

SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

Developing Virtue Secondary School (Ukiah)

2001 Talmage Road

Ukiah, California 95482

April 1-3, 2019



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Chapter I: Student/Community Profile

1. The students and community served by the school

Developing Virtue Secondary School (DVSS) is a high school (9th through 12th grades) located in Ukiah, California. Ukiah, located in the Yokayo Valley in the northern coastal region of California, is north of San Francisco and west of Sacramento. The city of 16,000 is in an agricultural region of grape vineyards, pear orchards, and family owned ranches and farms.

The average number of students from 2015 to the present is 77. DVSS educates boys and girls separately. While the students share some lab and other facilities, the classes are segregated. Girls outnumber boys on about a 3 to 2 ratio and most of the student are Asian. The school does not breakdown the Asian population by country of origin.

2. School's analysis of student achievement data

The recorded test results indicate that DVSS students score over 200 point above the national average on the SAT. The school has a strong emphasis on AP testing. The testing data indicates that from 80 to 90% of DVSS students who took the AP test from 2014 to 2018 passed with a 3 or better. The information in the report suggests that many of the DVSS students take more than one AP test each year.

Table 7						
<i>IGDVS 11th Grade PSAT Score Results</i>						
Year	PSAT (1520 max)	EBRW (760 max)	MATH (760 max)	PSAT %	EBRW%	MATH%
2015	1219	578	641	89	79	91
2016	1260	612	648	91	87	91
2017	1178	574	603	79	76	79
2018	1298	624	674	91	87	91

Table 9					
<i>Average SAT Scores of Graduating Class</i>					
Graduating Class		Verbal	Math	Writing	Total Avg. SAT
2013-2014	Boys	573	633	565	1771
	Girls	568	593	563	1724
	Total	569	603	563	1735
	Nation Avg.				1497
2014-2015	Boys	646	707	646	1999
	Girls	523	556	521	1600
	Total	585	632	584	1801
	Nation Avg.				1490
2015-2016	Boys	611	710	637	1958
	Girls	531	595	549	1675
	Total	562	639	583	1784
	Nation Avg.	494	508	482	1484

Table 10				
<i>Average Scores for the New SAT</i>				
Graduating Class		EBRW	Math	Total Avg. SAT
2016-2017	Boys	636	663	1299
	Girls	610	680	1290
	Total	621	673	1294
	Nation Avg.	533	527	1060
2017-2018	Boys	646	703	1349
	Girls	662	675	1337
	Total	654	688	1342
	Nation Avg.	530	520	1050

Developing Virtue Secondary School (053483)

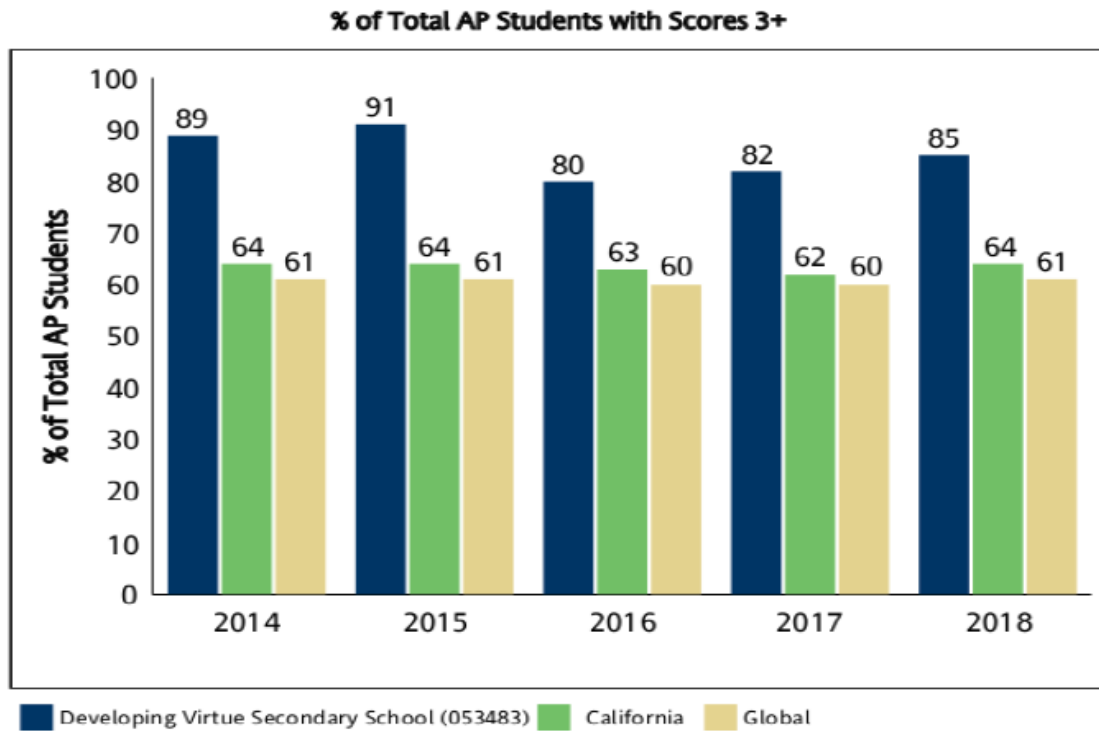


Figure 1. Percent of Total AP Students with Scores of 3+.

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

	2014	2015	2016	2017	2018
Developing Virtue Secondary School (053483)					
Total AP Students	55	57	65	50	53
Number of Exams	120	120	128	107	97
AP Students with Scores 3+	49	52	52	41	45
% of Total AP Students with Scores 3+	89.1	91.2	80.0	82.0	84.9
California					
Total AP Students	354,227	372,502	396,254	416,758	421,851
Number of Exams	668,479	707,509	749,392	791,238	796,100
AP Students with Scores 3+	227,801	237,063	247,846	259,641	268,112
% of Total AP Students with Scores 3+	64.3	63.6	62.5	62.3	63.6
Global					
Total AP Students	2,352,026	2,497,164	2,625,319	2,762,293	2,813,460
Number of Exams	4,199,454	4,516,044	4,741,566	5,006,273	5,100,240
AP Students with Scores 3+	1,442,136	1,515,264	1,583,115	1,666,078	1,725,471
% of Total AP Students with Scores 3+	61.3	60.7	60.3	60.3	61.3

3. Other pertinent data (e.g., size of English learner population, teacher credentialing, class size, programs for students)

DVSS school has a small English learner (ELL) population. Although the school has many International student, most of the students become English proficient while in the elementary school. Currently, the boy's division has no ELL students and the girl's division has three.

Credentialing is not the most important factor in hiring teachers for DVSS. Embracing the philosophy of the school and the desire to work with youth are part of the hiring criteria. All of the current teachers have BS/BA degrees. Fifteen teachers have MS/MA degrees. Nine teachers have PhDs. Seven teachers are credentialed. Over the last three years, DVSS has increased the number MS/MA degrees by three, the number of PhDs by two, and the number of credentialed teachers by three. The school encourages teachers to participate in professional development and to gain advanced degrees and credentials.

The student teacher ratio is 2:1 and the average class size is 12. Other than one class in the girl's division that was about 20 students, the rest of the classes observed were less than nine and as few as four.

DVSS offers a wide variety of programs related to the school's ESLRS. For the global awareness the school has field trips, online media related to curriculum, Model UN, and Mock Trial. Moral Virtue education is expanded beyond the classroom through working with the Buddhist monks, nuns, and other volunteers on projects around the school and within the greater Ukiah community.

Other extracurricular programs include: Chinese Orchestra, Lion Dance, Dragon Dance, 24 Seasons Festival Drumming, Chinese Traditional Dance, Yearbook, Student Newsletter, Associated Student Council, Model United Nations, Community Service Club, Basketball, Soccer, Tai Chi, Yoga, Drama, Calligraphy, Piano, Violin, Advanced Religious Studies, Boys Scouts, Mathematics Competitions, Chinese Competitions, and Interfaith Dialogues. Most student participate in more than one of the extracurricular activities and all student are involved in the Honoring Elders Day and Cherishing Youth Day celebrations.

DVSS students also participate in annual competitions within the community: Poetry Out Loud, Scholastics Arts and Writing, Northern Association Chinese Competition, American Mathematics Competition, Mendocino County Science

Fair, and others. DVSS student have won top honors in many of these competitions.

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

4. Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.

