

Developing Virtue Secondary School Mid-Cycle Review Report 2022



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Western Association of Schools and Colleges
533 Airport Boulevard, Suite 200
Burlingame, California 94010

Submitted by
Developing Virtue Secondary School
2001 Talmage Road
Ukiah, CA 95482
www.igdvs.org
Telephone (707) 468-3847

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Chapter I: General Background and History

Community

Incorporated in 1876, Ukiah is located 110 miles north of San Francisco in the northern coastal region of California. The area is centrally located between Eureka to the north, San Francisco to the south, and Sacramento to the east. Ukiah is situated in the Yokayo Valley, surrounded by pear orchards and vineyards, just an hour drive from Mendocino on the California coast. According to the US Census Bureau, the estimated 2019 population of Ukiah is 16,000.

The Ukiah Chamber of Commerce describes Ukiah: “The Ukiah valley, located in the heart of Mendocino County, is surrounded by mountains and redwood trees that provide year-round beauty for all to enjoy. We are an agricultural area with grape vineyards, pear orchards, family-owned ranches and small farms that provide produce to wine and retail interests as well as to our own Farmer’s Market.” Besides the focus on agriculture, the Ukiah community is supported by many local small businesses: two accredited colleges--[Dharma Realm Buddhist University](#) and [Mendocino College](#); [Adventist Health Ukiah Valley Hospital](#); and non-profit organizations, some of them with close connections to Developing Virtue Secondary School. Mendocino County has also joined the [Blue Zones Project](#): “Blue Zones Project is a community-wide, evidenced based approach to improve health and well-being in making healthier choices easier for everyone”.

[Mendocino County COVID Statistics](#)

According to the COVID California government website, updated January 15, 2022, there have been 9,534 individuals infected with COVID and 102 virus-related deaths since the beginning of the pandemic. There is 19.5% test positivity. COVID testing and vaccines are available and accessible to all populations at directed times in convenient, public locations all across the county. Information about food and shelter, quarantine, prevention, and stress-relief resources are easily obtainable via the government website.

[City of Ten Thousand Buddhas – The Expanded Campus](#)

Situated on the grounds of the City of Ten Thousand Buddhas, a large Buddhist training monastery and international community (over 1,000 acres in size) in the rural outskirts of Ukiah, the [Developing Virtue Secondary School](#) (DVSS) educates boys and girls separately to create an environment conducive to academic and personal growth. The school is housed in several two-story buildings on campus.

Each division has its own classrooms, sports facilities, library, computer lab, visual and performing arts rooms. The schools also share in the use of the main ceremonial hall, community kitchen and dining hall.

The campus also houses a monastery, a convent, the Dharma Realm Buddhist University (WASC accredited in 2018), a university library, a vegetarian restaurant, an organic farm, a senior center, a bookstore, and residences for families and boarding students. With landscaping originally designed by Luther Burbank, the scenic campus abounds with myriad varieties of trees and native plants and includes a pine forest, a creek, and a wetland, making it home to a diverse

population of birds and wildlife. Surrounded by mountains and farmland, the clean air and landscape of Mendocino County provides an ideal environment for fellowship and study.

Accreditation History

Developing Virtue Secondary School (DVSS) applied and became a candidate for accreditation in 2004. Following the completion of a self-study in the spring of 2007, the school was accredited for a six-year with a mid-cycle review term in 2007, 2013, and 2019.

Mission Statement

Our Buddhist schools, in partnership with parents, work to instill and develop in our students the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity and humility. We provide an environment for our students to achieve their full academic potential and become outstanding citizens who will contribute to making their community and the world a better place.

Expected Schoolwide Learning Results

Graduates of Developing Virtue Secondary School should:

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.

School Program Data

A. Student participation in **academic and co-curricular activities.**

Students at Developing Virtue Secondary School (DVSS) enroll in an average of six academic classes (English, Mathematics, History, Science, Foreign Language, Ethics & Philosophy/Buddhist Studies/World Religions, and Fine Arts) per semester and participate in an average of four co-curricular activities. Some students who are taking several AP or Honors courses in their senior year have five academic classes. In addition to the academic classes, students have a period of Meditation and a period of Physical Education.

B. Academic Competitions

DVSS students compete in various competitions yearly. [Poetry Out Loud](#), [Scholastics Arts and Writing](#), Northern Association Chinese Competition, [Model United Nations](#), [Mock Trial](#), American Mathematics Competition, [Mendocino County Science Fair](#), [Computer Science Challenge](#), and others.

