complete the library goal. The school acquired facilities for two new science labs and allocated funds to equip them. Leadership engaged professional teacher trainers to give workshops on other goals, such as benchmarks, literacy, peer coaching, professional learning communities, and technology.

Self-Study

In the school’s effort to raise academic achievement with regard to ESLR #3, the school has increased AP course offerings and hired experienced AP instructors.

α) A7. Strengths

- ❖ Continuous improvement of student learning
- ❖ Alignment of efforts to student learning
- ❖ Budget that reflects efforts in the action plan

β) A7. Growth Areas

- ❖ Continue with more interactive format for semiannual and annual reviews to engage stakeholders effectively.
- ❖ Develop a formal systems alignment to monitor and promote school improvement. (Covered in Action Plan Part A, goal 1).

B. Curriculum, Instruction, and Assessment

Contents of this section are presented by discipline as each department has different issues.

1. B1 What Students Learn

The school has a robust and holistic curriculum that prepares students to be successful in college, both intellectually and in virtue, as well as life skills. All departments have a sequenced of courses that are aligned to the California State Standards, AP College Board Requirements, or other framework relevant to Chinese Language and World Religions. Since all courses are also approved by the University of California (UC) to fulfill their A-G requirements, they must also meet their criteria. Starting in 2012-2013, UC requires that all new English and Math classes are in accord with the new Common Core State Standards. Each teacher explains her grading policy at the beginning of the year. AP classes are open to anyone who meets the prerequisites regardless of ability. In departments, curricular review officially happens once a year, whereby teachers discuss and decide on curriculum materials and skills to be taught for the following year collaboratively. Teachers also share and discuss curriculum matters throughout the year in department meetings or school meetings. Teachers commonly share curriculum materials and tips about ways to engage and improve students’ success towards achievement of the school-wide learning outcomes.

Findings

Evidence

English

Curriculum consists of classic texts across different genre. Examples are novels, novellas, short stories, poems, biographies, essays and articles. The time periods range from classical to post modernism. Themes covered in the curriculum pertain to the development of the individual in relation to social, emotional, moral and ethical, and intellectual growth. These themes give students tools that will aid them in their own decision making as they enter adulthood and beyond. Thus the depart-

Department Binders

Findings

ment has successfully addressed all ESLRs.

Some of the reading strategies used in English include triple journal entry vocabulary building, TPCASTS, SOAPSTONE, open mind diagram, double entry journal (t-chart), Aristotelian triad, QAR's, reciprocal teaching, pre and post reading comprehension questions, historical background research, anticipation guide, active reading, and thinking maps.

Students write in a variety of writing genres: expository, narrative, argumentative, literary analysis, research, poetry, précis, editorial critique, autobiography, research and I-search papers. Students are given opportunities to learn oral language skills through drama, PowerPoint presentations, persuasive speeches, and poetry recitals. For listening skills development, students practices: note taking without visual aids; listening and critiquing presentations; and in drama, critiquing the tone of the character.

Social Studies

The curriculum lends itself to the integration of all ESLRs. The Core classes of Geography, United States and World History, Government and Economics incorporate and emphasize such virtues as citizenship, ethics and globalism. Emphasis on academics has increased in the past several years with the inclusion of three AP Level social studies classes. Students demonstrate global awareness in projects such as geography projects investigating practices with ecological impacts weighed against financial need. Writing in history and government courses emphasizes higher-level thinking and writing skills requiring students to analyze and evaluate issues. In economics students will investigate market structures for different goods as well as discuss current issues of economic growth. Students complete classes in ancient civilizations, world religions and Chinese. However, students in AP US History lack the background for the rigorous AP course and are currently struggling. A high percentage of the students are from countries other than the US, where the emphasis was on World Studies and none in US History, which makes this course even more challenging as they did not have the same elementary and middle school curriculum as their classmates. Extra tutoring has been offered and students were given the choice to return to take a regular US history class that runs parallel to AP US history. Some students took the offer and others continued to take up the challenge. The department will have more discussions on preparing students for AP US history.

Chinese Language

The school has a strong Chinese curriculum so that students can learn Chinese language, Chinese culture, the core virtues, as well as daily life skills. The Chinese curriculum has eight levels, ranging from beginners who have never learned Chinese to students of AP standards, and then to 6H level for Asian students who have Chinese as their first language.

When students are studying the *Confucius Analects*, the school's core virtues are extensively discussed and explained in the class, and essay topics were assigned related to the core virtues. Reading topics and

Evidence

Department Binders

Syllabi in Department Binders

Findings

writing assignments often pertain to global themes. In the higher levels there is also an emphasis on idioms and poetry. We have been using the same textbooks for the past six years, which is called, “Huayu,” “Go Chinese”, and/or ”Chinese Wonderbook”. The department wants to strengthen the curriculum and pedagogy for non-native speakers.

Visual and Performing Arts (VPA)

The courses in the visual and performing arts introduce students to the fundamentals and principles of the arts disciplines. Instruction in the arts primarily is hands-on, experiential in nature; students are continually involved in the work, practice and study required for effective and creative engagement in the art discipline. The history and criticism are learned through projects, lectures, multimedia presentations, and work with practicing artists and provides a basic understanding of how to see, and interpret experience through a variety of artistic forms. Self-reflection and character development are an integral part of these courses and students analyze, create and perform works or art related to the six core virtues.

Religious Studies (World Religions, Buddhism & Ethics)

The school offers comprehensive one-year survey courses in World Religions, as well as Buddhism for 10th to 12th graders. The World Religions curriculum covers more material and has more depth than the typical introductory course in World Religions at a community or state college. In addition to the rigorous curriculum, in the last several years we have been able to add teachers with expertise in indigenous religions and Chinese religions. The Buddhism course is of equal rigor to a college level introductory course on Buddhism. Being taught by Buddhist monastic scholars with well over ten years of intensive study and cultivation of Buddhist teachings, the students get the added benefit of learning what the teachings mean in daily life from experienced practitioners. Ethics in Religion and Philosophy, which was first taught by the school in 2008-2009, offers a curriculum for 9th graders. In this way, students are introduced to the ethical teachings of the great world religions, as well as major ideas in Western and Eastern philosophy.

The curriculum for Ethics course is specifically designed to address the core virtues from various perspectives. The World Religions curriculum far exceeds the current California Department of Education Social Studies framework for the World Religions course, which they envision as being offered to 9th grade students for one semester. Ours is a one-year survey course with a college level curriculum for 11th to 12th graders. This course fosters a deep respect, appreciation, and understanding of the major religions of the world.

The Buddhism course is specifically designed to give the student a comprehensive understanding of the Buddhist perspective of inherent wisdom and how this and other philosophical teachings have developed in the 2000 plus history of Buddhism. In addition to the academic rigor of the course, students are taught in a way that makes sense in their daily lives regardless of their own personal religious beliefs. All teachers are using more and more student-centered teaching strategies including

Evidence

Syllabi in Department Binders

Sample Student Work

Department Binders

Findings

more collaborative work. This will naturally be developed even more as we begin the process of implementing the common core state standards.

Science

The Science Department follows a sequence of science courses recommended by the State of California. AP Physics and AP Environmental Science are also offered. The AP physics curriculum closely follows the College Board requirements. It offers extensive lab activities--more than 20 AP labs throughout the year. All laboratory experiments are documented in individual reports from students. The department has also piloted a small class of AP Chemistry when requested by students who were eager to be challenged and preparing to major in science in college. Students perform above the state average in the SAT subject matter test. Physics students perform above average on AP tests. The department is beginning to deliberate with the science common core standards for science.

All students take at least three years of science and many take four years in preparation for college. In AP Environmental Science, students were engaged in local and world environmental issues to complement the theoretical curriculum.

Mathematics

The Math Department follows a sequence of math courses recommended by the State of California. Courses include Algebra I, Geometry, Algebra II, Precalculus, Statistics, AP Calculus AB & BC. We are in the first steps of implementing the Common Core Standards. Some of the math teachers have started attending workshops on how to implement the new math standards (CCSS). Students perform above the state average in the math section of the SAT. Students taking AP Calculus score consistently above the national average.

Given that the California Math Standards only address our ESLR related to academics, we try to provide teachers with opportunities to introduce the other ESLRs in the classroom: we have periodic department meetings and in-service days where we share ideas on how to implement the ESLR in the classroom.

Physical Education

Our “full-bodied” curriculum encompasses more than just an athletic class. Students learn how to exercise using proper form, which, if practiced beyond graduating from high school, could aid in a healthy adult life. As well, they are given instruction on each position for team sports, which can be used in college--for those who choose to carry on their athletic career and also those who play for leisure. Most importantly students learn a method for coping with the stress brought about by our fast-paced, challenging modern world.

Daily, our students practice warming-up e.g. five to ten minutes of jogging, and also, cooling-down e.g. five to ten minutes of static stretching exercises. Weekly, our students partake in one or more of the five events included in the Physical Fitness Challenge: Curls Ups – to measure abdominal strength / endurance by maximum numbers of curl-ups performed in a minute, Shuttle Run - to measure speed & agility, V-Sits - to measure lower back flexibility & hamstrings, 1 Mile

Evidence

Syllabi in Department Binders

College Board Summary Score Sheet

Syllabi in Department Binders

College Board Summary Score Sheet

PE Binder

ESLR Portfolio

Findings	Evidence
<p>Run - to measure heart / lung endurance, and Pull Ups - to measure upper body strength / endurance by maximum number of pull-ups completed. This fitness test aligns with ESLR #3.</p> <p>Other forms of personal fitness offered involve weight training and yoga. (Beginning Asanas) The curriculum develops students' strength and musculature as well as flexible body and a steady mind, aligning with ESLR #2. Students also participate in the intramural team sport competition: Soccer, Modified Football, Volleyball, Basketball, Kickball and Track & Field, and Soccer and Kickball.</p> <p>We teach students to abide by the rules and be responsible for their own actions on and off the court/field. Similarly, students make the best decisions for movements, passes, shots, thinking critically and analytically of own position relation to team. These teachings align with ESLR's #1 and #4.</p>	

α) B1 Strengths

- ❖ Overall, the curriculum has steadily improved over the last six years. The inclusion of AP classes has increased the academic rigor of the school curriculum, thus better preparing students for college. In the next stage, articulation work and alignment with common core standards could further improve the curriculum.
- ❖ DVSS has many international connections that include students having opportunities to make connections to the international community.

β) B1 Growth Areas

- ❖ Review curriculum and articulation based on the common core state standards; also, forward each department's respective improvement goals.

2. B2 How Students Learn

Our School promotes literacy across the curriculum. Collaborative Learning is key in the curriculum. There is emphasis on group discussion and group work. Teachers also use technology as a pedagogical tool when appropriate. As shown in the department binders, students have shown achievement of school wide learning results.

Findings	Evidence
<p>English</p> <p>Teacher models by thinking aloud to entire class, then students work in pairs to further practice the reading strategy before doing it independently. In developing vocabulary strategies, students use templates, students work in groups to learn vocabulary, vocabulary quizzes, student taught vocabulary presentations, root words with note cards, modeling word use in the classroom, use of student dictionary in class to develop understanding of in-class textual work.</p> <p>Teachers use the writing process: pre-writing, drafting, revising, proof reading and publishing. (During pre and post writing teachers share with student examples of student writing based on the same topic. Students observe exemplary and poor quality theses, statements, paragraphs, conclusions and other stylistic choices.) Peer review and peer edits are also a major part of the writing process. All writing assignments are complemented with a writing rubric (e.g. 6+1 traits, or AP rubrics); students self-assess their own writing along with their peers at different stages of the writing process. Teachers use the same rubric to give feed-</p>	<p>Department Binder</p>

Findings

Evidence

back. In the recent two years, online research and blog writings have increased to improve student success.

Teachers model for the students; appropriate tone, voice, eye contact, posture and gesture. On occasion rubrics based on these elements are student developed for poetry, speeches, drama and presentations. Students memorize the piece, and then have the opportunity to practice in front of a small group in class and receive feedback according to the rubric. Listening is taught alongside speaking training. Students use a rubric to assess their peers based on what they hear depending on the task.