The school's leadership team reviewed the self-study profile and progress data from chapter one identifying the students' excellent test scores and intentional teacher training. They looked at alumni and student surveys, and discussed their analysis results at teacher in-service meetings. They discovered that more than their strong college focus was required to help their students become good citizens in the 21st century. They want to keep the school's original mission intact, and have therefore identified the following critical learner needs that require students to synthesize, to develop, and to apply skills associated with all the schoolwide learner outcomes:

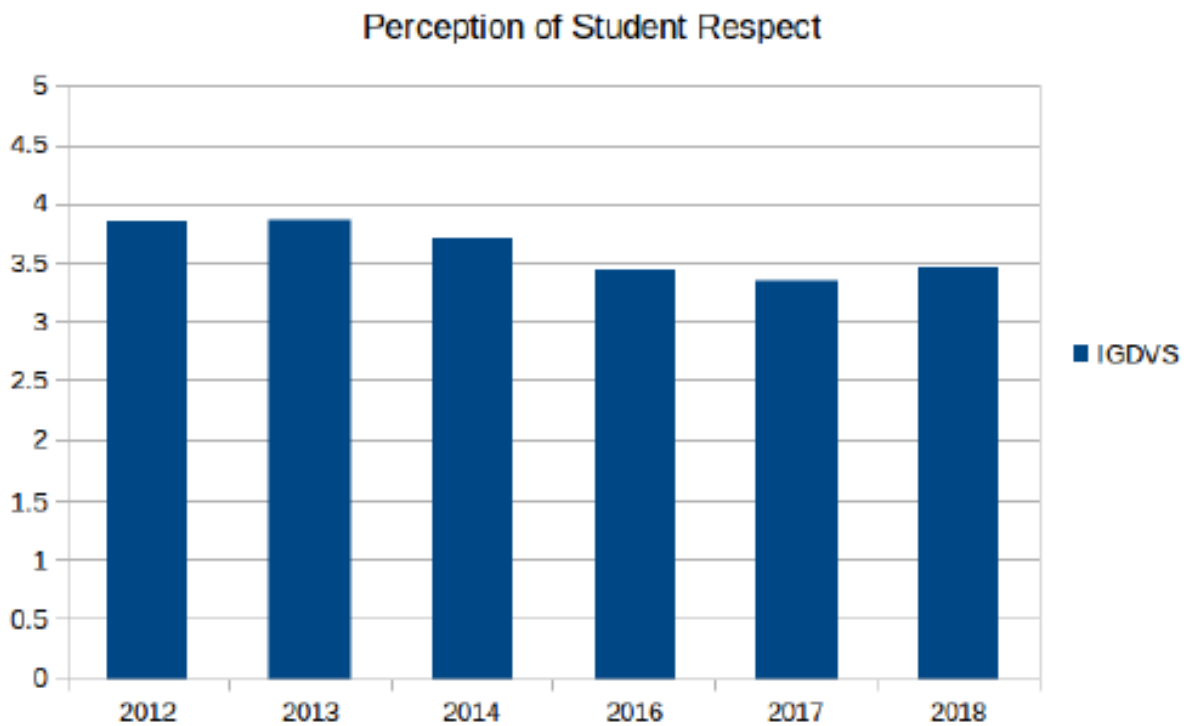
A. Self-improvement: students use critical reasoning, moral principles (core virtues), and their inherent spiritual wisdom to live in accord with their highest standards.

B. Good relationships with others: students have wholesome relationships with others based on the core virtues, as well as loving-kindness, compassion, empathetic joy, and equanimity.

C. Benefiting the local community and the world at large: prepare students to be exemplars of good character (based on the core virtues) that have a positive impact on the constantly changing, interconnected world, and to also lead a balanced and purposeful life.

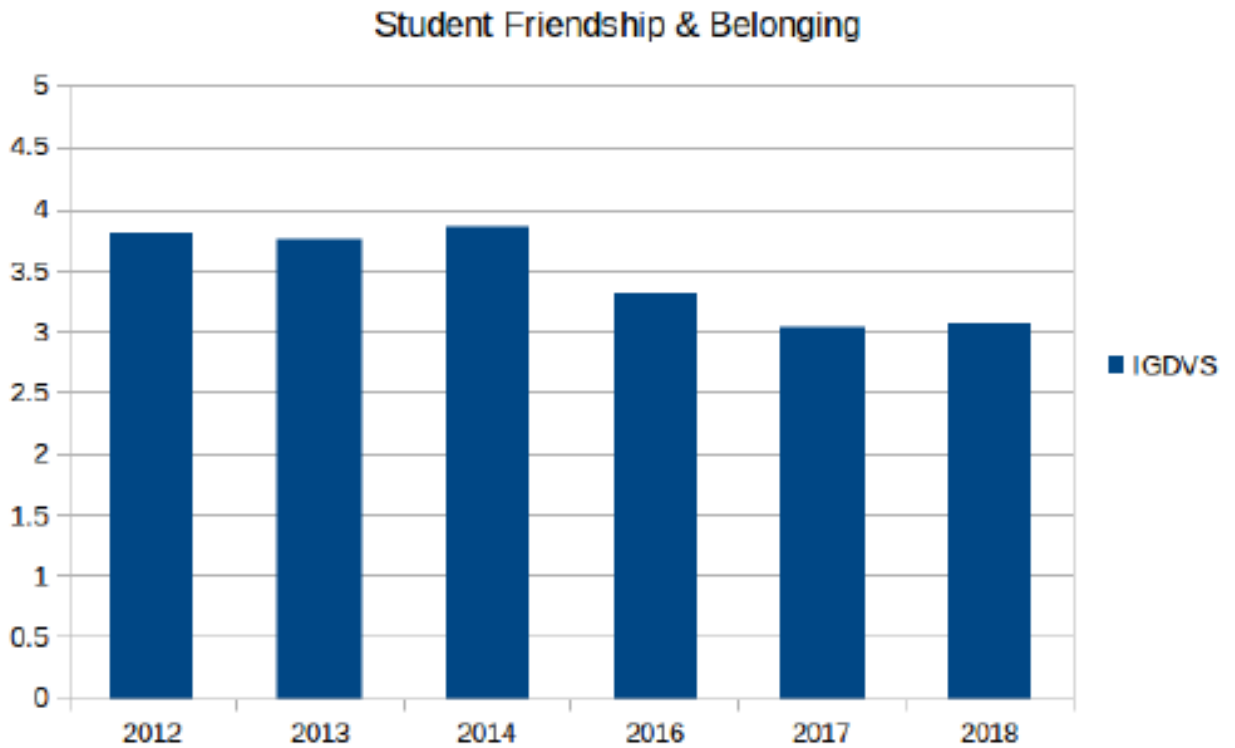
The first chart represents Perception of Student Respect. This chart was obtained by combining the answers to the following questions:

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



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

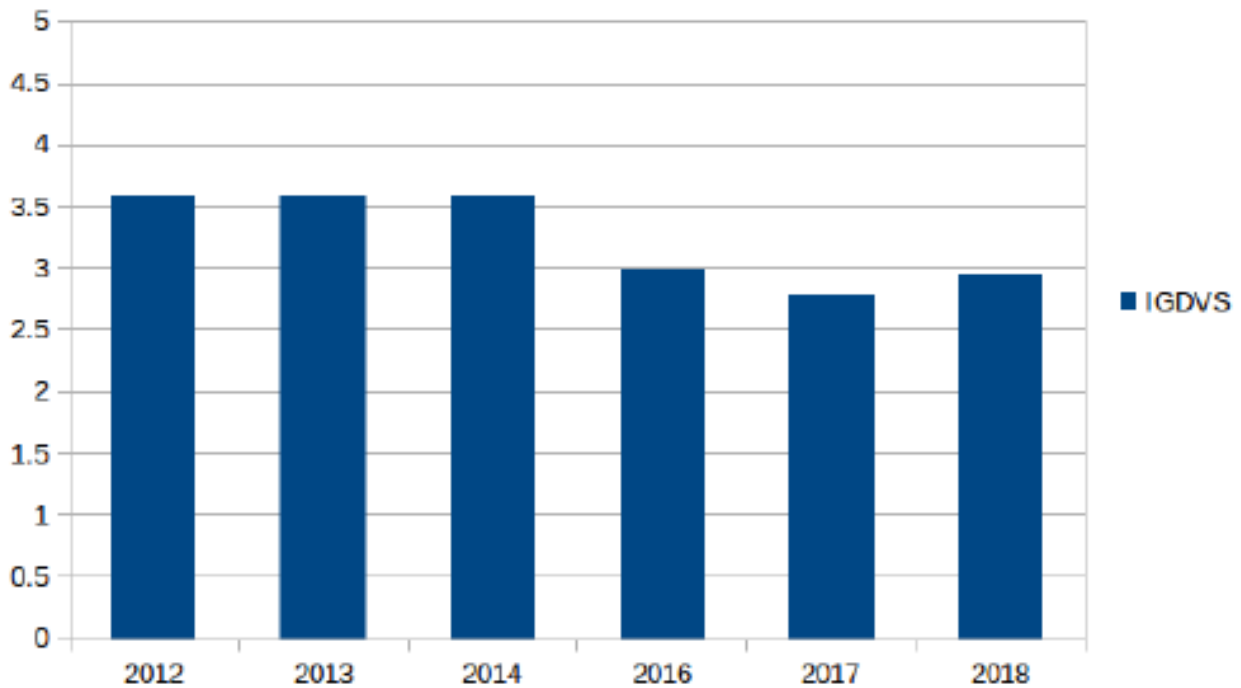
- 2. Students exclude others because they are different. (Reverse)
- 3. Students try to comfort peers who have experienced sadness.
- 5. Students help each other, even if they are not friends.
- 11. Students work well together.
- 14. Students help new students feel accepted.
- 17. Students are willing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