C. Co-Curricular Activities

The school is supported by student-led/initiated activities, guided by the support of teachers and parents

- a. *Physical Activities:* Physical fitness challenge, weight training, track & field, volleyball, yoga, badminton, [table tennis](#), soccer, fitness dances, and [basketball](#).
- b. *Visual and Performing Arts:* Arts classes are offered for both Divisions. Students engage in a range of arts offerings available on- and off-campus. Students' work is routinely displayed at the school and there is an [Arts Show](#) yearly. As part of the Theater Arts or Humanities classes, students prepare and perform a [play](#) during the school year. The [Chinese Orchestra](#) and [Western String Ensemble](#) perform for two major events on campus: [Honoring Elders Day](#) and [Cherishing Youth Day](#), as well as to the Ukiah community in churches, senior homes, and Adventist Health Ukiah Valley Hospital.
- c. *Traditional Music, Dance, and Movement:* [Lion and Dragon Dances](#), [24 Seasons Festive Drumming](#), [Chinese Orchestra](#); and [Traditional Chinese Dance](#), which includes folk dances of different ethnic groups in China; Chinese Ensemble (including solo performances on various instruments, and conducting).
- d. *Leadership / Student Government:* Both divisions have an Associated Student Council, in which the president, vice president, treasurer, secretary, and class representatives, are elected by the students in May every year. There is a weekly school meeting, attended by the principal, core teachers, and students. There is also a weekly student council meeting, which is open to anyone interested in proposing projects, sharing concerns, and/or updating the student agenda. During these meetings students bring up matters that are of concern to them. This structure gives students an opportunity to express their needs and wishes, and to

allow them to participate in school-wide decisions responsibly. ASB tasks includes:

- * Student-administration liaison
- * School siblings initiative [socioemotional support]
- * School events i.e. CYD & HED planned by ASB core
- * Class activities, discussion & conflict resolution by class representatives
- * Club leaders organize & lead club activities
- * Prepare weekly reports and coordinated decisions with counterparts

- e. *Clubs*: DVSS students have organized various clubs throughout the years. New clubs are formed yearly as per the students' interests and needs.
- i. The [Community Service Club](#) has been involved in serving the homeless, helping the Mendocino Fire victims, and visiting convalescent homes. Each grade level usually has an [annual class trip](#) that is educational and usually nature-oriented. Weekend trips have included camping, hiking, ropes course, and visiting museums.
 - ii. Another active club has been [Children of the World](#) whose main focus is fundraising for the education of girls in Uganda and other non-profit organizations internationally.
 - iii. The [Yearbook Club](#) documents student life and events.
 - iv. Through the Science Club, students explored and researched different areas in the science field such as molecular biology, criminal psychology, and oncology in a community setting. Members presented research findings while learning how to read and analyze published and unpublished research papers to understand the development of methodologies, instrumentation, and procedures for medical application. Members also learn how to program with R, a data analysis software used by medical researchers.
 - v. In the Business club, members pitch ideas for potential projects and marketing strategies. Students also demonstrate use of various business models with particular emphasis on the empathy model and design social experiments.
 - vi. The Computer Science Club, students planned Career Talks; explored robotics with Lego Mindstorms and other engineering kits; initiated the CSP App Bootcamp; volunteered for 4H's Winter Code Camp; filmed vlogs; and concluded the CSP Logo Contest.

As a small private school, DVSS students have many clubs and activities to choose and be involved in. The offerings above are examples of what the students experience outside the classroom. Worth mentioning are also [retreats](#), events, and workshops hosted by the City of 10,000 Buddhas and Dharma Realm Buddhist University, which are open to the public and participated by DVSS students. In fact, students are always practicing balance between academics and extracurricular activities, as good focus in both, although intricately connected, is essential as a holistic individual. Below is a Curriculum/Extra-Curricular to ESLR map.

Activity	Virtues	Spiritual Wisdom	Academic	Global Awareness
AP Exams			✓	
Associate Student Council	✓			✓
Cherishing Youth celebration	✓			✓
Community Service Clubs	✓	✓		✓
Honoring Elders celebration	✓			✓
Math Competitions	✓		✓	
Meditation	✓	✓		
Mock Trial	✓		✓	✓
Model United Nations	✓		✓	✓
Orchestra/Ensemble	✓	✓	✓	✓
PSAT & SAT			✓	
Team Sports	✓		✓	
Theater performances	✓	✓		✓
Virtue of the Month / Virtue Tree	✓	✓		
Yearbook	✓		✓	✓

D. [Instructional Offering](#)

During the 2020-2021 school year many of the classes were online. For this school year 2021-2022 classes are in-person. Students have the option to take more advanced classes at Mendocino College. Typical classes taken are Statistics, Calculus 3, Differential Equations, Linear Algebra or Chemistry 250. Some students also take courses from Brigham Young University Independent Study High School; National University Virtual High School; and Stanford University, John Hopkins, and Harvard University Extension and Gifted Programs.

The school's program has been maintained and developed in accordance with the school's mission and Expected Schoolwide Learning Results. Both the academic and extra-curricular programs create opportunities for the students to develop core virtues in their everyday school

lives. The school's setting, nestled in a Buddhist monastery, provides a conducive environment for inner spiritual growth. Many of the clubs and activities offer students multicultural experiences.