Social Studies

The social studies curriculum is enhanced by the international nature of the school and its unique curriculum. Students bring with them knowledge from many parts of the world and this adds unique global perspectives in our studies of history, geography, government and economics. Teachers use a variety of techniques to assist students in learning new concepts. These include, but are not limited to, group work, learning journals, research techniques, problem solving strategies, re-enactments, drama, presentations, interviews, and field trips, e.g. the AP Economics class will be visiting the Federal Reserve during the spring semester. The AP Economics instructors' emphasized different aspects of economics: one in *Specializations: Policies and Applications* and the other on *Math and Theory*. This enables them to cover the content with thorough, engaging and contemporary methods.

Department Binders

Chinese

Teachers apply teaching strategies and tools in their curriculum, such as, Thinking Maps, Sentence Frames, Graphic Organizers, and other modalities in order to help with students learning. During breaks teachers will sometimes ask one another how the students are doing in the class and if some of the strategies work (why and why not for other students). Students are encouraged and recommended to use online English-Chinese dictionaries and complete short research assignments.

Department Binders

Visual and Performing Arts (VPA)

The visual and performing arts courses introduce students to the fundamentals and principles of visual and performing arts. Instruction is designed to ensure that students reach proficient levels of achievement in the five strands of the content standards: artistic perception; creative expression; historic and cultural context; aesthetic valuing; and connections, relationships and applications.

Department Binders

Artistic Perception: Through the Language Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Creative Expression: Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Historical and Cultural Context: Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and

Findings

Evidence

artists.

Aesthetic Valuing: Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Connections, Relationships, and Applications: Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

Expected School Wide Learning Results: Self-reflection and character development are an integral part of the visual and performing arts courses and students analyze, create and perform works or art related to the six core virtues. The disciplined study of the visual and performing arts tends to quite naturally encourage the practices of observation and meditation. When possible connections are made to these understandings as appropriate for the arts discipline. Students in the arts courses develop an enthusiasm for the pursuit of arts-based learning and knowledge that also makes strong connections to other content areas of learning and makes for a strong preparation for success in college. Research clearly shows that students with a strong arts background easily develop ability to think critically and analytically as well as developing their individual creative potential in thinking, expression and problem solving.

Religious Studies (World Religions, Buddhism, & Ethics)

Research-based Knowledge & Professional Development

In the three-day in-service workshops that are provided right before the school year begins each year, as well as the seven or eight teacher in-services that are held throughout the year, teachers have been introduced to various pedagogical strategies including thinking maps, I-search, Socratic circles, and others. All the teachers in the department have implemented these strategies. Teachers also continue to use the tried and true methods of extensive readings of source materials with comprehensive homework questions, class discussion in a seminar format, and other more common methods of teaching.

Religious Studies Binders

Planning Processes & Professional Collaboration

During informal meetings with religious studies teachers, as well as formal department meetings, teachers share what they are using as formative assessments in their classrooms and brainstorm on how to further improve these. In these meetings, they also share the pedagogical strategies that they are using to teach specific subjects in their courses. In this way teachers learn new ways of teaching these subjects. For example, we have found that the thinking maps serve not only as an excellent formative, but also as a substantive summative assessment in all Religious Studies classes.

Department Binder.

Student Use of Resources

Since each student has acquired a library card to the local public library, students now have access to more resources that will better enable them to do research for various assignments in their religious studies classes.

Student Journals

Additional Observations

Findings

Evidence

The World Religions and Buddhism courses have found that the extensive use of field trips to various places of worship and Buddhist temples of other traditions is one of the most effective teaching strategies in learning the teachings and practices of the various major religions and other schools of Buddhism. For example, although one may spend many weeks studying the 3000+ year history of the various schools and teachings of Hinduism, when students visit the Shiva-Vishnu Temple in Livermore, California (the only traditional Hindu Temple in Northern California) it really opens their minds to what Hinduism means in practice in the daily lives of the faithful. The experience of the manifold activities in the temple on a busy weekend visit, as well as the various altars and rituals, are impossible to communicate in a textbook. And the opportunity to engage the priests (people who have spent decades mastering the teachings and rituals of Hinduism) in a lengthy question and answer session is an invaluable way to learn. This also holds true for visits to Islamic mosques, Christian churches, Jewish synagogues, Buddhist temples, and other places of worship. Therefore, field trips have become an essential element in our World Religions and Buddhism courses.

Although there has been much progress in the development of challenging and varied instructional strategies in the department, teachers have expressed a wish for more professional collaboration between the divisions and better technological integration.

Science

Students use Thinking Maps to summarize and link different concepts. Science teachers incorporate writing into their lessons. Students write reflections at the end of each chapter section and chapter review.

Students approach the study of science through multiple strategies: Thinking Maps, cooperative learning in groups, in-class presentations, online research projects, and field trips.

The two newly retrofitted laboratories have expanded the science curriculum. AP physics lab uses a variety of commercial products and homemade materials. It uses Vernier data collection systems for quantitative investigations on motion, forces, waves and sound, voltage and current, optics, and electromagnetism. All AP physics labs are inquiry-type and open-ended. During a lab, students are provided with goals and some common lab material. It is the students, working in pairs, who must come up with methods procedures to achieve the goals. Towards the end of a lab, each pair writes their findings on a 24x36 inch white board. After the teacher checked each whiteboard, she may call on some groups to present in front of the class.

AP physics uses a commercial lab notebook (Hayden-McNeil Science Notebooks) which students enjoy. Though lab is a collaborative activity, each student submits his or her own lab report. The H-M notebook is mostly blank with all pages numbered and with clear entry for lab number, title, partners, date, and signature. It contains unique white paper carbon-less copies. For each lab, students turn in the carbon-less copy and save the original copy in their notebook. All page numbers must be saved; no pages can be ripped off in order to preserve the

Department
Binder

Findings

Evidence

authenticity of their work. Students also use their lab notebook for problem solving and chapter review.

All the AP Physics lab procedures also apply to the regular physics class.

Students do many new experiments, which allow them to investigate the more modern concepts, and applications such as how all frequencies of light are generated, absorbed, and utilized. Students write research papers. They use a variety of sources and media. The research process is documented in the paper.

Mathematics

Math teachers incorporate writing into their lessons. All high school math students keep a Math Journal. Students write reflections at the end of each chapter; also triple-entry journal and the Thinking Maps. Students use Thinking Maps to summarize and link different concepts. Teachers use Backward Design to prepare their lessons.

Department
Binder

Students strengthen their understanding of the subject by using a variety of strategies: problem-solving techniques, group work, giving presentations, online research, use of writing journal, summarizing concepts with Thinking Maps and educational field trips. For example: students determine the school's latitudinal position by their shadow cast during the Spring Equinox (March 20, 2013); students apply the triangulation method to find their location on a map during the Cobb-Mountain field trip.

Students are introduced to the TI-89 Graphing Calculator after they are proficient in understanding what the calculator is doing. The calculator is used to represent and analyze functions. Students write research papers. They use a variety of sources and media. The research process is documented in the paper.

Physical Education

We believe that the students learn best when encouraged by peers and teachers and by watching their teachers and peers perform, then trying the activity on their own. Students tend to learn the rules of the game when individually corrected during play. Students also practice “character building” through behavior -based discussions; including what happened that was deemed inappropriate, how to avoid it and how to react appropriately to the situation in the future.

Department
Binder

A typical PE period for any class offered consists of warming up, instruction (if necessary), drills (if necessary) activity/game play, discussion (if necessary), and cooling-down. This sequence for each class is quite common for any athletic activity be it personal or team oriented; Little League, High School Sports or Professional.

Students learn the following activities in the above mentioned manner: Warming up consists of one or more of the following: Five to ten minutes of jogging - to increase body temperature, [dynamic stretching exercises](#) – to reduce muscle stiffness, general and event specific drills – in preparation for the session or competition (e.g. for a basketball player practicing the lay-up drill, [Lower leg drills](#), [Leg drills](#), [Technique drills](#), 4 to 8 easy run outs over 30 to 60 meters - focus on correct running technique).

Findings

Evidence

Cooling down should consist of one or more of the following: Five to ten minutes of jogging/walking - decrease body temperature and remove waste products from the working muscles, [static stretching exercises](#), participate in drills and conditioning (e.g. **buddy jump** to improve the vertical jump, **lay-up drill** to improve conditioning, dribbling and lay-up skills and **shoot and slide** to develop fundamental shooting, passing, rebounding skills and defensive stance technique and leg strength.

Before participating in any PE activity, students are given verbal instruction, the teacher then demonstrates positions and explains the rules. At first, the teacher plays with the students as a guide. Then, independently, the student demonstrates their knowledge of game. Throughout the following classes, the teacher critiques and encourages individual students when necessary, either by stopping the game to demonstrate the correction or pulling them aside to explain. The teacher also verbally recognizes the student's performance that is exemplary, both as a reward and to give other students another guide to learn from.

α) B2 Strengths

- ❖ A robust amount of professional development has been organized to introduce pre-, during-, and post-reading strategies into the classroom and across the curriculum.
- ❖ The school encourages community outreach through performances and exhibitions.
- ❖ New this year is a course, Visual Arts Education, at the Dharma Realm Buddhist University. The course is designed to help teachers with integrating the arts into the other core content areas.

β) B2 Growth Areas

- ❖ Explore effective pedagogical tools in relation to Common Core Standards and other frameworks across subject matters.
- ❖ Integrate the arts across the curriculum

3. B3. How Assessment is Used

Assessments in all departments are diverse and feed the needs of students' various intelligences. Assessments include tests and quizzes, group and research projects, presentations, art, and drama. The work of assessment has improved over the past six years, yet it is still an area that needs further development and structure, predominantly in the stage of "using assessment to modify curriculum." In our teacher in-service and department meetings teachers share examples of student work based on agreed upon benchmarks and various literacy strategies. Most recently these have included using thinking maps and I-search for research projects.

Findings

Evidence

English

Department
Binder

There has been no formal structure in assessing the effectiveness of literary strategies taught in class. Nevertheless, on many occasions teachers have shared literacy strategies that were successfully used by the students. Informally, teachers also notice the application of practiced strategies in discussion, text comprehension and in writing.

Teachers have been instituting the writing process. One of the weaknesses pointed out is the peer editing stage and its need for

Findings

Evidence

restructuring. The benchmark shows that the grammar and mechanics are what requires the most attention year after year. Teachers through these benchmark assessments have reflected on own teaching, some examples of reflection include the need to differentiate the writing task, teacher modeling with strong and weak writing samples, instruction on dissecting the prompt. Teachers use different writing rubrics making it difficult to aggregate data. Attempts were made to standardize all rubrics to the “6+1 Writing Traits” for analysis. Students get feedback on their writing from the teacher and peers throughout the writing process guided by a writing rubric specific to the task.

Assessment in speaking has been done by most teachers informally. Many teachers use presentation rubrics for narrative, argumentative, and informative speech that were developed by teachers and students collaboratively. Benchmark work has predominately been emphasizing writing. Formal assessment of speaking needs to be instituted. Assessment in listening is also done informally. Formal rubrics have rarely been used. Similar to assessment of speaking, formal assessment of listening needs to be developed in accordance with the Common Core standards.

Social Studies

Students are assessed using a variety of strategies appropriate to each subject. Our small class sizes ensure tremendous individual attention and each student’s progress is carefully monitored. Either volunteers or teachers provide some extra tutoring when necessary. Extra time can be dedicated to specific skills when necessary [i.e. essay writing in history].

Advanced Placement Course exams are specifically modeled on the AP Exam students take in May including multiple choice questions and specific essay formats. Results from these tests are used by instructors to re-teach material when necessary and by students to review for the national AP Exam.

Some teachers to adjust, enhance and improve instruction use ongoing and periodic benchmark assessments. Since the first WASC visit, an emphasis was placed on writing in the Social Studies field – this continues to be a challenge for some of our ELL students. Ongoing formative assessment takes place in all social studies classes.

Chinese

Students are periodically tested on writing, listening, and reading and they are given a midterm and final exam every semester to evaluate their overall learning and improvement in Chinese. Students get feedback on their writing from the teacher and peers throughout the writing process guided by a writing rubric specific to the task. Teachers also use formative assessments such as quizzes and journaling.