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

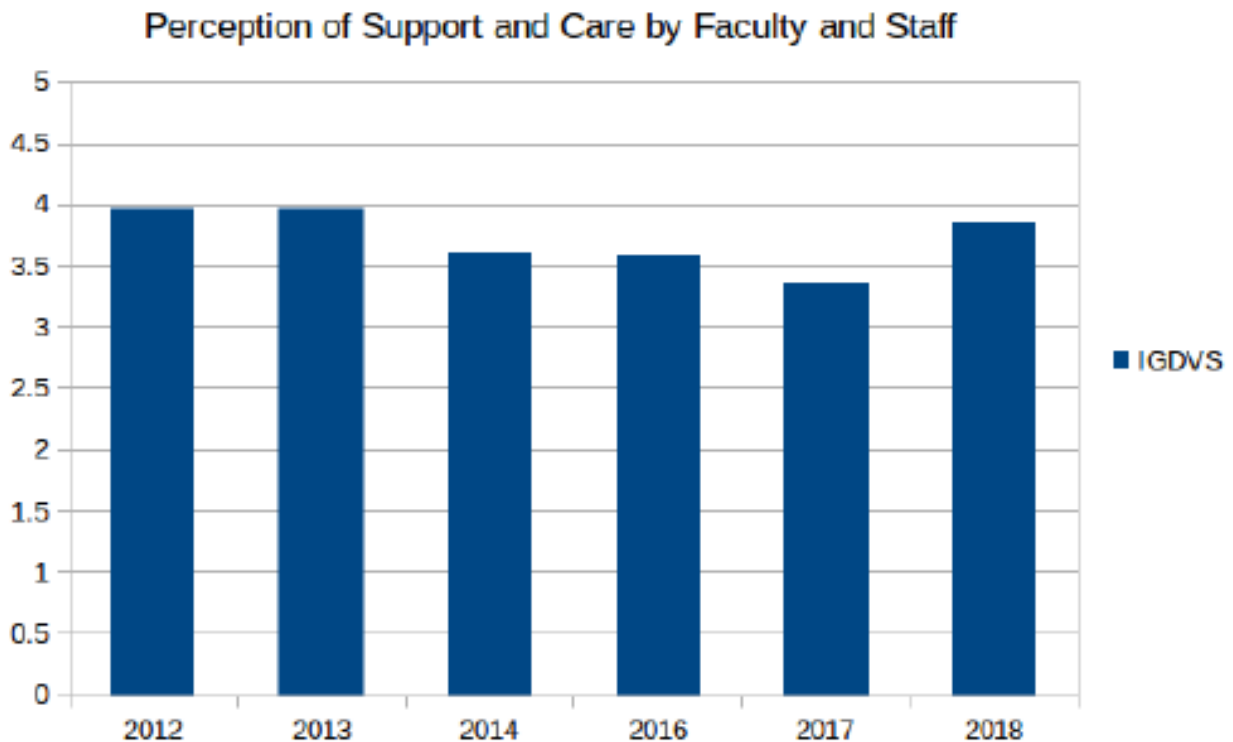
- 6. When students do something hurtful, they try to make up for it.
- 9. Students try to get other students to follow school rules.
- 12. Students help to improve the school.
- 15. Students try to have a positive influence on the behavior of other students.
- 20. Students resolve conflicts without fighting,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

Students Shaping Their Environment



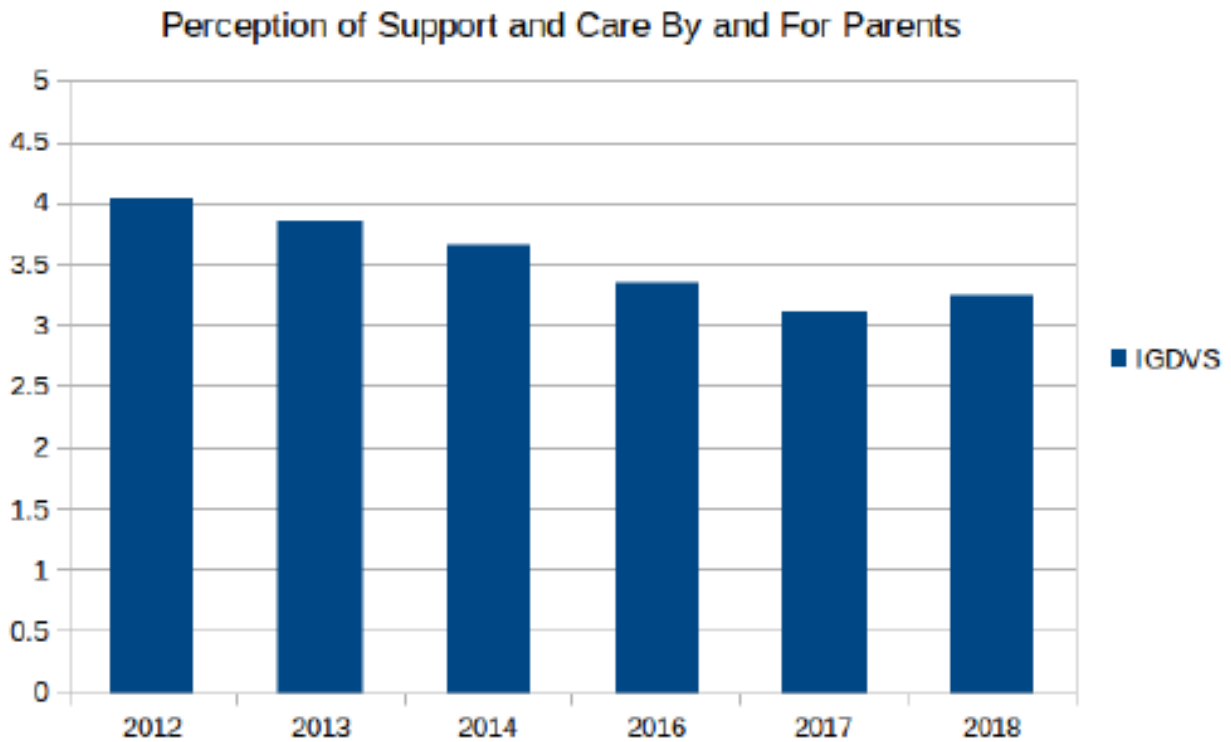
The next chart represents Perception of Support and Care By and For Faculty/Staff. It was obtained by combining the answers to the following questions:

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



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

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



5. Significant findings revealed by the profile and/or pertinent items that were not included in the profile.

Intentional small class sizes have supported DVSS students in making steady, incremental academic growth and achieve above average scores on the SAT.

Many students take more than one AP class and receive above average scores.

The school needs to continue to improve in all aspects of Character Education. The goal for the next accreditation cycle is to find new ways to integrate the Core Virtues into the classroom and into school life.

Chapter II: Progress Report

Since the last self-study:

- DVSS has developed new AP and honors courses.
- Ethics in Religion and Philosophy is now a UC approved class.
- School classrooms were added; some have upgraded flooring.
- Streets used for physical education and basketball courts were repaved.
- Landscaping on campus was improved. A labyrinth was built.
- An outdoor pizza oven was built by dorm students and staff.
- The Girls' Division high school building was fully-repiped for drinking water and the restroom was upgraded. Dorm facilities were also improved.
- Three school vans were purchased for field trips and community outings.
- Teachers earned advanced degrees, with two teachers earning teaching credentials.
- Five of six new teachers have master's or doctoral degrees.

The school, through its action plan, has accomplished their critical areas for follow-up, including the impact on student learning:

“There is a critical need to continue to develop additional teacher evaluations to increase support for teacher improvement.”

After the 2016 WASC Mid-Cycle Report, the teachers and administration developed a teacher observation model, which they have been using for classroom teachers. They found, however, that it is not a comprehensive tool for evaluation

and does not address all the aspects of teaching that they would like to evaluate. They are looking at three different evaluation tools and are in the process of adapting a model to reflect their needs. The timeline for adaptation is outlined in Action Plan Goal #1.

“There is a critical need to continue to implement California Common Core Standards and begin researching appropriate curricula to match the needs for the student population and school goals.”

The math and language arts teachers are beginning implementation of California Common Core Standards in their curriculum planning. The math teachers evaluated and chose textbooks which are aligned to the standards, began using those textbooks, and then realized they were not meeting the needs of their students. They determined that Common Core alignment is not the only criteria for choosing an appropriate textbook. Using the Common Core framework, they again chose a textbook which was more appropriate for their students’ needs and are in the process of evaluating student achievement in relation to the new textbooks.

English teachers evaluated grammar textbooks and chose a book aligned to Common Core Standards. Once they began using the book, they realized the material was not advanced enough for their students. They are in the process of continuing to look for an appropriate textbook and will continue to follow the textbook evaluation process. They are always looking for appropriate supplementary materials, such as current events nonfiction articles.

Chapter III: Self-Study Process

Expected Schoolwide Learning Results.

Graduates of Developing Virtue Secondary School:

1. Manifest the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility.
 - a. Cherish life in all its forms, are responsible stewards of the environment and exercise frugality.
 - b. Are confident, well-rounded persons who interact harmoniously with others and take responsibility for their own actions.

- c. Have developed the skills of a good citizen and explored within themselves the complementary qualities of leadership and responsible teamwork through active service to others and volunteerism.
2. Have gained a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings.
 - a. Have an appreciation and understanding of the fundamental teachings in Buddhist philosophy and ethics that inspire them to follow a life of integrity in accordance with their own philosophical or religious beliefs.
3. Have explored and developed their individual academic potential and talents in the humanities, sciences or arts.
 - a. Have developed an enthusiasm for the pursuit of knowledge.
 - b. Are prepared for success in college.
 - c. Have the ability to think critically and analytically.
 - d. Have developed their individual creative potential in thinking, expression and problem solving.
4. Express a multinational, global awareness and understanding; and show an appreciation and respect for a variety of cultures and religions.

The involvement and collaboration of all staff and other stakeholders to support student achievement.

All the core teachers participated in the self-study, as did the school's auxiliary personnel, members of the Ed Board, alumni, parents and students.

The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards.

DVSS uses PSAT, SAT, and AP scores to measure academic achievement. The teachers create ESLR binders to demonstrate student achievement of the schoolwide learner outcomes. There is no measurement of student academic achievement through academic standards.

The analysis of data about students and student achievement.

DVSS uses SAT, PSAT, and AP exams as a partial measure of academic performance. An ESLR portfolio, teacher surveys, and College Board grade-level benchmarks are also part to the evaluation of student achievement. SAT results show from 200 to 300 points higher than the national average. The PSAT score for the last four years indicate a percentile range from 79 to 91%. AP results indicate that from 80 to 91% of DVSS students pass with a 3 or better. The student portfolios are outlined and detailed giving those who review an accurate assessment of student growth.

The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC criteria.

The success of DVSS students on AP exam, SATs, and acceptance to the university of choice indicates a strong academic environment.

The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.

The leadership team meets regularly to monitor the action plan. The action plan is addressed at each teacher in-service meeting. The previous action plan was implemented. The current Action Plan is detailed and demonstrates a depth of understanding of what is needed to reach the goals. While some of the goals seem vague (Goal 1 and Goal 4) the outline of tasks indicates a thorough understanding of what is needed to address the goal. Staff and budget resources are addressed in the action plan.