Sometimes, students are asked to write Chinese characters from memory or form sentences with specific phrases, while at other times they are to read a passage and answer questions or listen to a question posed by the teacher and answer it. Higher-level students are also asked to translate passages from classical Chinese texts into vernacular Chinese or address essay prompts. Students also participate in various competitions, some that are part of our school, such as Idiom and

Department
Binder

Department
Binder

Findings

Evidence

Speech Competitions, and others that are sponsored by the ANCCS (Association of Northern California Chinese Schools), such as the Chinese Academics Competition and the Chinese Culture Competition. Teachers evaluate students' ability through their performance in these competitions and understand what aspects students need improvement in and what aspects are students' strengths.

Department
Binder

VPA

Assessment in the visual and performing arts tend to be authentic, in that they examine student's work much like "real world" work is assessed. It is based upon in-depth examination of the student's work and includes personal reflection and critique based upon learning objectives. It is both formative and summative in nature.

Assessments, aligned with state and national standards, are used to determine and modify curriculum and instruction. Assessments include tests and quizzes, group and individual research projects, and presentations, as well as works of art and artistic performances. Benchmark assessments for each discipline have been set as appropriate to that arts discipline. Benchmark assessments tend to be ongoing as the process of making art requires knowledge, processes and production that are intertwined and high levels of proficiency may not have been evident in an earlier benchmark assessment.

Department
Binder

Religious Studies (World Religions, Buddhism & Ethics)

All the teachers use the traditional assessments of comprehensive homework assignments based on readings from their textbooks and source materials, as well as tests and quizzes that gauge the student's knowledge of content and their critical thinking skills. Other strategies such as thinking maps, individual presentations, and even some new experimental methods such as putting on a puppet show and creating rap songs have been used by some of the teachers to assess the student understanding and assimilation of the material being taught.

Teachers use a variety of methods to demonstrate that the student has well understood the material they have taught. There has been some revision in the assessment based on the sharing of assessment data between teachers. For example, one Buddhist teacher used assessments that also addressed the understanding of the students in a more personal way- rather than a purely academic or theoretical way. The other Buddhist teacher adopted some of her ideas in his own class so that the assessment was more balanced between pure academics and practical application in daily life.

Through the review of weekly homework assignments and traditionally testing every few weeks, the teachers can see how students are progressing in their coursework. Also, at the end of the year, students fill out a 20-question evaluation of how they felt about the course and also how they felt they themselves met the expectations of the course.

Department
Binder

Science

Students are assessed using a variety of strategies. Given the small classroom size we are not limited to the use of tests; teachers evaluate students based on classroom observations, essays, projects and group

Findings

Evidence

work. Time dedicated to specific concepts can be extended if needed.

Teachers have worked on the common benchmark of the scientific method as a continuing collaboration effort to better teach and assess the scientific method.

In AP and regular physics, students are assessed through chapter exams, quizzes, lab presentations, and white-board problem solving and research papers. For lab presentations and white-board problem solving, students use 24x36 inch white-boards to work collaboratively before presenting to the class. For the research paper, students investigate a certain principle or law and its applications before coming up with a proposed application of their own.

Department
Binder

Mathematics

Students are assessed daily in mathematics. Grading homework quickly identifies concepts that are poorly understood and hence informs instruction.

Common benchmark assessment data is used to inform instruction.

Some teachers ask students to write in their journal, at the end of each chapter, things they have not understood well and things they would like to learn more about. This provides very valuable feedback to the teacher.

Examples of teacher reflections:

“They (the students) can be better by instructing the skills needed to successfully learn the concepts in the lesson and combine skills from earlier lessons to offer the student richer skill exercises and multi-step application problems”

“They (the students) can be better by instructing them to apply algebraic techniques on how to define , relate and write to solve real-world situations”

“...no need to reteach, and will continue the review and remind students when appropriate”.

The Math Department has used common benchmark assessments since 2007. Teachers on both divisions prepare and analyze results of the benchmarks. Peer Coaching was implemented for one year but due to the small size of the school and the fact that most math classes happen simultaneously, it was very hard to schedule and find substitutes.

Department
Binder

Physical Education

Teachers evaluate and analyze the progress of students using any or all of the Physical Fitness Challenge events, e.g., the one-mile run is timed and each time students take the challenge, they try to beat their previously recorded time. The one-mile run is our benchmark. At the beginning of the semester the students are given a rubric that categorizes their age and level. As said before, the students practice running a mile and are timed. Then they check their time according to the rubric, to see how many seconds they need to shave off their time to improve. For the final, students must run the timed mile. Teachers collect all of their students’ times. Teachers grade the one-mile run according to the rubric. DM Tsung (boys division) and Ms.Ackley (girls division) meet to discuss the benchmark results, in order to find any discrepancy between the two divisions.

Findings

Evidence

We acquire helpful tips from each other and discuss ways to make the expectations of the teacher clear to the student. Overall, this conversation aids in our planning a set of more comprehensible instructions for the students. At this time, we also design personal workout plans for those who are far below the average, as well as, converse about which specific strategies will help the student build upon their deficiencies.

α) B3 Strengths

- ❖ More students have challenged themselves to take AP courses and have received average and above-average scores.
- ❖ Tutoring and mentoring available to help struggling students.
- ❖ All departments have shown strong collaborative effort in promoting students' ESLR achievement.

β) B3 Growth Areas

- ❖ Improve coordination and communication between teachers on assessing student learning
- ❖ Collaboratively look at assessment results department wide to make curricular changes and inform instruction
- ❖ Orientation for new teachers and volunteers so that teachers will be familiar with the school's process i.e. Benchmark assessments and ESLR

X. Support for Student Personal and Academic Growth

1. 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?

How do the school leadership and staff provide personalized student support correlated to student achievement of the curricular standards and the expected schoolwide learning results (schoolwide learner outcomes)?

Findings

Evidence

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. Parents are called if an academic problem is evident. Parents are contacted to discuss students' progress.

Faculty Meeting Minutes

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.

Individual Education Plan

Some teachers are incorporating SAT practice test in the curriculum.

Findings	Evidence
<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/AP exams, determining the colleges and universities that would suit their interests and abilities, and applying for colleges and financial aid. These counselors attend yearly workshops for counseling for college such as CSAC (California Student Aid Commission) and UC high school counselor workshops.</p>	<p>Advisor Qualifications and Experience</p>

<p>The school wants to increase students' exposure to career counseling to allow students to discover their interests and talents. Students may take a Leadership course to explore their interests and talents, and to plan their future.</p>	<p>Interviews</p>
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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. We do not have the capacity to support students with severe special needs, and thus we do not admit students in that category.

Is the level of school coordination of the system of support services allowing for maximum effectiveness? Are the processes for intervention or referral effective?

Findings	Evidence
<p>During the important yet stressful college application process, in addition to the two college counselors, students have access to a number of other teachers and advisors. Due to careful consideration in the admissions process, we have yet to encounter the need for formal academic referral to outside services for special education.</p>	

Evaluate the types of strategies used by the school leadership and staff to develop students' self-esteem, personalized approaches to learning, and connections to the learning environment.

Findings	Evidence
<p>Students at Developing Virtue Secondary School are provided with a large variety of support services, activities, and opportunities. The school is situated within the City of 10,000 Buddhas, where students are surrounded by a community of caring adults, both monastic and lay, who model and support virtuous character development, spiritual practice, concentrated academic study, and global, multicultural awareness.</p>	
<p>The average student participates in 2-4 extracurricular 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," and "explores within themselves the complementary qualities of leadership and responsible teamwork through 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</p>	<p>Student Records Club Minutes Yearbooks</p>

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, drumming, Chinese Traditional Dance, Theater Arts, and choral singing. Students gain interviewing, photography, writing, editing, and layout design experiences in Yearbook Club.

Event Programs

PTO newsletter, website

Core teachers help students to reflect on their learning and development, college goals, and career aspirations. School leadership has allowed students to propose new projects, clubs and events. For example, the last couple years has witnessed an increase in student-led social action and fundraising activities, such as a Hunger Banquet, Walk to Feed the Hungry, and fundraisers to benefit disaster victims.

To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom?

Findings

The school administers a student survey to gauge student needs, student feedback on support services, and student engagement in learning (see appendix for survey). In 2011-12, the survey revealed that ninth graders lacked college counseling, so the school took steps to provide such counseling. Some students also expressed dissatisfaction due to an imbalance in homework load and a perceived overemphasis on grades. These concerns were brought to the faculty and staff, and core teachers worked address them with students. Leadership wants to review the survey and continue to collect such data for long term school improvement.

Evidence

Student Surveys

To what extent does the school leadership and staff link co-curricular activities to the expected schoolwide learning results (schoolwide learner outcomes)?

Findings

The school leadership has found the following links between co-curricular activities and the ESLRs.

Evidence

Student surveys

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

- ❖ The ASB has planned skits and other activities focused on the monthly virtue.
- ❖ Mock Trial team is an opportunity to practice citizenship.
- ❖ School leadership has recently reflected on the need for more activities to raise environmental awareness and practice sustainable living.

Have a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings.

- ❖ Students recently attended a local play, "Inherit the Wind," which focuses on the controversy between religion and science as well as personal autonomy.

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

- ❖ Math, poetry, speech, and Chinese competitions have continued to challenge students beyond the classroom.

Express a multinational, global awareness and understanding; and show an appreciation and respect for a variety of cultures and religions.

- ❖ Participation in Model United Nations and ongoing cultural exchange with students from Uganda, Shanghai, Mexico, and Native Americans have expanded students' ability to communicate across cultures.
- ❖ The school leadership has also encouraged activities (e.g. hiking, dinners in town, skating, bowling, knitting) that seem unrelated to academic development but have an important effect on student well-being.

To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance?

Findings

The school has a range of services to support students' well-being. For physical and emotional health concerns, our school nurse practitioner as well as a licensed acupuncturist, are readily available. Donna Farmer, the nurse practitioner, is very familiar with local medical and counseling services and can refer students to support services as needed. Students also have access to Western physicians, chiropractors, and dentists who treat patients on campus every month. Students can easily speak to their core teachers or other teachers for mentoring outside of class time. Academic assistance has been addressed above.

Evidence

Student surveys

Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Findings

As a small school, we do not have a formal process for evaluating student involvement. Nevertheless, our core teachers and/or school counselors monitor and guide students' academic load and involvement in co-curricular activities through close discussion. One issue that has risen during discussions with students and counselors is that there needs to be a better balance between extra curricular activities and study.

Evidence

Student surveys

Right now, in order not to take away from the time the students need to study, most of the extra-curricular activities (dragon dance, lion dance, festival drumming, later basketball) occur during the time the students would normally attend Evening Ceremony. So the reality is that as far as the spiritual or Buddhist aspects of their daily life, the only ceremony many students attend on a regular basis is their own brief Morning Ceremony.

Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

Findings

Evidence

Through meetings at the Associated Student Council and direct feedback from students, the school leadership receives regular feedback on students' view of academic and non-academic support and co-curricular activities, and intervention takes place as necessary. For example, when teachers heard from student representatives that the AP course load was too challenging for some, leading to stress, core teachers took action to counsel affected students.

ASC meeting minutes

Student interviews

α) C1. Strengths

- ❖ The school and community consists of caring adults, many of whom mentor students and serve as models.
- ❖ Students have many opportunities to develop ESLR-based qualities through active participation in extracurricular activities.
- ❖ The school faculty and staff focus on meeting each student's academic and non-academic needs.

β) C1. Growth Areas (Covered in Action Plan Part C, goal 7)

- ❖ Student survey needs to be reviewed, revised and administered annually.
- ❖ Data needs to be analyzed and formal intervention taken schoolwide.
- ❖ Improve career exploration and guidance for students.

2. 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?

Evaluate the processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process.

Findings	Evidence
Developing Virtue Secondary School participates in various events in the greater community. For example, serving dinner at a homeless shelter, having a booth at the Ukiah Co-op Fair, performing at a convalescent home in Cloverdale, Willits Community Christmas Chorale at the Church of Latter Day Saints, Ukiah Spring Dance Fest, Chinese New Year celebration at the Oakland Museum, Adopt-a-Highway in partnership with Dominican University.	Yearbooks Field Trip Requests Programs Student Interviews
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.	Event Programs Presenters Fieldtrip Requests
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,	School Calendar

Findings	Evidence
<p>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.</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 25 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>There is a Parent Volunteer Coordinator, who contacts parents when volunteers are needed for projects. The school newsletter is another way that upcoming events and projects are 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>Recent or planned fieldtrips:</p> <p>Play – “Anne of Green Gables” – Ukiah, CA</p> <p>Play - “Inherit the Wind” – Ukiah, CA</p> <p>Play – “The Music Man” – Ukiah, CA (Theater Arts)</p> <p>Play - “Cyrano De Bergerac” at Mainstage West, Sebastopol (Theater Arts)</p> <p>Cloverdale Health Care Center (to perform Chinese orchestra for residents)</p> <p>Buddy Eller Center (homeless shelter in Ukiah, CA)</p> <p>Plowshares (soup kitchen in Ukiah, CA)</p> <p>Lantern Festival, Ukiah (Chinese New Year)</p> <p>Ukiah Art Center (student art exhibited)</p> <p>Ukiah Vegfest</p> <p>Mendocino County Library, Ukiah, CA</p> <p>Willits Community Christmas Chorale (Willits, CA, Chinese orchestra performed there)</p> <p>Women’s Day, Ukiah (Musicianship students performed)</p> <p>Abhayagiri Monastery (World Religions)</p> <p>Christian churches, Mendocino County (World Religions)</p> <p>Sukkot, Redwood Valley Synagogue (World Religions)</p> <p>Spring Dance Fest, Career Fair - Mendocino College</p> <p>Ukiah Airport (AP Physics, tour of small private plane)</p> <p>Round Valley High School Big Time celebration (10th grade)</p> <p>Mendocino Adventure Ropes Course (various grades)</p> <p>Four Winds Ropes Course (Sonoma County) (various grades)</p> <p>Exploratorium (San Francisco) (10th grade)</p> <p>Stanford SPLASH, Stanford University</p> <p>Berkeley Buddhist Monastery</p> <p>University of California, Berkeley (Model UN, seniors)</p> <p>Mexico service-learning trip (over spring break)</p>	<p>Interviews</p> <p>Class Schedules</p> <p>Volunteer timesheet</p> <p>PTO Minutes</p> <p>Newsletters</p> <p>Field Trip Requests</p>
<p>Recent presenters have included: Dr. Lily Yeh, Barefoot Artists, Inc.</p>	<p>e-mails</p>

Findings	Evidence
David Smith-Ferri, local author and former Ukiah Poet Laureate, on the Youth Volunteers for Peace in Afghanistan	Portfolios
Blake More, trainer for Poetry Out Loud	
Dr. Paul Farley, with Doctors without Borders	Student
Sara Farley, Chief Operating Officer, Global Knowledge Initiative (or: technology and innovation strategist). See http://globalknowledgeinitiative.org/staff-and-advisors/index.html	Interviews
Gordon Lee, director of Firebird Youth Chinese Orchestra	
Gwhyneth Chen, internationally known pianist	
Wayne Lee, Chinese acrobat	
Monks in the West Conference	
Goodshield Aguilar, Lakota Indian (AP Environmental Science)	
Rev. Heng Sure, Director, Institute of World Religions (girls division)	
Harvey Frankel, speaker on Judaism	
Barbara Graumann, Pomo (Native American) teacher, Redwood Valley Rancheria	
Martin Martinez, Pomo teacher	
Priscilla Yeh, speaker on relationships, women’s dignity (10 th grade)	
Dr. Raymond Yeh, Everyday Leadership (11 th grade)	
Dr. Marilyn Schlitz, former President, Institute of Noetic Sciences (evening talk)	
Dr. Victor Cheng, Traditional Chinese Medicine (evening talk)	
Children of Uganda, Tour of Light (whole school)	
Blake More, speaker on sustainable costume accents (Theater Arts)	
Jennifer Loyster on stage fencing (Theater Arts)	

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.

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.

The PTO meets monthly and has a committee for teacher appreciation. It has supported various initiatives, for example, providing funds for the Mexico trip, needed supplies to the school, transportation to activities, and organizing an annual weekend family field trip for each division.

How effective is the school use of community resources to support students, such as the use of professional services, business partnerships, and speakers?

Findings	Evidence
As a small school in a small community, the school has access to community resources through the PTO, teachers, and the monastic organization with its branches in various cities and countries. As such, we have always had numerous offers of community resources to enhance our students’ well-being. For example, this year two parents who are attorneys are coaching the Mock Trial team. Another parent donated yarn and her expertise to start a knitting club.	Interviews

How does the school ensure that the parents and school community understand student achievement of the expected schoolwide learning results (schoolwide learner outcomes) through the curricular/co-curricular program?

Findings	Evidence
<p>Parents and community members may understand student achievement of the ESLRs through postings on the website, the PTO newsletter, and the dissemination of the self-study. Based on teachers' and parents' feedback, the school website needs to be more active in disseminating information about the school. The school leadership receives feedback on curricular and co-curricular programs from parents and community members on an ongoing basis.</p> <p>Through reflection, the faculty and leadership want to increase the school's partnership with the community to further enhance student learning and well being. Thus, the Mission Statement has been amended to reflect this goal. The final sentence now says, "We create an environment for our students to achieve their full academic potential and become outstanding citizens, who contribute to making their community and the world a better place."</p>	<p>Website PTO newsletter Interviews Mission Statement</p>

α) C2. Strengths

- ❖ Parental involvement and support in school program
- ❖ Situated in the self-sustaining community of the City of Ten Thousand Buddhas

β) C2. Growth Areas (Covered in Action Plan Part C, goal 8)

- ❖ Increase student service learning in the community.
- ❖ Improve school website.

Δ. Resource Management and Development

1. D1 Resources Criterion with Indicators

Allocation Decisions

There is a relationship between the decisions about resource allocations, the school's purpose and assessment of students accomplishing the expected schoolwide learning results (schoolwide learner outcomes) and the curricular objectives.

Evaluate the relationship between the decisions about resource allocations, the school's purpose and student achievement of the expected schoolwide learning results (schoolwide learner outcomes) and the curricular standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

Findings	Evidence
<p>The school leadership makes decisions about resource allocations primarily in mid spring through the development of the annual budget. Such decisions are based on the semiannual review in January/February, which includes data on student achievement of ESLRs and curricular standards (standardized test scores). Based on the need to provide a full college prep academic curriculum to satisfy ESLR #3, funds are allocated to support volunteer staff and hire qualified salaried staff as well as purchase instructional materials identified by the faculty. The principals and Leadership Team are responsible for determining staffing needs, based on input from faculty. We also solicit student feedback and interest on both regular and AP courses.</p> <p>All staff participates in the semiannual and annual reviews of the</p>	<p>Semiannual Reviews</p>

Findings

entire school. At that time they are requested to discuss their plans and bring up any extraordinary funds needed to accomplish those plans. Everyone has a chance to input data into the budgeting process. Based on those budget inputs, a budget for the coming school year is developed in March of each year. The Board of Education reviews the budget, amends the budget as needed, and approves the budget for submission to the Financial Committee and the Board of Directors of DRBA. The school fiscal year is July first of each year through June thirtieth of the following year. Adoption of the budget, as amended by the DRBA Financial Committee and Board of Directors, establishes the budget for the coming year.

Our budgets are produced with a healthy mix of bottoms-up needs and top-down management oversight.

Practices

The school develops an annual budget and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.
Evaluate the school's processes for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

Evidence

Findings

The annual budget is developed in mid spring based on the semiannual review in January/February. Our school finance office was last audited in 2007. Since then, we have relied on the Financial Department of our parent organization, Dharma Realm Buddhist Association, to review the school's accounts according to accounting procedures for internal control. Our accounting staff are all trained and qualified for their duties and follow professional business and accounting practices, including the separation of tasks to protect against the mishandling of institutional funds.

Evidence

Accounting procedures/
 Internal Controls

Facilities

The facilities are adequate to meet the school's purpose and are safe, functional, and well-maintained.

Determine if the facilities are adequate to meet the school's purpose and are safe, functional, and well-maintained.

Findings

The school facilities are generally adequate to meet the school's purpose, although with the gradual but steady growth in student population, both divisions have plans to expand into other buildings on campus. The planned expansion is part of the campus wide *Facilities Master Plan*, which spans 30 years into the future. The vision of this Master Plan is that the monastics will eventually move to the East Campus (as yet undeveloped), and the entire current campus will be designated for the use of the schools, university, and other more secular activities. In the past few years, both the Boys Division and the Girls Division have already expanded into nearby buildings.

The school has benefited from a responsive and responsible faculty

Evidence

CTTB Facilities Master Plan
 Inspection

Findings

member, Dr. Steve Setera, who is also part of the Buildings and Grounds team and Security and Safety Committee; he services most of the school's repair and upgrade needs and, with Buildings and Grounds staff, maintains the school facilities in a safe and functional condition.

Evidence

Instructional Materials

There are procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, laboratory materials and library/media resources.

Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.

Findings	Evidence
<p>The school has a plan for reviewing textbooks and purchasing new ones, usually focusing on one department each year. The general need for new textbooks is reviewed in the spring each year, the textbook review and purchase plan and annual budget are adjusted accordingly, then purchases are made for the following year in late spring or summer. Funding is allocated in the budget for other instructional materials, based on past years' spending. The Faculty Handbook explains the procedure for requesting purchases and claiming reimbursement. Teachers, especially those who are teaching new courses, usually communicate with their department head and/or principal to get an informal approval, before submitting a purchase request. In urgent cases, teachers may get an approval from the principal to purchase materials first, then claim reimbursement. Teachers may also request the purchase of technology and lab equipment, either for their own classroom or for shared use by faculty (e.g. projectors). In 2012-2013, due to the creation of a new physics laboratory, the school allocated significant funds for the outfitting of the lab based on the Physics/AP Physics lab curriculum.</p>	<p>Schoolwide Action Plan Chapter 5.</p> <p><i>Faculty Handbook</i></p> <p>Physics lab and teacher</p>
<p>During school year 2010-2011, boys division inventoried and noted the storage place for English sets of reading materials for the students. As we get more automation for the libraries, better processes are being put in place to give teachers access to these materials. While there are well known procedures for acquiring textbooks and classroom materials, two volunteers have been recently designated to inventory all textbooks, instructional materials, and equipment, exploring ways to maintain this inventory using the new library database.</p>	<p>Inventory</p>

Well-Qualified Staff

There are resources available for hiring and nurturing a well-qualified staff.

Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Findings	Evidence
<p>The school places high priority on hiring well-qualified staff. In the past three years, we have benefited from the hiring of a number of experienced teachers, including several holding doctorates or other credentials in their field. Although we have slightly increased our compensation rate, it is significantly below the average rate for public school teachers. The school's founder promoted volunteer teaching, and even our salaried staff could be considered volunteers due to their low rate of compensation.</p>	<p>See this chapter, section A4</p>
<p>Qualified teachers nevertheless seem to feel that the benefits of our school environment and the school's values and mission make up for the</p>	<p>Teacher survey</p>

Findings	Evidence
<p>lower pay. Teachers appreciate being able to teach small classes of motivated students, having the flexibility to create their own curriculum as long as it follows UC and State standards, and being part of the small, caring community of teachers, staff, students, and parents involved with the school.</p> <p>In terms of nurturing the staff, the school leadership has received mostly positive but somewhat mixed reviews. Some have expressed satisfaction, whereas a few individuals perhaps “fell through the cracks” due to inadequate initial orientation. Part of the problem is that many teachers and staff, including administrators, have extremely tight schedules, wear multiple hats and work in several places, and there is little systematic structure for nurturing staff in this rather scattered situation. As noted above, many teachers have voiced the need for more collaboration so as to create a stronger sense of community. This will be addressed through training in professional learning communities and other in-service trainings, but there is also need to provide release time during the school day specifically for collaboration and planning purposes.</p>	<p>teacher feedback on self-study findings review - Dec 17, 2012</p>

α) D1 Strengths

- ❖ Resource allocations are aligned with school purpose and learning outcomes and involve input from leadership and staff.
- ❖ Qualified financial staff that follows quality business and accounting practices manages school finances with oversight from the parent organization.
- ❖ Facilities expansion has been planned far into the future. Until the plan is accomplished in whole, Buildings and Grounds have made classrooms and offices available as needed.