The present Action Plan has five goals:

Goal 1: Recruit, Mentor, and Train Volunteer and Salaried Teachers/Staff.

The school will recruit, mentor, train, and assess volunteer and salaried teacher/staff by developing a more comprehensive system that is aligned with the school mission and ESLRs.

Goal 2: Provide and assess the effectiveness of PD.

Teachers will receive professional development and on-going instructional assistance. The school will assess effectiveness of teacher and staff professional development, and will develop a more comprehensive system of teacher evaluation.

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

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

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

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

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

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

Chapter IV: Quality of the School's Program

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose Criterion

To what extent has the school established a clear vision and mission (purpose) that reflect the beliefs and philosophy of the institution?

Vision and Mission

The DVSS Vision is incorporated in the Mission Statement. The Mission Statement is clear and concise.

Mission Statement

The school, in partnership with parents, works to instill and develop in students the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility. Students are encouraged to achieve their full academic potential and become outstanding citizens who will contribute to making their community and the world a better place.

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

The Student Learner Outcomes mirror and expand the Mission Statement. SLOs one and four restate the concepts in the first and last sentences of the Mission Statement. SLOs two and three expand the spiritual and educational aspects of the statement.

Beliefs and Philosophy: The written mission and vision (purpose) reflects the beliefs and philosophy of the school and its constituency.

DVSS is a Buddhist school. The Mission, SLOs, practices of the school reflect the Buddhist philosophy. Many of the teachers are Buddhist Monks and Nuns who daily live the Buddhist life in the presence of the students. The activities of the school (community involvement, celebrations, and daily life) demonstrate the teachings of Buddha.

Purpose, Schoolwide Learner Outcomes, and Profile Data: The student/community profile data has impacted the development of the school’s vision and mission and schoolwide learner outcomes.

As a Buddhist school, DVSS strives to attract like-minded parents who wish to have their children influenced by the school’s core values of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility. These values, along with the desire for students to achieve their full academic potential and become model citizens, sets the standard for the school high academic expectation and exemplary values.

Involvement of All: The school has a process for involving representatives of the entire school community in the development/refinement of the mission, vision, and schoolwide learner outcomes.

For each WASC cycle DVSS has reviewed, revised, and renewed the commitment to the concepts in the Learner Outcomes. Faculty, staff, students and other stakeholders have been involved in the process. In Action Plan “Goal 3: All stakeholders of the school will continue to plan, support, and develop school curriculum and student services in alignment with school mission and schoolwide learner results (ESLRs),” DVSS plans to implement the ESLRs in the classroom and review and revise the ESLR assessment.

Consistency of Purpose, Schoolwide Learner Outcomes, and Program: There is a strong degree of consistency between the school purpose, the schoolwide learner outcomes, and the school program.

Throughout the self-study, DVSS addresses all aspects of the ESLRs (SLOs). From an annual review of the ESLRs to implementation in the classroom to updating evaluation rubrics and tools to stakeholder feedback, DVSS aligns education and values with the schoolwide learner outcomes.

Communication about Vision, Mission, and Schoolwide Learner Outcomes: The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.

The Mission and Student Outcomes are published in the Parent/Student handbook, displayed throughout the school, incorporated into instruction and lesson plans, reviewed for each class each year by teacher survey, advertised throughout the community, and demonstrated in community forums. DVSS has a well-developed rubric for assessing student learner outcomes.

Regular Review/Revision: The school has a process for regular review/revision of the school purpose and the schoolwide learner outcomes based on current and future learner needs and other local/global/trends/conditions.

All aspects of the schoolwide learner outcomes are reviewed annually and revised as needed.

A2. Governance Criterion

Clear Policies and Procedures: There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.

The parent organization for DVSS is the Dharma Realm Buddhist Association (DRBA). Administrative staff or a current board member can nominate a person for the Education Board (Ed Board). When the Ed Board reaches consensus on a candidate, the person is presented to the DRBA board. A majority vote of the DRBA is necessary to seat a new Ed Board member.

Pretraining of Potential Board Members: Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

Those nominated for the Ed Board have extensive experience in education. The newest Ed Board members are described as having a lifetime in education and a teacher with 20 years of experience. To be nominated the candidate must have extensive experience both educational and with the DRBA community. The current board members have between 20 and 30 years in education.

Relationship of Policies: The governing authority's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

While the stakeholder of DVSS develop the vision, mission, and SLOs, the Ed Board review and refine the matter. The Buddhist philosophy of the DRBA is the operational philosophy of the Ed Board and DVSS. The vision, mission, and SLOs are aligned with Buddhist teaching and show a consistency of purpose from the DRBA, through the ED Board, to the daily operations of DVSS.

Involvement of Governing Authority: The governing authority is involved in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

The members of the Ed Board are men and women with extensive backgrounds in education. Board members attend and present at professional conferences. The Ed Board receives annual and mid-year WASC reports. The two WASC reviews extend beyond the boardroom to include stakeholders.

School Community Understanding: The school community understands the governing authority's role.

A positive working relationship exists between the DRBA, the Ed Board, and the administration. While the Ed Board can act without the approval of administrative staff, the Ed Board usually seeks administrative approval as well.

Relationship to Professional Staff: There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority constrains its actions to policy making and strategic planning, while authorizing the administration to implement its decisions.

The Faculty/Staff Handbook outlines the chain of command and duties of each board and position. The board provides overall funding and support. The principals and assistant principal are non-voting members of the Ed Board. The principals provide the school perspective on agenda items. There is a positive balance of freedom and oversight from the board to the faculty and staff. The Faculty/Staff Handbook is 36 pages and provides a detailed description of staff responsibilities.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

Twice a year the Ed Board reviews WASC progress. The Ed Board holds regular meetings with school leadership. The Ed Board routinely reports to the DRBA. Quarterly profit-and-loss reports are provided by the financial office. Each year, stakeholders discuss the annual budget. A committee of the Ed Board overlooks facilities maintenance and development.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

The Faculty/Staff Handbook and the Parent/Student Handbook detail the Complaint and Conflict Resolution Procedures.

Evaluation Procedures: The governing authority carries out clearly defined evaluation procedures.

The Ed Board sets policy, hours of school day, school calendar, graduation criteria, and make regular reports to the DRBA Board. The Ed Board's responsibilities and authority are outline in detail and include oversight of curriculum and staff evaluations.

Evaluation of Governing Authority: There is a process for evaluating the governing authority.

DVSS has a unique relationship with the governing authority as most of the Ed Board members teach or have taught in the school. Most of the Ed Board members have a long association with the school and DRBA and are on campus participating in various activities on a daily or weekly basis. Many of the school administrators and staff associate with Ed Board members on various levels including shared religious practice and DRBA projects.

A3. School Leadership Criterion

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

The principals model the moral, educational, and civic values of the Dharma Realm Buddhist Association. The principals represent the needs of the faculty, students, and parents to the Ed Board. The principals are responsible for ensuring the appropriate classes are offered. The principals provide an example of living the values represented in the SLOs and of leading faculty, staff, and students to embrace those values.

To what extent does the school leadership empower the staff?

A list of 18 specific duties outlines the role of the principals. The principals are non-voting members of the Ed Board and attend board meetings to communicate the needs of the school and address the concerns of the board.

The teachers also have an extensive outline of duties and responsibilities. The teachers work under the direct supervision of the principal and a core teacher. Professional development opportunities are provided through the direction of the leaders and by request of the teachers.

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

The focus of DVSS is the education of students within the greater Buddhist community of the City of Ten Thousand Buddhas. All the school's employees, teachers, staff, and administration are personally committed to the concepts of education as presented in the school's SLOs. The community is dedicated to the shared values and the education of the students.

Defined Responsibilities, Practices, etc.: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

The Faculty/Staff Handbook is a detailed outline of and written policies for all school employees. The 39-page documents lists responsibilities and expectations for all from board members to classroom assistants. The Handbook contains the charts, responsibilities, and policies designed to address decision-making, relationships, accountability, and conflict resolution.

Existing Structures: The school has existing structures for internal communication, planning and resolving differences.

The Faculty/Staff Handbook outlines the procedures for internal communication, planning and resolving differences. One of the principal's duties is to facilitate communication between parents, students, and teachers. The goal is communication that is reasonable and respectful. Being knowledgeable and respectful of different cultures and effective teamwork are presented in the handbook.

Involvement of Staff: The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning.

Teamwork and collaboration are fundamental to the DVSS community. The self-study mentions the term "collaboration" 31 times. Collaboration and communication are designed to "foster improved collaboration and commitment to the mission, vision, and expected schoolwide learning results."

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

The Ed Board holds annual and semiannual WASC reviews. Data is reviewed at regular teacher in-service and other scheduled meetings. A continued review of student learning is part of the action plan. The review of all tests (PSAT, SCCP, AP) is a regularly scheduled part of the action plan. The results of the data review are published on the website and in the semiannual review.

A4. Staff Criterion

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

The school leadership and staff are highly qualified. While all do not have credential, all do have degrees and experience in the subject matter they teach.

Mentor teachers are in place to provide support to new or struggling teachers.

Regular and ongoing professional development is a focus of DVSS. The goal is to strengthen areas of instruction through differentiated instruction, use of standards, and a focus on core values.

The staff is in the process of evaluating teacher evaluation tools in order to adopt a model which will reflect their requirements.

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

While the school strives to hire credentialed teachers (the last several hires were fully credentialed), DVSS also values a candidate's commitment to the values outlined in the SLOs and the desire to work with youth. A commitment to the Buddhist philosophy outlined in the SLOs is necessary to employment at DVSS.