β) D1 Growth Areas

- ❖ Create a systematic structure to ensure that all staff, especially new hires, are consistently nurtured. (Covered in Action Plan Part A, goal 2)
- ❖ Schedule more school time for planning and collaboration. (Covered in Action Plan Part A, goal 1 and Part B, goal 5)
- ❖ Continue inventory and management of instructional materials and equipment.

2. D2 Resource Planning Criterion

Master Resource Plan

Does the school have a master resource or long-range plan to ensure responsible planning for the future? Evaluate the process for regular examination of the master resource plan to ensure the continual availability of appropriate resources that support the school's purpose and expected schoolwide learning results (schoolwide learner outcomes).

Findings	Evidence
<p>Instilling Goodness and Developing Virtue schools have not developed a master resource plan. That does not mean we are devoid of plans for development of the campus. We have a facilities planning organization with a <i>Facilities Master Plan</i>. This plan shows the changes to the campus for the next 30 years, with yearly updates to the plan. This plan includes classrooms, offices, living spaces for faculty/students, sports venues, cafeterias, dormitories, and all elements comprising the physical plant. For more immediate facility needs, Buildings and Grounds furnish temporary quarters until the master plan is executed for specific requirements.</p>	<p><i>Facilities Master Plan</i></p> <p>Semiannual Reviews</p>

Findings	Evidence
<p>The school reviews achievements of the school plans semiannually. The school presents results of the review to the Board of Education. The review addresses 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>Budget</p>
<p>In addition to supporting the schools since their inception, 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 in 2004. Resources available to the school are sufficient to sustain the school program.</p>	<p><i>2004 Letter</i></p>
<p>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.</p>	<p><i>Budgets</i></p>

Use of Research and Information

To what extent does the school leadership and staff use research and information to form the master resource plan?

Findings	Evidence
<p>As previously stated, we do not have a master resource plan. However, every year we make plans for upcoming school years through analyzing past trends in school enrollment, donation history, the tuition charged by other local private schools, financial aid trends, and student-community profile data. In adjusting the plan, general economic trends have also been taken into account. We predict enrollment based on the vision of the school as a relatively small, caring community with low student-teacher ratio and plenty of individual attention given to each student. With the many branch monasteries established by the Venerable Master, a part of the vision is to eventually support the starting of similar schools in other locations.</p>	<p>Enrollment data</p>

Involvement of Stakeholders

Is there effective involvement of stakeholders in the school's future planning?

Findings	Evidence
<p>The Board of Education, school leadership, parents, students and faculty are fully involved in the school's future planning through the self-study process. These stakeholders also get involved with our Schoolwide Action Plan that covers the foreseeable future. As most of our high school students reside on campus, their parents tend to live in other places. This limits the direct involvement in school matters. Some faculty and staff are also parents with children at the school and bring their parental insights into the discussion.</p>	<p>Interviews</p>

Informing

Is there evidence that the governing authority and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization?

Findings

Evidence

Although the school accepts donations from the public and also receives federal funding under the School Lunch Program, it does not otherwise seek to inform the public or the government about its financial needs.

Marketing Strategies

How effective are the marketing strategies to support the implementation of the developmental program?

Findings

Evidence

At present, the school sustains its operating costs through tuition and donations, and does not currently have a marketing plan. However, in the future, if the school is to expand significantly, it needs to have a development plan and staff.

Annual budgets

Additional Findings

What have you learned from analysis of additional evidence regarding this criterion?

α) D2 Strengths

- ❖ The school has been in operation for over 30 years with support from its parent organization.
- ❖ Resources for school facilities have been planned and budgeted for the next 30 years. Yearly budgets fully cover the needs of faculty and staff.

β) D2 Growth Areas

- ❖ Create a development plan. (Covered in Action Plan Part D, goal 9)

5. Schoolwide Action Plan

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

A. Organization for Student Learning

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

ESLRs Addressed: All/

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

Rationale: (1) Structured schoolwide reviews are necessary for management of the school’s development. (2) Effective school improvement and development is driven by regular analysis of comprehensive student profile data and facilitated by stakeholders having easy access to such data. (3) The implementation of an improved Volunteer Support System requires the availability of adequate funds for increased benefits. These funds come from increased tuition, more students, and contributions to our endowment fund. (4) The intentional development of Developing Virtue Secondary School requires that adequate facilities be available to meet the school’s purpose.

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

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Processes and modify as required.</i></p> <ol style="list-style-type: none"> 6. Review past years results 7. Document Gaps 8. Develop measures of improvement 9. Propose and document new procedures <p>Implementation</p>			<p>2014 Reviewed twice yearly thereafter</p>	<ul style="list-style-type: none"> ❖ Comparison before/after ❖ Capacity ❖ Curriculum coverage ❖ Classroom participation ❖ Enthusiasm and buy-in ❖ Easier management/administration 	
<p><i>Develop formal procedures to collect, analyze and communicate student profile data</i></p> <ol style="list-style-type: none"> 1. Review past years process and results 2. Document Gaps 3. Develop formal procedure 4. Propose and document new procedures 5. Implementation 	<p>Leadership Team</p>	<p>Focus Group A</p>	<p>Fall Semester 2013 Spring Semester 2014 Reviewed twice yearly thereafter</p>	<p>Statistics, trends</p>	<p>Semiannual Review Website</p>
<p><i>Encourage teachers to collaborate and plan together through a process that ensures accountability.</i></p> <ol style="list-style-type: none"> 1. Leadership Team allocates budget for additional collaboration time, as well as a pool of substitutes, and encourages teachers to get together regularly to collaborate and plan. 2. Interested teachers draft a project proposal for team collaboration, specifying team members, project goals, expected outcomes (possibly including a presentation to whole faculty), and estimated time needed for collaboration (including release time from classes if needed). 3. Teachers submit proposal to Leadership Team. 4. Once Leadership Team approves the proposal, teachers keep a timesheet of their collaboration time. 5. When project is completed, teachers present a final report on project and time sheets to Leadership Team. 6. Leadership Team reimburses teachers and may allocate time for teachers to share with all faculty. 	<p>Leadership Team Faculty teams</p>	<p>Principals Teachers Annual budget</p>	<p>Faculty teams formed and proposals submitted and approved throughout the year Leadership team reviews effectiveness of teacher collaboration through teacher survey (spring)</p>	<p>Teacher survey</p>	<p>Midterm and annual reports</p>

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Ensure adequate budget and facilities for school development.</i></p> <ol style="list-style-type: none"> 1. Project enrollment and curriculum offerings at midterm review (Jan). 2. Map projections to most probable number of classrooms, students each grade, faculty, and offices. 3. Identify budget and facilities needed to ensure continued school development. 4. Present budget and facilities to Ed Board in April meeting 5. Modify budget as required and present Ed Board approved budget to DRBA. 6. Modify budget as required and establish next fiscal year budget and facilities for the school. 	<p>Leadership Team</p>	<p>Ed Board Leadership Team Focus Group A Finance Office DRBA Finance Office DRBA Board of Directors</p>	<p>Spring Semester yearly Budget in April Facilities in April</p>	<p>Budget Performance Inspection</p>	<p>Fiscal Reports Yearly approved budget by DRBA Buildings and Grounds Status Reports</p>

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

ESLRs Addressed: All

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

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






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

ESLRs addressed: All.

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

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

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Automate Library Collection</i></p> <ul style="list-style-type: none"> Catalogue books and materials Barcode library items Attach items to bibliographic records 	School Librarian	Faculty and Staff School Librarian Volunteers	Ongoing	KOHA (Automated library system)	KOHA Online Catalog
<p><i>Assist Students with Online Research</i></p> <ul style="list-style-type: none"> Obtain Mendocino County library cards Provide orientation of online library resources 	School Librarian	School Librarian Teachers	Fall Semester 2012 Ongoing	Mendocino Co. Library Cards Student Research	Student Research Student Projects/ assignments
<p><i>Develop Online Library Collection</i></p> <ul style="list-style-type: none"> Explore the purchase of eBooks, online collections, etc. 	School Librarian	Leadership Team School Librarian and Teachers	Fall Semester 2013	Link from school website	Student Feedback Online Catalog

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<i>Develop Audio Visual Collection</i> ❖ Books on CD, MP3, etc.	School Librarian	Leadership Team School Librarian and Teachers	Spring Semester 2014	KOHA	Student Feedback
<i>Review Science Laboratories and Identify Needs</i>  Facilities  Lab Materials  Books  Equipments  Maintenance	Science Department Chair	Science Faculty	August Yearly Update January Yearly		Listing of Needs
<i>Present Needs to Responsible Organization</i> 1. Facilities to Master Planning Committee (MPC) 2. Lab materials, books, equipments to Principals 3. Maintenance to Buildings and Grounds (B&G)	Science Department Chair	Science Faculty MPC School Representative Principals Buildings and Grounds		Common Understanding of needs	Minutes
<i>Schedule, Budget, and Fill Needs</i> 1. Responsible organization estimates budget and schedule 2. Provide plan to school Administration for completion 3. Administration monitors completion of improvements	Leadership Team	Various	August Update January Yearly	Laboratory Reports Inspection Teacher feedback Student feedback	Status reports from MPC and B&G Check Requests Receiving

A. Curriculum and Instruction

Goal 4: All stakeholders of the school will continue to plan, support, and develop school curriculum conducive to the students’ academic and character development.

ESLRs addressed: All

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

Rationale: Self-study identified the need for growth in the analysis of ESLRs achievement.



Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Implement Common Core Standards</i></p> <ol style="list-style-type: none"> Teachers by grade-level (all other subjects) or by department (Math) convene to review curriculum based on common core standards. Common core team leaders submit to Leadership Team course of action for approval. Leadership Team approves or suggests revisions and support course of action. Common core teams (by interdisciplinary) executes plan. Team leaders report and present yearly progress report in a school-wide faculty meeting. Team-leaders revise report based on feedback from faculty meeting and submit to Leadership Team. Leadership team allocates budget. 	Principals	All faculty	<p>2013-2014 Focus on reading and writing or Math content; reading and writing or Math practices pedagogy</p> <p>2014-2015 Focus on reading and writing or Math practices assessment</p> <p>2015-2016 Focus on listening and speaking content or Math practices and pedagogy</p> <p>2016-2017 Focus on listening and speaking or Math practices assessment</p> <p>2017-2018 Vertical Articulation (Tentative)</p>	Department Reports	
<p><i>Develop assessment to gauge students' ESLR achievement.</i></p> <ol style="list-style-type: none"> Leadership and Faculty convene to review past assessment of ESLR. Identify new ESLR assessment plan. Leadership and Faculty execute new ESLR assessment plan. Review plan in 3 years. 	Leadership	Faculty	<p>Oct 2013 (step 1 & 2)</p> <p>May 2014 (step 3)</p> <p>May yearly</p> <p>June yearly</p> <p>August yearly</p>		



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

ESLRs addressed: All

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

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

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Teacher collaboration development</i></p> <ol style="list-style-type: none"> School-faculty will continue more professional development in Professional Learning Communities (PLC) and collaboration techniques, which they will then implement in department meetings. Completes a PD Reflections Form Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders. 	Leadership Team	PD budget	Aug 2013	PD Reflections (Form)	PD Reflections Post-PD Reflections Meeting Minutes
<p><i>Develop strategies to align to the common core Math eight practices</i></p> <ol style="list-style-type: none"> School-faculty attends Math eight practices pedagogies workshop – emphasis in supporting struggling students and completes a PD Reflections Form. Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders. 	Math Department Chair	Math department Faculty PD budget	Aug 2013 & Aug 2015	PD Reflections (Form)	Meeting Minutes
<p><i>To teach writing in all subject matters aligned with common core standards</i></p> <p> School-faculty attends teaching writing across the curriculum– technical writing workshops with emphasis in supporting struggling students and completes a PD Reflections Form.</p> <p> Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders.</p>	Leadership Team	Faculty PD budget	Aug 2013	PD Reflections (Form)	Meeting Minutes

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>To teach non-fiction reading strategies.</i></p> <ol style="list-style-type: none"> School-faculty attends non-fiction reading strategies workshop with emphasis in supporting struggling students and completes a PD Reflections Form Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders. 	Leadership Team	PD Trainer PD budget	Aug 2013	PD Reflections (Form)	Meeting Minutes
<p><i>To practice Tuning protocol in looking at assessment</i></p> <p> School-faculty attends tuning protocol workshop with emphasis in supporting struggling students and debriefs the Leadership Team.</p> <p> Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders.</p>	Leadership Team	All faculty PD budget	Feb 2015 & Feb 2017 Aug 2014	Debriefing Notes	Meeting Minutes
<p><i>To teach listening and speaking strategies.</i></p> <ol style="list-style-type: none"> School-faculty attends listening and speaking strategies workshop with emphasis in supporting struggling students and completes a PD Reflections Form Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders. 	Focus Group B Chair	Focus and Home Groups B PD budget	Aug 2015	PD Reflections (Form)	Meeting Minutes
<p><i>To incorporate Arts in supporting implementation of reading and writing common core standards.</i></p> <ol style="list-style-type: none"> School-faculty attends Art Integration strategies workshop in promoting reading and writing with emphasis in supporting struggling students and debriefs the Leadership Team. Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders. 	Focus Group B Chair	Focus and Home Groups B PD budget	Aug 2014	Debriefing Notes	Meeting Minutes

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>To incorporate Arts in supporting implementation of listening and speaking common core standards.</i></p> <ol style="list-style-type: none"> School-faculty attends Art Integration strategies workshop in promoting listening and speaking with emphasis in supporting struggling students and debriefs the Leadership Team. Evidence of implementation will be collected in the minutes of faculty meetings and Department Binders. 	Focus Group B Chair	Focus and Home Groups B PD budget	Aug 2016	Debriefing Notes	Meeting Minutes
<p><i>To develop PD plan for Fall 2017 to Spring 2019</i></p> <ol style="list-style-type: none"> Analyze survey data Gather feedback from faculty. Develop future PD plan Budget to Plan Secure Budget Publish Final PD Plan 	Leadership Team	Faculty and Staff PD surveys	Spring 2017	PD Reflections (Form)	PD Survey PD Budget Approval Plan Publication PD Reflections
<p><i>To organize discussion forums on school's core virtues, spirituality, and multi-cultural topics.</i></p> <ol style="list-style-type: none"> Solicit volunteers for event committee in December yearly Committee convene to plan lectures, forums, or activities Send proposal to leadership team. Leadership Team provides feedback to committee Committee executes plan and publicize event. Committee manages and analyzes Stakeholders' survey. Committee provides analysis to Leadership Team 	Leadership Team	Event Committee Special Event budget	Dec-Feb yearly	Stakeholders' Surveys of events Improved student learning	Analysis of survey report.
<p><i>To offer teacher professional development based on individual needs.</i></p> <ol style="list-style-type: none"> Determine the needs of teachers Leadership secures budget to send teachers to outside professional development 	Leadership Team		Ongoing	Teacher Survey Improved student learning	Classroom Observations Faculty Meeting Minutes

Goal 6: To assess effectiveness of teacher and staff professional development

ESLRs addressed : All

Statement of Action: Faculty will be trained and supported in teacher reflective learning. Feedback from teacher reflections will be used to inform PD plan and teacher and staff improvement.

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

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>To gauge the effectiveness of teacher and staff professional development. Professional development should inform instruction, align with ESLRs and support teachers' reflections.</i></p> <ol style="list-style-type: none"> Leadership and one to two teachers analyze teacher reflections or debriefing notes after each PD. Identify one to two areas of improvement in teachers' identified next steps to be emphasized in next PD. Teachers reflect on PD effectiveness after classroom implementation. Teachers complete a post-PD reflection form. Leadership and one to two teachers analyze post-PD reflections. Analyze PD alignment to ESLRs periodically. Reflect on PD in relation to supporting teachers' intellectual and personal growth. Document debrief and action items in minutes. Disseminate debrief minutes to Leadership Team 	<p>Leadership Team</p>	<p>Faculty PD budget</p>	<p>One month after PD</p>	<p>Debrief minutes Teachers' reflections from PD Reflections (Form) Post-PD Reflections (Form)</p>	<p>Areas of Improvement Post-PD Reflections Classroom Observations</p>
<p><i>To encourage teacher reflections of course evaluations by students</i></p> <ol style="list-style-type: none"> Review course evaluations. Identify at least one strength and one next step in year end teacher reflection forms or debriefing meetings. 	<p>All faculty</p>	<p>Course evaluation</p>	<p>June, last PD of the year</p>		

B. Support for Student Personal and Academic Growth

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

ESLRs addressed: All

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

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

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Review, revise, and administer student survey form</i></p> <ol style="list-style-type: none"> 1. Focus Group C solicits feedback on student support from various groups (ASC, PTO, faculty, etc.) and then revises the student survey form based on perceived student needs. 2. Leadership Team reviews, revises, and approves revised survey form. 3. Principals schedule time for survey to be administered in both divisions. 4. Analyze student survey results; create and implement plan to improve student support 5. Focus Group C analyzes survey results and prepares a report, and calls a meeting with representatives of all stakeholders (ASC, PTO, faculty, Leadership Team, community members), to further analyze results (to see if the level of student support has improved from previous years) and gather suggestions for further improvements. 6. Leadership Team approves a list of improvements from those suggested and takes steps to implement them (including requesting funds from school through budgeting process) 	<p>Leadership Team</p>	<p>Focus Group C</p> <p>Students Teachers Parents</p> <p>Associated Student Council (ASC)</p> <p>Parent Teacher Organization (PTO)</p> <p>Local community organizations</p>	<p>Focus Group C appointed in August</p> <p>Focus Group C solicits feedback and revises survey form in Sept/October</p> <p>Leadership approves survey form in November</p> <p>Revised survey form administered in January</p> <p>Focus Group C analyzes results, drafts report, calls meeting for feedback in March</p> <p>Leadership finalizes list of improvements and updates School Action Plan in April, then</p>	<p>SSC’s annual report of survey results</p> <p>Leadership Team’s list of improvements</p>	<p>Revised Survey Form</p> <p>SSC report</p> <p>Leadership Team’s analysis of report</p> <p>Updated Action Plan</p> <p>Budget request</p>





Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
			implements this May – next April		
<p><i>Provide career guidance training for counselors and core teachers</i></p> <ol style="list-style-type: none"> Counselors and core teachers familiarize themselves with the College Board’s online career assessment and exploration resources for all PSAT test takers. Counselors teach students who take the PSAT to use the online tools for assessing personality and career strengths. Counselors and/or core teachers provide appropriate career guidance to all high school students. Leadership Team assesses effectiveness of career guidance through annual student survey and makes improvements as needed, reporting results in Annual Report. 	Leadership Team	<p>Leadership Team</p> <p>Counselors</p> <p>Core Teachers</p> <p>Career guidance workshops</p> <p>Annual budget</p> <p>PSAT online tools</p>	<p>Allocate budget for career guidance workshops in April</p> <p>Teach PSAT online tools in December</p> <p>Provide career guidance throughout school year</p> <p>Review survey results in spring</p>	<p>List of career guidance workshops attended by staff</p> <p>Student survey results, focusing on career guidance</p>	Annual Report

Goal 8: Increase student involvement in community service

ESLRs addressed: All

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

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

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Increase opportunities for student community service learning.</i></p> <ol style="list-style-type: none"> 1. Leadership Team tasks Focus Group C to include an assessment of student involvement in community service in the annual student survey 2. Focus Group C solicits ideas from the school (teachers, ASC, PTO, Leadership) and community members and organizations. 3. Based on these ideas as well as Leadership Team's suggestions with regard to last year's assessment of community service, Focus Group C proposes an annual list of projects and initiatives to strengthen service learning in the local community. 4. Focus Group C submits proposal to PTO, ASC, and Leadership Team for approval. 5. Once approved, Focus Group C and relevant individuals implement the approved projects (including requesting funds from PTO and school through respective budgeting processes). 6. Focus Group C conducts an end of year assessment of the effectiveness of the service learning activities in increasing student involvement in the community. 7. Focus Group C shares assessment with PTO, ASC, and Leadership Team. 8. 9. Leadership Team analyzes Focus Group C assessment and student survey results relating to student service learning to determine needed improvements, then incorporates improvements into School Action Plan and/or provides suggestions for next year's proposal. 	<p>Focus Group C</p>	<p>Principals Leadership Team</p> <p>Parents Teachers</p> <p>Parent Teacher Organization (PTO)</p> <p>Associated Student Council (ASC)</p> <p>Local community members and organizations</p> <p>Home Group C</p>	<p>In September Focus Group C submits proposal to PTO, Leadership Team</p> <p>Proposal implementation begins October-April</p> <p>Focus Group C conducts assessment in April, submits report to PTO/Leadership in May</p>	<p>Focus Group C proposal</p> <p>Focus Group C assessment</p> <p>Student survey results (relating to student involvement in community)</p>	<p>Progress on Task</p> <p>  Faculty Meetings</p> <p>  Minutes of Meetings</p> <p>Focus Group C report in May</p>

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>Improve school website.</i></p> <ol style="list-style-type: none"> 1. Leadership Team creates a process for maintaining website in a current state. 2. Leadership Team appoints a website team including a webmaster and representatives of various stakeholders (faculty, students, parents) responsible for keeping the website updated with information relevant to all stakeholders including prospective students' families and the general public. 3. Website team develops a plan for improving and maintaining the website. 4. Once approved by Leadership Team, website team implements the plan (including requesting funds from school through budgeting processes). 5. Website team submits a report on website needs and improvements for the midterm and annual reviews. 	<p>Leadership Team</p>	<p>Leadership Team Parents Teachers Parent Teacher Organization (PTO) Associated Student Council (ASC) Website team</p>	<p>Website team appointed in May 2013 Team submits plan to Leadership in September Plan implementation begins October-April Website team submits reports in January, May</p>	<p>Inspection</p>	<p>Website Website team's reports</p>

X. Resource Management and Development

Goal 9: Create a development plan.

ESLRs addressed: All (or n/a)

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

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

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

Appendix A. Support Material

1. 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 beginning in 2004 and extending to the school year just past. This profile measures, in several broad categories, the perceptions of the students about the school. Charts that follow give the summaries for the students of the two divisions as contrasted to other schools. While other schools data is not disaggregated by gender, the score shown as Total contains the score without regard to gender. Taking the average score of the two divisions, DVS scores significantly higher than other schools in every measure.

The first year the survey was given in 2004, boys division scored significantly lower than the girls division in every category. Since that time, boys division has shown steady improvement and is now approximately on par with the girls division. DVS scores significantly higher than other schools. For every year of the survey the average score, obtained by aggregating the data for both divisions, DVS is significantly above the average for other schools.

Figure 11 shows the perception of student respect for all elements of the school by division for five years. We missed doing the survey in 2011. The summary includes the students respect for themselves, their classmates, faculty, parents, classmates and school property. In 2004, boys division fell below the score of other schools (2.86 compared to 2.89). Since that time, great improvements have been made.