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

The analysis of test data and teacher observations and input drive the decision making on professional development. Both leadership and staff are committed to ongoing professional development. The self-study mentions "professional development" 58 times. Included under professional development are: to develop a more comprehensive system of teacher evaluation; a budget commitment to send teachers outside sources based upon teacher need; an emphasis in spirituality, core virtues, and global awareness in conjunction with the identified critical learner outcomes in the self-study; NGSS workshops; and online training on foreign languages. Teachers also keep a "professional development reflection log."

Employment Policies/Practices: The school has clear employment policies/practices related to qualification requirements of staff.

DVSS has well developed criteria for hiring staff. The candidate must be academically and moral fit to be considered and must be in agreement with the values presented in the SLOs to be hired. The qualifications and requirements are detailed in the Faculty/Staff Handbook.

Qualifications of Staff: The school reviews all information regarding staff background, training, and preparation.

The school requires a high number of teachers as the girls' school and boys' school must be fully staffed. The administration is dedicated to hiring credentialed teachers whenever possible.

Teachers with a variety of life and career experiences are able to share valuable experience with the students. There are both lay and monastic teachers, paid and volunteers.

Students have noticed their learning experience and grades are affected by short-term teachers and high teacher turnover. The school is committed to consistency in the teaching staff and provides mentor teachers and professional development to support a positive school environment and teacher longevity.

Maximum Use of Staff Expertise: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

The New-Teacher Orientation Guide contains the guidelines for teacher placement. Senior teachers support and mentor new hires. Ongoing teacher evaluations provide the framework for support to new teachers.

Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

The Faculty/Staff Handbook contains the written policies that define the responsibilities, practices, and processes. The duties and responsibilities of each staff member is outlined in detail.

Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

DVSS demonstrates a well-balanced support for student learning through a thorough evaluation process, professional development, peer observation, and mentoring.

Support of Professional Development: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

Resources for and encouragement to participate are standard professional development practices. Professional development opportunities include workshops, in-service days, mentorships, College Board training, and training provided through the county offices of education. Teacher requests for training are granted.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

DVSS believes the values presented in the ESLRs are good foundation for teacher growth. Professional development is a vital part of the school's action plan. Professional growth is encouraged, promoted, and funded.

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

While professional development is supported and encouraged, the teachers are currently targeting and documenting professional development which will benefit student learning. They are not formally measuring its effectiveness on student performance.

A5. School Environment Criterion

Caring, Concern, High Expectations: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

“From Earth Day to the art of tea, from Hanukkah to international music festivals, DVSS students are taught to appreciate different cultures and religions from around the world not only in the classroom but through actual participation in real-world events.”

Core teachers provide support for students who are struggling academically or with personal issues. Students may be referred to additional support personnel, including the Wellness Team. Staff members are attending Psychological first aid and other training workshops.

College advisors meet with boys and girls to help them make decisions and provide emotional support, if needed.

Study skills classes, especially for freshman, are provided to help students organize their time.

Workshops on how to make friends, leadership skills, and peer tutoring are available supports for students.

Teachers look for each student’s strengths and try to highlight those during classes. Some assessments are designed around these strengths.

Community service projects help students to appreciate differences and show caring and concern to others.

Student Self-Esteem: The school fosters student self-esteem through high expectations for each student and recognition of successes.

The ESLRs reflect the school’s goals of developing well rounded students who cherish life, are responsible for their actions, have spiritual wisdom, are prepared for college, and are good citizens. These and the other outcomes in the ESLRs promote self-esteem within the concept of high expectations.

The ESLRs, along with the Eight Core Values, should be intentionally imbedded in the formal curriculum by the teachers so that students in the 21st century become good citizens.

Mutual Respect and Communication: Mutual respect and effective communication among and between staff, students, and parents is evident.

Parent, teacher, and student interviews show tremendous mutual respect for one another. Teachers have created personal connections with students. Due to the small class sizes, teachers are able to provide students with one-on-one support and are easily available to students. Parents show great respect for teachers, but have suggested that more communication would be beneficial regarding the standards being taught, student grades, upcoming calendar events, etc.

Teacher Support and Encouragement: There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

Teachers are encouraged to attend professional development workshops on best practices and to share their learned knowledge with their colleagues.

Each staff in-service meeting provides teachers with new teaching strategies to apply in their classrooms.

The current classroom observation evaluation gives teachers an opportunity to evaluate the effectiveness of their teaching and to make modifications to ensure optimal student learning.

Safe, Clean, and Orderly Environment: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

The buildings are safe, clean, and orderly. The classrooms reflect the emphasis on organized education. Fire, earthquake, and other safety drills are regularly scheduled. Teacher are trained in CPR and first aid. Internet is limited and monitored.

A6. Reporting Student Progress Criterion

Reporting Student Progress: There are effective processes to keep the board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

DVSS has four formal grade reports to parents, midterm and at the end of the semester and communicate regularly about student's progress.

Parents are informed about student progress by report cards four times a year and through communication from teachers throughout the term. Subject teachers prepare ESLR binders of student work. The ESLR Rubric organizes teacher and student evaluations on growth.

Students and parents have mentioned the need for an accessible, on-line, transparent grading system.

Parents would like to know the standards the students are studying and their child's progress in mastery of the standards.

Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

The ESLR binders, report cards, SCCP data, PSAT, SAT, and AP scores are analyzed to measure progress. Teachers meet regularly to discuss students' academic growth and character development. These meetings lead to decisions on academic changes, tutoring, and challenging students to participate in competitions or college classes.

Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

The review of progress leads to changing classes higher to lower and lower to higher (skipping grades). The review also leads to individual learning plans, tutoring, and monitoring. DVSS uses the review of results to determine professional development and budget decisions. The need to address non-academic ESLRs influenced both PD and budget decisions.

A7. School Improvement Process Criterion

Broad-Based and Collaborative: The school's planning process is broad-based, collaborative and has commitment of the stakeholders, including the staff, students, and parents.

The Leadership Team meets regularly to discuss the progress of the school. They provide a monthly in-service meeting for teachers, in which teachers provide feedback on issues related to school improvement. Teachers also meet in department meetings to analyze test data and student learning.

In 2018, DRPx, a community organization made up of professors and Silicon Valley professionals, formed to host dinners and discussion sessions, run workshops, and provide a sounding board for career and college. One member of the DRPx teaches a course at DVSS. The DRPx catalogued concerns for teacher health benefits, expanded technology with ethics education, and funding for science labs along with other concerns. Both monastics and lay volunteers support the mission of DVSS.

School Plan Correlated to Student Learning: The school's action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

The school's action plan is addressed at every in-service meeting. It is correlated to student achievement data, critical learning needs, and schoolwide learner outcomes. Academic standards have not been directly correlated to student learning.

Systems Alignment: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

There is a direct correlation between professional goals and teacher evaluation. The Leadership Team uses teacher evaluations to ensure all teachers are providing a solid academic education for students.

Teachers who are not performing are given a mentor teacher and encouraged to take classes and attend workshops to improve their teaching skills.

The Leadership Team and teachers are all committed to working together for continued school improvement. This is evident through the teacher's knowledge of school philosophy and processes, and their willingness to follow academic analysis procedures for the good of the students and the school.

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan:

There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

The schoolwide action plan was created by the stakeholders, and they support the school improvements it represents. They are willing to give their time to implementation of the action plan, and the fiscal resources are readily available.

Areas of Strength for Organization for Student Learning (if any) that need to be addressed to ensure quality education for all students:

- The school intentionally works to instill and develop in students the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility. Students are encouraged to achieve their full academic potential and become outstanding citizens who will contribute to making their community and the world a better place.
- Buddhist Monks and Nuns daily live the Buddhist life in the presence of the students.
- DVSS students demonstrate academic strength in PSAT, SAT, and AP test scores.
- DVSS students test above the national average in math and in reading and writing.
- The principals model the moral, educational, and civic values of the Dharma Realm Buddhist Association. They encourage the faculty, staff and students to embrace the values represented in the SLOs.
- The staff is highly qualified, and volunteer teachers provide many resources and support services for students.
- The teachers are highly committed to their students' academic success.
- A positive working relationship exists between the DRBA, the Ed Board, and the administration.
- A variety of professional development opportunities are provided through the direction of the leaders and by request of the teachers.

- Parents, teachers, and students show mutual respect for one another and work together well.
- Student tutoring programs are provided for individual and group tutoring.

Key Issues for Organization for Student Learning (if any) that need to be addressed to ensure quality education for all students:

- Parents and students would like the school to consider an online grading program.
- The standards are not formally aligned to the ESLRs or academic achievement.
- The Eight Core Values should be intentionally imbedded in the formal curriculum by the teachers so that students in the 21st century become good citizens.
- The Leadership Team and teachers should continue to write and implement a teacher evaluation tool to monitor and support teacher growth.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Leadership Team interview
- DRBA Board of Education and community member interview
- Staff Interview
- Student Interview
- Faculty Handbook
- Parent/Student Handbook
- Class Syllabi
- Lesson Plans
- Classroom Observations
- Student Work
- Review of ESLR Binders
- PSAT, SAT, AP Scores
- Teacher Evaluations
- Mission and Vision Statement
- In-service Meeting Minutes
- Department Meeting Notes
- Schoolwide Action Plan
- Self-Study

CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. What Students Learn Criterion

Current Educational Research and Thinking: The comprehensive and sequential documented curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.

Teachers are beginning the process of adopting the Common Core State Standards and are in the process of evaluating textbooks for both math and grammar.

Teachers receive training on current standards and teaching strategies at in-service meetings. They also attended professional development workshops to familiarize themselves with current research, which they then share with other teachers. AP teachers have received specialized training in preparation for teaching their classes. Science teachers have been to NGSS workshops to learn the most recent research findings on science teaching and learning. Teachers have attended the SPARK PE workshops to learn about latest trends and strategies to enhance the PE curriculum. Teachers attend professional development organized by the Association of Northern California Chinese Schools.

Volunteers from the community are embraced and encouraged to share specialized training and knowledge with the students, including art and music education.

Academic Standards for Each Area: The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

All courses offered at the school are UC-approved and all AP courses are approved by the College Board. Math teachers and language arts teachers are using the Common Core Standards as the basis for instruction. Science teachers are following the NGSS. The school's physical education courses are UC approved and follows the CA Standards. Teachers may also reference the SPARK PE National Standards.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Teachers and students are aware of the schoolwide learner outcomes and how they relate to classwork and the concepts and skills taught each day. Academic standards were not correlated to class syllabi or daily lesson plans.

Student Work — Engagement in Learning: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide learner outcomes.

The student work in the ESLR folders demonstrates the implementation of the core virtues of kindness, respect, citizenship, and others. There was not evidence of a standards-based curriculum in all classes. Many teachers followed the textbooks closely, and math classes use Common Core aligned textbooks.

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

Many classes at DVSS are very small, which allows individualized instruction from the teacher. Tutoring occurs informally among students, between the teacher and an individual student, and in formal peer tutoring sessions.

There is a process to support students who have IEP’s. Mrs. Dickinson, who is responsible student wellness, will unpack an IEP and make accomodation recommendations to teachers. Standards for IEP students are modified, as are grades, and a “special program” note is made on the student’s report card.

Struggling students can go to Mendocino Community College or use Brigham Young University to take easier courses such as statistics. Students who need more challenging courses can take online classes or go to Mendocino College to take classes such as Calculus III, Differential Equations, or Linear Algebra. For students who have completed Calculus BC, they have an option to take Discrete Mathematics.

Acceptable Student Achievement: The school demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators.

Data from SAT, ACT and AP exams demonstrate that most students are above average in their scores.

Integration Among Disciplines: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability and security is maintained.

History and English are easily integrated. Students in math are asked to write about math, and students in science are asked to read for understanding and provide evidence in their writing. PE skills are integrated with physics concepts, and ethics are also taught during PE classes.

Curricular Review, Revision, and Evaluation: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

The school monitors UC requirements, state laws, and other compliance measures. AP teachers attend and update their curriculum in accordance with the AP review and revision cycle.

Textbooks are reviewed on a cyclical basis to ensure optimum student learning.

Teachers discuss grading and homework policies at in-service and department meetings. Updates to these policies are made as needed.

Collaborative Work: The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

Teachers meet during department meetings and share best practices and new teaching methodologies learned at workshops.

Because the school is small, teachers know their students well and will discuss student progress and academic need informally.

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

The teachers analyze grading policies, homework policies, use of technology, etc., during department meetings. PSAT, SAT, and AP results are also analyzed in relation to the rigor and relevance of the curriculum.

Articulation and Follow-up Studies: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the workforce, or meeting their personal goals.

The school has an alumni survey that provides feedback to the faculty and staff as to the effectiveness of instruction for students as they prepare for college and career.

B2. How Students Learn Criterion

Research-based Knowledge: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

The teachers are provided with new teaching strategies at monthly staff meetings. They are encouraged to attend professional development workshops which pertain to their teaching area.

AP teachers receive specialized summer training in order to provide the highest level of instruction for their students.

Many teachers are focused on using active learning techniques by providing authentic learning environments with each student's prior knowledge in mind.

Teachers use various foreign language and second-language strategies in the classroom to foster speaking and listening skills.

Planning Processes: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the curricular standards and schoolwide learner outcomes.

Formative and summative assessments are used in the classroom to assess student learning. PSAT and SAT scores are dissected and analyzed so that teachers can address specific areas of student academic need.

Professional Collaboration: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

During department meetings teachers use and model a variety of collaborative strategies to impart information. These strategies are formally taught during teacher in-service meetings. Teachers also share teaching strategies they have learned at professional development seminars with one another.

Professional Development: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

Teachers are encouraged to attend professional development workshops of their choosing as it related to their academic areas. Funding is available yearly.

Monthly in-service teacher meetings provide onsite professional development. Visiting lecturers and teachers provide specialized professional development during teacher in-service workshops.

Challenging and Varied Instructional Strategies: The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning.

Teachers use a variety of strategies to engage students, including projects-based learning, thinking maps, student as lecturers, interactive notebooks, science labs, radio show projects, and musical compositions.

A continued focus on developing new teaching strategies will benefit student learning as some teachers still rely on teacher lecture as the main mode of instruction.

Technological Integration: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

The school does not place a great emphasis on technology, but adequate resources are available to help students develop fundamental skills of research and production.

Computers and printers are available for student use. Students have limited access to the internet for research projects.

Teachers use approved DVDs and CDs in their classes. Classrooms also have document readers and projectors.

Robotics is not currently offered, but there is some interest in adding a hands-on robotics class to the curriculum in the future.

Evidence of Results based upon Challenging Learning Experiences: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

The student work displayed in the ESLR folders demonstrate critical and creative thinking, problem-solving, knowledge attainment and application skills.

PSAT, SAT, and AP scores demonstrate the application of student critical thinking, problem solving, and knowledge attainment skills.

Student Perceptions: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Student surveys and dialogue inform the faculty and staff of the relevance of learning experiences.

The school has recently administered an alumni survey. The results have been shared with the stakeholders and provide information as to how well alumni feel they were prepared for college, career and life.

Student Needs: Teachers address student needs through the instructional approaches used.

Because class size is small, teachers have ongoing informal communication with students. They are able to assess students individually, adapt class expectations, and provide support to bring students to grade level.

Student Use of Resources: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources.

There are a wide variety of community resources available to students. They have access to the resources of DRBU, Mendocino College, and local libraries. They collaborate with each other in class projects and presentations. Volunteers from the community provide additional resources, such as art classes and music lessons.

After school test preparation sessions for the general and subject SAT tests is available for students. Students working on test problems also ask teachers for help.

The school has an organic garden, fish pond, and recycle center. It has a Chinese language library and a Chinese-speaking environment.

The school has basketball and volleyball courts for physical activity, although it does not have a space for indoor physical activity.

B3. How Assessment Is Used Criterion

Appropriate Assessment Strategies: The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.

Teachers use a variety of formal and informal assessment strategies to measure student progress. Some of these include observation, end of class short quizzes, class surveys, tests, vocabulary cards, journals, thinking maps, storyboards, project-based learning assessments, labs, class presentations and museum walks.

Foreign language is often focused on writing and speaking, which allows non-native speakers fair assessment in a class with native speakers.

Basis for Determination of Performance Levels: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

PSAT and SAT are the main benchmarks used to determine performance levels and instructional effectiveness. There is a schoolwide grading system, but each teacher determines how performance levels are determined through rubrics and summative and formative assessments.

There is not a focus on standards-based assessments, and student performance is not formally correlated to standards mastery.

Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Teachers create ESLR binders for students in each academic subject. Each teacher covers the academic ESLRs and try to cover additional areas if possible. The teacher chooses appropriate assignments, evaluates the quality of the work and decides how the grade will apply to the class.

Teachers are able to provide examples of high, middle, and low functioning students through these assignments.

Correlation: The teachers correlate assessment to schoolwide learner outcomes, academic standards, course competencies and instructional approaches used.

The ESLR binders demonstrate how students are achieving the ESLRs as they relate to academic assignments. The binder shows the instructional approaches teachers used to present the assignments.

Academic standards are not formally correlated to ESLRs.

The school is planning to develop a spirituality and character education assessment which will relate to the ESLRs and the academic standards.

Modification/Decisions based on Assessment Data: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities, and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

PSAT, SAT, and AP results are analyzed to identify areas of subject weakness and to promote integrated planning and learning.

The math department purchased Envision Common Core math series textbooks. However, once the teachers began using the books, they realized that the books did not support students who were struggling. The decision was made by teachers and administration to adopt the Pearson math series as the main text and to use the Envision series as supplementary material.

The English department evaluated and purchased a grammar book, only to find that it was too easy for students. They are in the process of re-evaluating textbooks in order to find one that is aligned to the Common Core Standards and is at an appropriate level for the students.

Student Feedback: Student feedback is an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular objectives.

The school administers student and alumni surveys and uses this feedback to modify curricular programs.

Students are able to share their concerns or suggestions with teachers and administration, either informally or during formal meetings.

Teacher Monitoring: Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives and standards have been met.

Teachers use summative and formative assessments, including student self-reflection, class tests, and quizzes to determine whether course objectives have been met.

Teachers are not currently assessing student mastery of class standards.

Areas of Strength for Curriculum, Instruction, and Assessment (if any) that need to be addressed to ensure quality education for all students:

- DVSS students score over 200 points above the national average on the SAT
- 80 to 90% of DVSS students who took the AP test from 2014 to 2018 passed with a 3 or better.
- Many of the DVSS students take more than one AP test each year.
- Small class sizes have allowed teachers the opportunity to work with students on-to-one.
- Teachers are provided with opportunities for professional development to enhance student learning.
- There are many volunteers from the community who share specialized training and knowledge with the students.
- There are a wide variety of community resources available to students.
- ESLR binders show an intentional approach to linking the ESLRs with classroom work and assignments.

Key Issues for Curriculum, Instruction, and Assessment (if any) that need to be addressed to ensure quality education for all students:

- Teachers are not using standards to assess learning or for daily, monthly, and yearly planning.
- An online grading program would ensure students and parents have access to grades throughout the school year.
- Teachers should continue to implement a variety of teaching strategies in their classrooms to promote academic growth.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Leadership Team Interviews
- Staff Interviews
- Student Interviews
- Faculty Handbook
- Parent/Student Handbook
- Classroom Observations
- Textbooks
- Student Work
- Review of ESLR Binders
- Class Syllabi
- Lesson Plans
- PSAT, SAT, AP Scores

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Student Connectedness Criterion

Adequate Personalized Support: The school has available adequate services, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

Health- DVSS implements restorative practices that open communication to manage conflict between students and faculty. This practice is being expanded to try and have students resolve issues amongst themselves using the restorative method.