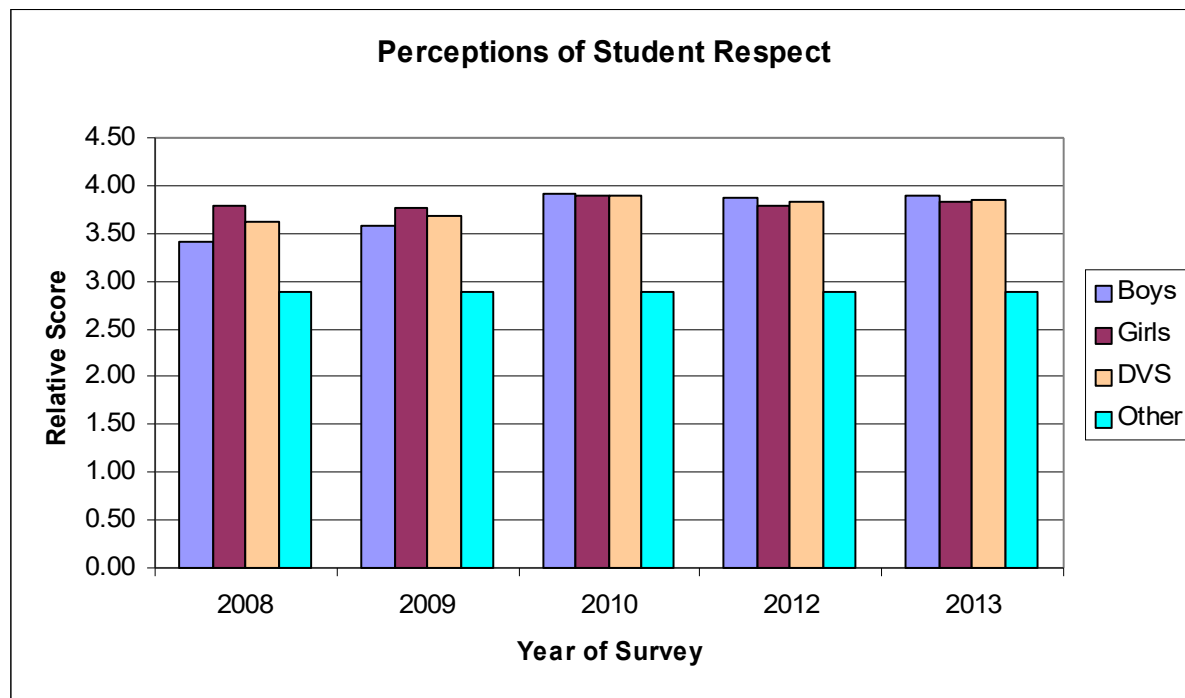


Figure 11 Perceptions of Student Respect

Figure 12 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.

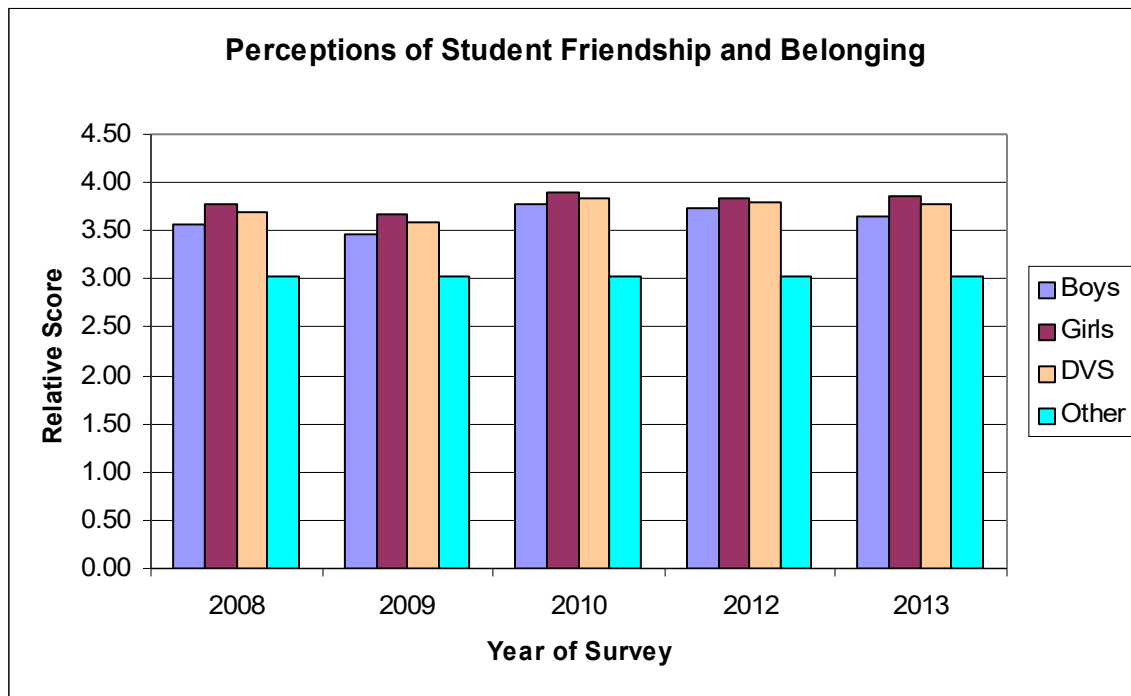


Figure 12 *Perceptions of Student Friendship and Belonging*

Girls division scores exceeds that of other schools by a significant amount. In 2004, boys division was lower than that of other schools (2.86 compared to 3.03). The score for boys division has shown continued improvement until they are almost equal to girls division. Once again, DVS scores well above other schools as shown by the data marked “DVS”.

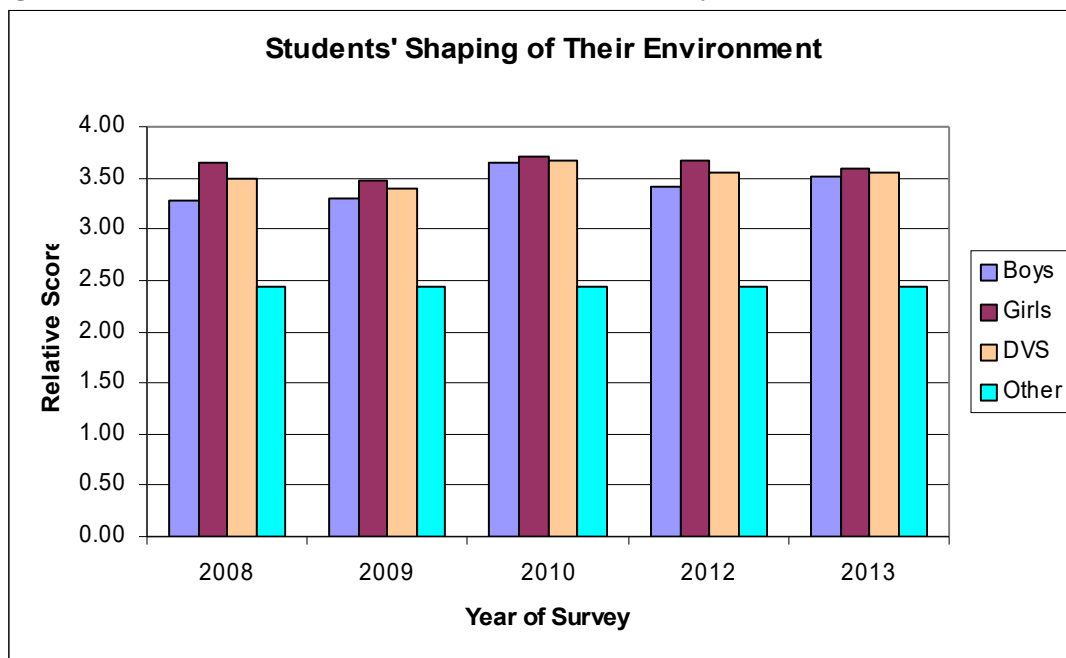


Figure 13 *Students Perception of Shaping Their Environment*

Students' perception of the influence they exert on their environment is shown above in Figure 13. 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.

From the start in 2004, when boys division scored 2.54 compared to girls division score of 3.68, the past four measurements of these parameters shows marked improvement for the boys division. Girls division meanwhile has maintained their high perceptions of DVS.

Figure 14 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.

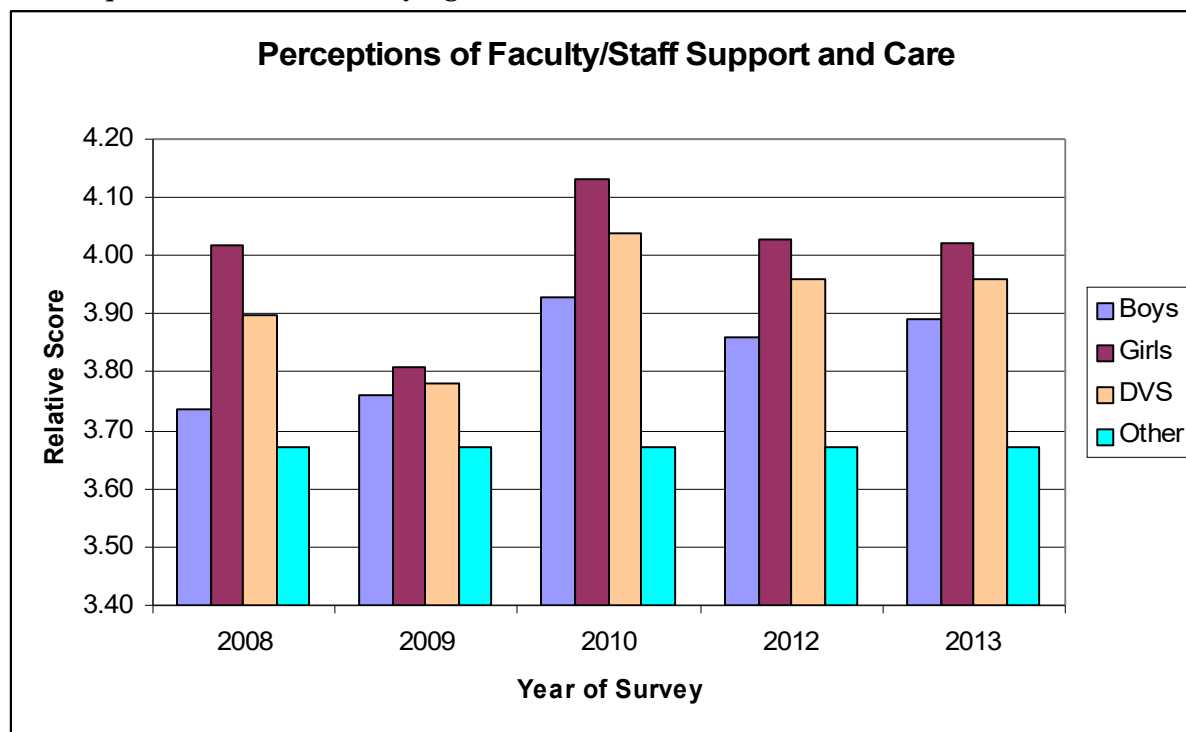


Figure 14 Perceptions of Faculty/Staff Support and Care

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

❖ This school shows appreciation for the efforts of faculty and staff.
 This data continues the trend set by previous plots. Boys division achieved parity with other schools while girls division scored significantly higher.

Figure 15 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.

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 Total, was above that of other schools during the time frame of this report.

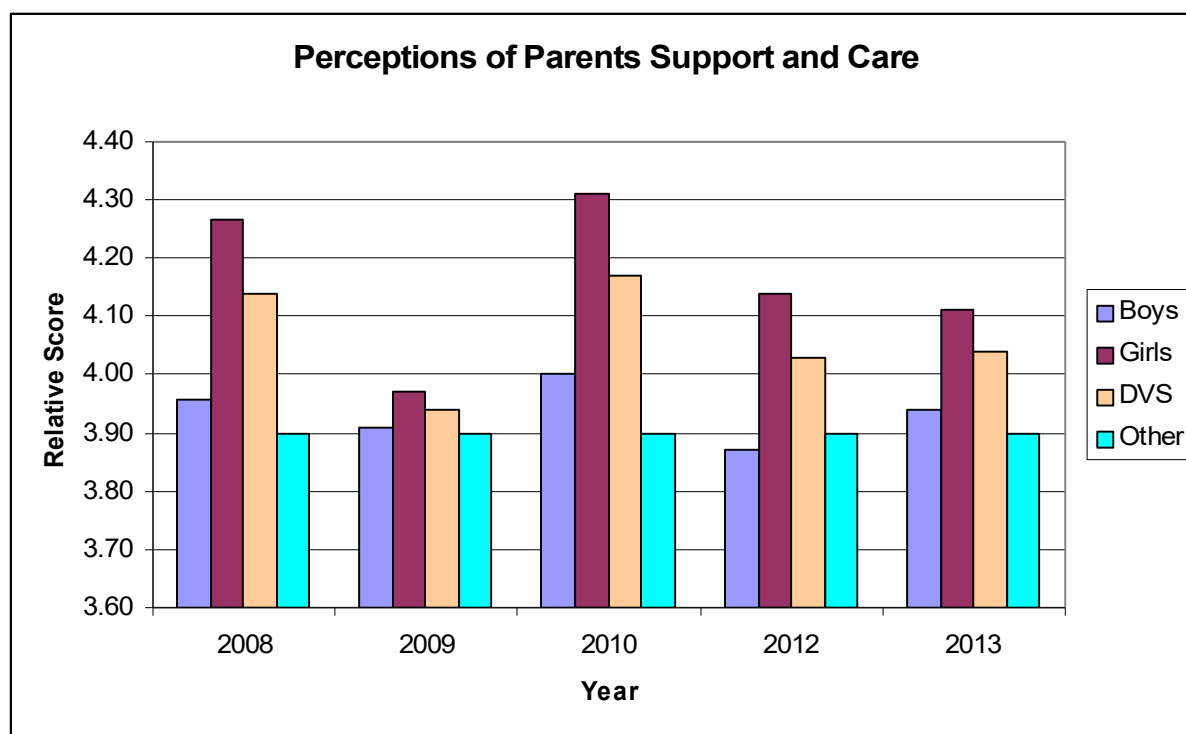


Figure 15 Students Perception of Parent’s Support and Care

2. Semiannual Review Process

The following information, published as a document guiding our review process, is furnished for completeness. For Committee of the Whole, substitute Focus Groups.