Health- DVSS has a full-time nurse practitioner that works on the campus and is available on call 24/7. All the students are required to have insurance, so local medical services are always available.

Health- Students are provided a nutritious vegetarian meal planned and cooked by monastery staff daily. Regular physical education courses including yoga and taiji quan are offered as well as students engage in team sports such as drumming, basketball, volleyball, lion, dragon, and Chinese dance. These activities foster

discipline and healthy body and mind.

Mental Health- Education for emotional well-being is promoted through ethics, virtue studies, Buddhism, World Religions, and meditation classes. Beyond this, the core values of the school, which include the Six Principles and Eight Core Virtues, lay a strong foundation of spiritual well-being.

Mental Health- A wellness team was formed in late Fall 2018, forums and activities for stakeholders are in the planning. Common wellness dimensions such as physical, emotional, intellectual, social, spiritual, and environmental wellness workshops are in the works. This will enable more systematic planning and assessment for the well-being of the school stakeholders.

Career and College Counseling- Faculty and students all report that college and career counseling is offered by the school. Faculty report programming to be the exact same for the boys' section and the girls' section. Students report programming differences in their programming. Girls report strong programming for career interest inventories in grades 9 and 10. In grades 11 and 12 girls report programming focused on how their career interests align with university choice and requirements for admissions. They also discussed a career day with speakers that shared more details about the day to day details of their profession and what study at university must entail. The boys report that in grades 9 and 10 someone comes once a year to talk about university and in grades 11 and 12 an appointment is set for them once a year to talk one on one about university choices. Perception amongst students was that programming was not equal in terms of career and college programming. When faculty were interviewed while they reported the programming to be the same, when they described the programs it was clear that while the same topics might be covered the format and delivery were very different. The girls experience an interactive workshop that builds a portfolio of interests and reflections while the boys receive a lecture format presentation. While the content of the lecture and the content of the interactive workshop might be the same it is the way the two experiences involve students that can lead to perceptions of programs being different. This should be an area of reflection for DVSS.

Personal Counseling - One of the counselors on campus is available to meet with students if they need personal attention in time of crisis, stress, or uncertainty. For cases that require long term counseling or are of mandated reporting, students are referred outside of the school for support and help.

Academic Assistance - Academic support has been responded to as tutoring. The students, faculty, and parents all talk about the time teachers give to tutor students that struggle. Students on the girls side really talk about how much they value the relationships they build with faculty and how selfless faculty are to offer so much time after school to tutor them. This response from students and parents is a huge compliment to the faculty. It was discovered in interviews that faculty have been given training in learning differences during in-service time. Faculty support students with accommodations and some modifications if a student has an IEP. Cases of learning challenges are evaluated on a case by case basis as to support.

School Support Systems: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

Referral and Intervention- Faculty report that weekly meetings are held to discuss student progress and needs. If students are identified to have a need in regard to learning they are referred to attend tutoring sessions. This same group can also assemble quickly to discuss student needs and response to interventions.

Matrix- DVSS has created a matrix that lists the school personnel responsible for student support services. This matrix details who should be contacted for information or advice on certain issues.

As part of the matrix there is a safety and security representative that makes sure the school practices drills in relation to The Great Shakeout, fire drills, and lockdowns. The representative has secured emergency information for all students at various safe meeting spots in case of evacuation as well as “Go Kits” with first aid kits and emergency cards alerting other adults to missing students. DVSS has prepared plans for emergency situations, but has not had students participate in drills.

Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

The visiting team did not find evidence of standards and benchmarks and how they are tied to units of study. Students in the boys section reported there not being consistency with teaching staff (volunteers leave mid-year, teachers underpaid and leave, subs remain all year, etc..) A formalization of the curriculum through curriculum mapping links standards and benchmarks to units of study and has a database of final exams, tests, projects, and rubrics so that any educator that walks into any of the DVSS classrooms can look at the curriculum map and know where to pick up instruction while giving consistency to rigor and expectations.

The faculty that give extra hours outside of school to tutor and build relationships with learners is the strongest student support strategy in place at DVSS.

DVSS believes in the development of the whole child. Students are also encouraged to explore areas not necessarily pertaining to academics such as sports, theatre arts, dance, and musical performances. The students are actively involved in the update of website content for school events and activities. Students learn about publicity, public relations, and journalism skills.

Once a week service is offered on campus and is assigned to students by faculty. Service is in the form of tasks to clean the campus and garden. Students that choose to do more than simple assigned cleaning tasks can request certain projects.

Visits to religious institutions in the Ukiah area are part of the World Religions class and are meant to educate students in spiritual development while inspiring students to serve in unique ways that are not assigned.

Support Services and Learning: 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, for all students.

DVSS has protocol in place to restrict social media use on campus during the school day, but are careful to educate students in technology standards. DVSS is using the program Common Sense Media to help them in this area.

Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.

Students report the ASB is the voice of the student body. However, the girls' and boys' sections report very different structures for how ASB is run and overseen. The boys report they identify problems, come up with solutions, and then present to faculty members that immediately tell the boys if the idea was approved or not and the boys report back to student body. The girls report the problem and solution identification process is the same, but that they have monthly meetings with the Principal where topics are discussed and considered. Girls report that when the principal has reached a decision they share this back to the ASB and student body. Once a month there is a school wide meeting where ASB reviews what has been happening on campus and where decisions are at the moment. Faculty report weekly meetings are held in each section where a resolution process is held with ASB and administration.

Both the girls and boys section report an abundance of co-curricular activities that are academic in nature and when students compete in the local, county, or international competitions the DVSS students rank highly. The administration supplied many examples of DVSS students in the news for winning co-curricular competitions.

Student Involvement in Curricular/Co-Curricular Activities: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

ASB members report a plethora of activities that they organize and run and an abundance of clubs for students to be involved in. The students seem to know what is offered and who is participating in each organization and to what extent the students are participating, but the school does not seem to have a formal process for tracking involvement, interest, or talents of students.

DVSS creating a systematic evaluation of these programs and student talents can add to the relationship building in the community as students interests and talents are appreciated outside of academic performance.

Student Perceptions: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

The school reports plans for starting student perception surveys in 2019 to gather data on student perception against the perception of the adults in the school and community.

From interviews and review of data it is apparent there is a breakdown when it comes to student perception of faculty and administration implementation of programming. Administration and faculty should form a plan of how to use perception data to build bridges.

C2. Parent/Community Involvement Criterion

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

The school has an active Parent-Teacher Organization that meets regularly to engage parents, support student clubs, activities, and field trips, and contribute monetarily to the school. Parents are required to volunteer twenty-five hours yearly.

Use of Community Resources: The school uses community resources to support students such as professional services, business partnerships, speakers, etc.

DRPx is a group of parents with ties to the technology industry that hosts a series of dinners and trips to Silicon Valley. Technology education is highlighted while social use of is discouraged.

DVSS has a web of volunteers from the local community that happily lend services to help in areas of need for the school. With a limited budget, volunteers fill a need that would otherwise create a void.

Parents/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the expected schoolwide learning results (schoolwide learner outcomes) through the school's program.

Parents expressed the desire to have a formalized communication method from DVSS. Parents report each section has a different way of informing families of

events happening on campus, news, or updates and that depending on the number of children in the school (grade, boy or girl) that a family could have 5 or 6 different ways the school sends out information. Parents desire to have one location and method to access all such information.

Parents and students also expressed a desire for an online grade book where grades could be accessed electronically. It was reported that depending on what teacher a student had that knowledge of a student's grade could only happen at the quarter and term. Students and parents desired having instant access to the gradebook to check grades.

Areas of Strength for Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students:

- Personalized attention from faculty for students that are struggling allows students to grow academically.
- Abundance of support programs for students in such a small school is commendable.
- Network of volunteers and relationships with local community allows for more support structures for students.

Key Issues for Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students:

- Consistency in implementation of programming between girls and boys section is needed.
- Streamlined system for communication so families have one method of communication to check from the school.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Faculty Meeting Minutes
- Advisor Qualifications and Expertise
- Student Interviews
- Faculty and Staff Interviews
- Board Interviews
- Parent Interviews
- Administration Interviews
- Volunteer (from outside of the community) Interviews
- Student Records
- Website
- Student Surveys
- Mission Statement
- Portfolios
- Class Schedules
- Focus Groups

D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1. Resources Criterion

Allocation Decisions: There is a relationship between the decisions about resource allocations, the school's vision, mission and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

The process for the school's resource allocation is clearly defined and all community members questioned were able to articulate the process.

Upon further questioning of community members, education board members, administration, faculty, parents, and more students there seems to be a great deal of transparency in resource allocation with all parties having a voice at the table. Resource allocation seems to be decided upon in a transparent manner, but the mission of the school, which focuses a great deal on core values does not seem to be present in the decision making of what resources are allocated. The portion of the mission that speaks to academic full potential supports the resource allocation we have been privy to discussion.

Practices: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

The school administrators, entrusted by the Board of Education and Dharma Realm Buddhist Association Board, monitor the annual budget. The school financial office provides quarterly profit-and-loss information to the principal. During mid-year review, the school stakeholders discuss the expenditure against budget for the year.

Dharma Realm Buddhist Association and its affiliations such as Developing Virtue School, as nonprofits, have a rigorous finance process consisting of multiple check signers and check approvers which maintains a check-and-balance structure that limits any mishandling of funds.

Again, all parties interviewed were able to articulate the same procedures.

Facilities: The school's facilities are adequate, safe, functional, and well-maintained and support the school's mission, desired learning goals, and educational program.