a) Introduction

This document explicates the process used for semiannual review of Instilling Goodness (IG)/Developing Virtue (DVS) schools. Continued accreditation of DVS depends in large part on how well we perform our Schoolwide Action Plan and report school progress on our semiannual reviews. We hold reviews of school progress in January and May. The January review views the

progress to date on our Schoolwide Action Plan, establishes the proposed budget for the coming school year, looks at planned progress for the remainder of the year, and provides feedback for modification of the Schoolwide Action Plan as required. The May review performs the same function except the time frame is the entire school year. Planned progress is covered for the upcoming school year. The May review results in a briefing given to the Ed Board, and through them to the Dharma Realm Buddhist Association.

β) Organization and Responsibilities

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

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

χ) Schedule

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

Activity	Responsible Person	Schedule	Product
Notify Participants	Coordinator	One week prior to review	Notice of meeting with agenda
Prepare Report	Participants	Week of review, completed and brought to review	Status Report of Progress and planned progress
Prepare Briefing	Participants	Brought to Review And briefed	Briefing Slides
Review	Everyone	Review day	Feedback to Presenters
Write Minutes (Midyear Review)	Recording Secretary (Designated)	Week after review	Minutes of Meeting
Develop Next Year Budget (Midyear Review)	Leadership Team	Week after review	Next Year’s Proposed Budget
Prepare Yearly Report (Annual Review)	Leadership Team	Week after Review	Briefing Slides

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

δ) Product Formats

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

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

Table 11 *Specimen Agenda for Semiannual Reviews*

Time	Presenter	Organization	Remarks
8:30 - 8:35	Coordinator	School	Administrative announcements
8:35 - 9:00	MPC Chair	Buildings & Grounds/ Master Planning Committee (MPC)	Facilities (classrooms, offices, dormitory) and Security for each division
9:00 - 9:10 Discussion	Principal	Schools	Enrollment this Semester (year)/Next semester (year)
9:10 - 9:25			
9:25 - 9:30	Girls Division Principal	School	Faculty and Staff
9:30 - 9:35	Boys Division Principal	School	Faculty and Staff
9:35 - 9:40	Principals	School	Faculty and Staff Q & A and Discussion
9:40 - 9:45	Break		
9:45 - 10:15	Coordinator	School	Profile Data (past 6 mo/yr) Analysis
10:15 - 10:30	Coordinator	School	Profile Data Analysis Q & A and Discussion
10:30 - 12:00	Lunch Break		
12:00 - 12:30	Various	PTO/Clubs	Progress/Plans
12:30 - 1:30	Heng Jiao	Finance Office	Criterion D Budget performance (both reviews) Next year proposed budget (annual review)
1:30 - 2:00	Heng Jiao	Finance Office	Q & A and proposed budget modification
2:00 - 2:15	Break		
2:15 - 2:45	Principal	School	Criterion A
2:45 - 3:00	Heng Shun	School	Criterion B Curriculum and Instruction and Q&A
3:00 - 3:15	Heng Shun - 9 - 12 Core Teacher	School	Criterion C
3:15 - 3:30	Dave Peterman - Science Chair	School	Science and Laboratory review
3:30 - 3:45	Dan Barth - Librarian	School	Library and Q&A

2. Status Reports. One day prior to the review, narrative status reports are e-mailed to the recording secretary. Status reports shall cover the following items:
 - a. Summary of Progress. This summarizes the progress made during the period covered by the review, i.e. the first semester (semiannual review) or the entire school year.
 - b. Activities, Scope and Planned Schedule. If individual activities are included in the Schoolwide Action Plan, the activities planned for the time period are simply extracted from the plan. The scope of each activity for the period of the report is explicitly stated in narrative form. Planned schedule is a statement of the schedule on which each activity was to be completed.
 - c. Progress and Problems. A narrative description of accomplishments during the period for each individual activity. For those activities not completed, estimate

the percentage of completion of the activity and any problems associated with completing the activity. Typical problems will be limited resources (people, computers, etc.) or time.

- d. Recommendations. Recommendations for overcoming any problems or modification of the Schoolwide Action Plan to bring it in conformance with actual accomplishments or constraints.

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

3. Briefing Slides. Each participant shall prepare either Power Point or Overhead briefing slides. Source files shall be available in softcopy and e-mailed to the recording secretary one day before the review. Briefing slides should be in the same order as the status report, viz., Summary of Progress, Activities Scope, Progress and Problems, Recommendations.
4. Annual Report or Minutes
 - a. Annual Report to the Board of Education of DRBA. The annual report will be a briefing that covers accomplishments of the school year.
 - b. Review Minutes. Minutes of the review shall include the written reports from each subject area being reviewed as they were received, followed by recommendations for modification as developed during the review. Recommendations for modification may be narrative in form or point to a revised action plan or other source document.
5. Budget. While principals should continue to get full reports, the Profit and Loss by Class report will be used to review the budget.

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

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

ε) Conduct of Review

This section covers the conduct of the review. Figure 16 illustrates the review and topics covered.

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

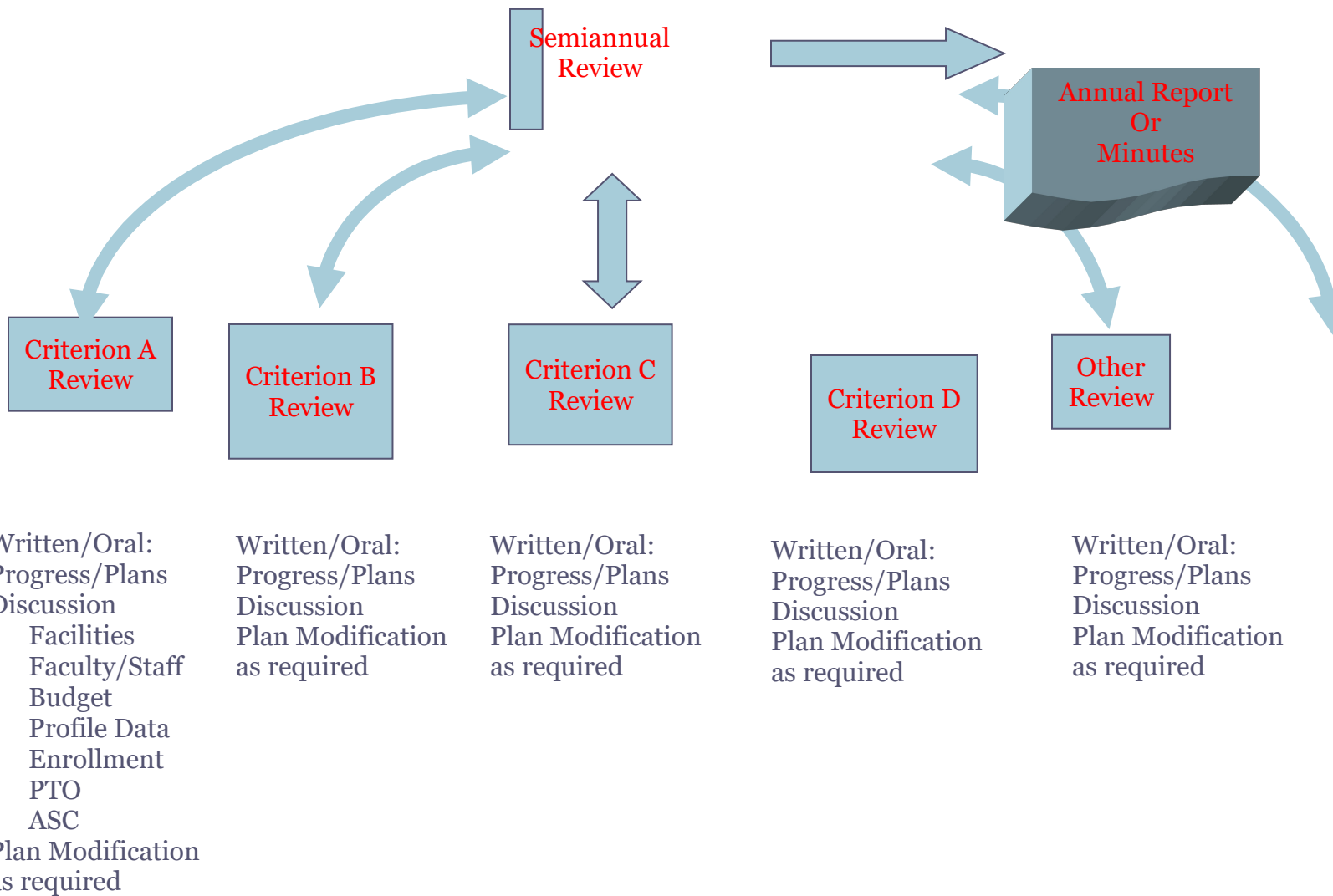


Figure 16 Semiannual Review

φ) Modification of DVS Review Process

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

3. List of Acronyms

The following table contains a list of acronyms in lexicographic order.

6+1 traits	Writing rubric
ACT	American College Testing
AIDS	Acquired Immune Deficiency Syndrome
ANCCS	Association of Northern California Chinese Schools
AP	Advanced Placement
ASB	Associated Student Body
ASC	Associated Student Council
CCSSM	Common Core State Standards Mathematics
CMP	California Mathematics Project
CPR	Cardio-Pulmonary Resuscitation
CRT	Cathode Ray Tube
CSU	California State University
CTE	Career Technical Education
CTTB	City of Ten Thousand Buddhas
DHCP	Dynamic Host Configuration Protocol
DM	Dharma Master
DRBA	Dharma Realm Buddhist Association
DRBU	Dharma Realm Buddhist University
DSL	Digital Subscriber Line
DVA	Developing Virtue Alumni Association
DVBS	Developing Virtue Boys School
DVGS	Developing Virtue Girls School
DVS	Developing Virtue Secondary School
ELD	English Language Development
ELL	English Language Learners
ES	(Native) English Speakers
ESLR	Expected Student Learning Results
GASP	Get Arts in the School Program
H-M	Hayden-McNeil
IG	Instilling Goodness Elementary School
IGDVS	Instilling Goodness Elementary School and Developing Virtue Secondary School
Mendo	Mendocino
NNS	Non-Native (English) Speakers
PE	Physical Education
PRC	People's Republic of China (China)
PSAT	Preliminary SAT
PTO	Parent Teachers Organization
QAR	Question-Answer Relationship
ROC	Republic of China (Taiwan)
SAP	Schoolwide Action Plan
SAT	College Entrance Exam – empty acronym
SAT II	Scholastic Assessment Test II (Subject Tests)
SCCP	School as a Caring Community Profile
SCOE	Sonoma County Office of Education
SIOP	Sheltered Instruction Observation Protocol
SLO	Student Learning Outcomes
SOAPSTone	Speaker, Occasion, Audience, Purpose, Subject, Tone
TPCASTS	Title, Paraphrase, Connotation, Attitude, Shifts, Title, Theme
UBD	Understanding by Design
UNICEF	United Nations Children's Fund
VPA	Visual and Performing Arts
WASC	Western Association of Schools and Colleges