The school's facilities are a combination of aging buildings that carry a great deal of character, but are limited in terms of space and organization needs of a school to new buildings being built on the campus. DVSS has been very creative in managing space to not only keep the girls and boys' programs separate, centralize common spaces such as Buddha Hall and the dining hall, but to meet the daily needs of students in terms of function. DVSS does not have a janitor, instead students are tasked with the cleaning of the campus as well as gardening. This goes back to the virtues of the school mission. Spaces are safe, functional, and as well-maintained as the students choose to invest.

The school buildings are fire and earthquake safe. There are recent upgrades of classroom flooring and an increase in classrooms.

The Board of Education formed a task committee to plan and overlook school facilities maintenance and development.

In all spaces visited by the visiting committee there was no hindrance to the school program or mission due to facilities issues.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

DVSS takes steps to make sure cell phones and social media do not enter the daily educational experience of students on campus. While at the same time providing education in technology at a level in which makes students competitive with university admissions. Computer programming, website design and maintenance, and other academic courses ensure students are competitive in the world of technology, but the school makes sure students engage in the learning process using modes that do not require technology.

The school budget allocates resources for procurement of library, science, and technological equipment. Yearly, new equipment and materials are added to the library, arts, and science laboratory inventory, enhancing the students' learning experiences and exploration.

In the self-study and also reported during the visit, it was reported that textbooks were ordered and used for a brief time (less than an academic year) only to be sidelined while the school decided on new textbooks that could meet the needs of students that struggle in Mathematics. There does not seem to be an issue with obtaining instructional materials and if it is discovered the materials do not serve their population of learners for new materials to be acquired.

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

The visiting team found a faculty of full-time, part-time, and volunteer teachers. DVSS interviews reveal well-qualified staff that are given regular professional development through the school and some members have been supported by DVSS to obtain a California Teaching Credential.

Adoption of a faculty evaluation model has been an ongoing process that is still in the works. The school adopted a model and after initial use felt it did not measure the exact skills or behaviors the school wished to capture. The school is currently evaluating the Danielson model and Marzano's model for educator evaluations. The school hopes to adapt one of the models to their specific needs by Fall 2020.

D2. Resource Planning Criterion

Long-Range Resource Plan: The school has developed and implemented a long-range resource plan. The school has a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission and student learning of schoolwide learner outcomes and academic standards.

There is ongoing review of resources planning. As part of the self-study, the school is reviewing its Five-year Development Plan. The school could benefit from more outreach to better establish an endowment fund that enables more creative and innovative development of the school in an effort to continue finding new ways to enhance students' learning experiences.

Interviews revealed the parent board DRBA creates and approves the master plan with input and voice from DVSS.

Use of Research and Information: The school uses research and information to form the master resource plan.

The Board of Education as a subset of the DRBA Board of Directors offers its undivided financial and fiscal support for the school's development. The Board of Education consists of professionals from the community. There is an effort to increase and diversify the membership of the Board of Education, so as to bring new ideas and life to the school development. In Fall 2018, experienced members were added to the Board of Education.

Involvement of Stakeholders: Stakeholders are involved in the future planning.

There is planned involvement for all stakeholders at various points in future planning. Stakeholders also intermittently attend board meetings- no invitation necessary.

Surveys are being crafted to capture thoughts of alumni and current community members.

Informing: The governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

The school has increased its outreach efforts in Ukiah, but its focus has been on connecting with the community on humane, holistic, and spiritual levels more than about finances.

The school account is audited yearly as an affiliation of DRBA.

The school continues to find ways to inform the public and government on the operations of the school.

Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program.

Marketing and public relations was an area that seemed to have discrepancy among community members. Some in the school stated they do not have marketing and will not engage in marketing. Some stated that the public relations aspect was where they maintained the identity and public opinion of the school. Parents and faculty expressed that the good they do in the community through service or winning competitions was all they needed to invest in in terms of public relations as the local community views the school as a high standard of education. Others voiced that they have updated and maintain the school website so local community members can learn more about the school. On day two of the visit, visiting team members were given a publicity pamphlet marketing the school. With many different responses given to the visiting team it is clear that if there is a strategy for marketing there isn't communication about this strategy.

Areas of Strength for Resource Management and Development (if any) that need to be addressed to ensure quality education for all students:

- DVSS has maintained a solvent budget.
- Systematic checks and balances of power when dealing with finances lends support to the solvent budget.
- Global understanding by stakeholders as to process for resource management helps the smooth running of the school operations.

Key Issues for Resource Management and Development (if any) that need to be addressed to ensure quality education for all students:

- Consistent communication with all stakeholders so that all stakeholders understand the school's desired intentions for marketing.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Meeting minutes
- Five Year Plan Document
- Board Interviews
- Finance Office Employee Interviews
- Administration Interviews
- Faculty and Staff Interviews
- Focus Groups
- School Brochure
- School Postcard
- School Website

Part B: Schoolwide Strengths and Critical Areas for Follow-up

DVSS has worked diligently on maintaining the strengths addressing the critical areas for follow-up listed in both the WASC 2013 Visiting Committee Report and the 2016 Visiting Committee Mid-Cycle Report. They have studied their program honestly for their 2019 Self-Study Report, and have identified both strength and growth areas which will help them create a map for school improvement.

Evidence which supports the strengths and growth areas includes interviews, classroom observations, examination of student work, and discussions with the leadership team.

Schoolwide Areas of Strength

1. Due to small class sizes there is personalized attention from faculty for students, and the teachers are highly committed to their students' academic success.
2. There are many volunteers from the community who have specialized training and knowledge and provide a wide variety of resources and support services for the students.
3. The principals model the moral, educational, and civic values of the Dharma Realm Buddhist Association. They encourage the faculty, staff and students to embrace the values represented in the SLOs.
4. The school has a solvent budget and global understanding by stakeholders as to process for resource management.
5. There are systematic checks and balances of power when dealing with finances, and a positive working relationship exists between the DRBA, the Ed Board, and the administration.
6. The school intentionally works to instill and develop in students the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility. Students are encouraged to achieve their full academic potential and become outstanding citizens who will contribute to making their community and the world a better place.
7. Buddhist Monks and Nuns daily live the Buddhist life in the presence of the students.
8. A variety of professional development opportunities are provided through the direction of the leaders and by request of the teachers.

9. Parents, teachers, and students show mutual respect for one another and work together well.
10. Student tutoring programs are provided for individual and group tutoring.
11. There are a wide variety of community resources available to students.
12. ESLR binders show an intentional approach to linking the ESLRs with classroom work and assignments.
13. DVSS students demonstrate academic strength through PSAT and SAT scores, and DVSS students score over 200 points above the national average on the SAT
14. DVSS students test above the national average in math and in reading and writing.
15. 80 to 90% of DVSS students who took the AP test from 2014 to 2018 passed with a 3 or better. And many of the DVSS students take more than one AP test each year.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Teachers should use the standards to assess learning and for daily, monthly, and yearly planning in order to assess student learning.
2. The Leadership Team and teachers should continue to write and implement a teacher evaluation tool.
3. The teachers need to formally align the standards to the ESLRs in order to monitor student academic achievement.
4. Teachers should continue to implement a variety of teaching strategies in their classrooms to promote academic growth.
5. The Eight Core Values should be intentionally imbedded in the formal curriculum by the teachers so that students in the 21st century become good citizens.

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. The Leadership Team should evaluate an online grading program to ensure students and parents have access to grades throughout the school year.
2. The Leadership Team, along with the security officer, should continue to evaluate safety and security practices. DVSS has prepared plans for emergency situations, but has not had students participate in drills.
3. The Leadership Team should evaluate a streamlined system for communication for stakeholders to receive one method of communication from the school and consistency in that messaging.
4. The Leadership Team should consider consistency in implementation of programming between girls and boys sections in regard to student support services.

CHAPTER V: ONGOING SCHOOL IMPROVEMENT

The present DVSS Action Plan has five goals:

Goal 1: Recruit, Mentor, and Train Volunteer and Salaried Teachers/Staff.

Goal 2: Provide and assess the effectiveness of PD.

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

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

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

Do the action plan sections address the *critical areas for follow-up*?

The action plan steps as currently written address the Critical Areas for Follow-up. The Visiting Team's recommendations are logical next steps for the school to undertake as they move forward.

Will the action plan steps enhance student learning?

The action plans will certainly enhance student learning as they include professional development, evaluation and support for teachers, improve student services, continue and expand analyzation of assessment data, improve technology, and develop a comprehensive character education curriculum based on the Eight Core Values.

Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *technology plan, staff development plan*)?

The action plan is “user friendly,” and all major school initiatives will be integrated in a manner that will support and monitor student learning.

Is the action plan feasible within existing resources?

DVSS has acknowledged that existing resources are available to support action plan tasks.

Is there sufficient commitment to the action plan, schoolwide and systemwide?

Many of the aspects of the work outlined in the action plans have already begun. Accomplishment of the action plans will simply require a continuation of processes the school has already implemented and following through with the analysis of results and possibly modifying the plans accordingly.

Existing factors that support school improvement:

The Leadership Team and faculty have a strong commitment to completing the action plan tasks successfully for the benefit of the students. They have already accomplished most of the foundational work required to fully implement the action plan steps and to address the Critical Areas for Follow-up.

Impediments to school improvement that the school will need to overcome in order to accomplish any of the action plan sections:

Consistency of programming may be challenging with volunteer teachers and short-term faculty. Formalized documentation will help new teachers with continuous curricular rigor and pacing. Core Values will need to be articulated so they can be intentionally imbedded in the curriculum instead of assessed in isolation.

Soundness of follow-up process to monitor accomplishment of schoolwide action plan.

The Ed Board is committed to monitoring and oversight of the school improvement process and will expect consistent updates on the school's progress.