Demographic Data

Enrollment

The next table shows school enrollment for the past three school years broken by grade and by division (boys and girls). Student enrollment was impacted by the pandemic. During spring of 2020, the lockdown on the extended campus affected the number of students that could be safely hosted at the school dorms. Moreover, families outside of Ukiah were also concerned about the health and safety of the students. In the following two years, some families opted to have their children attend schools closer to home.

School Enrollment													
School Year	Boys Division						Girls Division						School Total
	9th	10th	11th	12th	Total	ELL	9th	10th	11th	12th	Total	ELL	
2015-16	6	13	7	7	33	0	8	17	10	11	46	6	79
2016-17	14	5	12	7	38	0	15	7	14	10	46	4	84
2017-18	7	12	5	12	36	0	10	12	5	14	41	3	77
2018-19	11	8	10	5	34	0	13	9	9	6	37	3	71
2019-20	8	8	8	7	31	0	7	15	8	8	38	4	69
2020-21	3	4	6	9	22	0	8	7	15	8	38	5	60
2021-22	5	0	2	4	11	0	4	9	8	15	36	3	47

Following is a table showing the breakdown of the school population by ethnic groups. The Asian population has traditionally been the group with the highest representation. Some of our families have moved to Ukiah to draw near to the Buddhist community and to send their children to the Buddhist school.

Ethnic Groups										
School Year	Boys Division					Girls Division				
	Caucasian	Asian	Native Am.	Hispanic	Other	Caucasian	Asian	Native Am.	Hispanic	Other
2015-16	1	28	1	0	3	1	43	0	2	0
2016-17	2	30	1	0	5	2	43	0	1	0
2017-18	2	28	0	0	6	1	39	0	1	0
2018-19	4	27	0	1	6	0	36	0	2	0
2019-20	2	28	0	0	1	1	34	0	1	2
2020-21	1	22	0	0	0	1	35	0	0	2
2021-22	0	11	0	0	0	1	33	0	0	2

English Language Learners

We accept young English Language Learners in our Instilling Goodness Elementary School and provide them with ELL support. Our goal is for these students to be fully integrated or mainstreamed with the rest of the students when they begin 9th grade. We usually have a small number of students every year who still need ELL support during 9th and 10th grade.

Attendance

Average Daily Attendance By Grade Level (percentage)

School	Boys Division				Girls Division			
Year	9th	10th	11th	12th	9th	10th	11th	12th
2015-16	98%	97%	98%	95%	99%	98%	99%	99%
2016-17	98%	97%	97%	94%	84%	98%	97%	96%
2017-18	96%	97%	99%	94%	96%	96%	92%	89%
2018-19	95%	96%	97%	94%	100%	97%	95%	92%
2019-20	95%	97%	97%	94%	97%	97%	97%	97%
2020-21	96%	95%	94%	92%	92%	92%	92%	92%

The school has a consistent track record with attendance. Attendance has remained stable and excellent in the 90% range for the past few years. Due to small class size, attendance of one student may affect the monthly aggregation of daily attendance of students.

Safety, Security, Health, and Facilities

As a part of the City of Ten Thousand Buddhas, the school is supported by the “Buildings and Grounds” maintenance staff on campus for any repairs in the school facilities.

One important aspect emphasized at the school is community service. The school reaches out to Mendocino County and beyond, offering assistance in many ways. Students, teachers, staff, parents, and administrators take ownership of the cleanliness of the school. It is for this reason that the students have a weekly session for school and community cleanup, which further fosters responsibility, community, and citizenship.

The school works closely with the Ukiah District Fire Department and invites the Fire Chief regularly to inspect the buildings and give fire safety demonstrations. Fire drills are held every semester and California Shakeout Day is done yearly as a part of the earthquake prevention effort. Teachers attend CPR/First Aid training. The school campus has an active safety, security, and emergency preparedness team, who works closely with Ukiah public service officials on a regular basis.

In addition, for the 2021-2022 school year we have a [set of extra safety protocols](#) to prevent COVID outbreaks within the campus. They include:

- On-site testing twice a week by trained staff
- Universal masking
- Social distancing
- Routine surface cleaning
- Air purification systems in every classroom
- Merv13 filters in the HVAC systems.

With COVID 19 challenging in-person teaching and learning, the Education Board has made COVID 19 vaccination required for teachers, staff, and students 12 years and above.

Staff

Our staff are dedicated volunteers and paid teachers from Mendocino county, CA, and other states; many have international background and extensive professional and teaching expertise.

Degree	Percentage
BA	5%
MA/MS	55%
PHD	40%
Credential	30%

The volunteers also include resident monastics who teach the Meditation, Ethics and Religion, and Chinese classes. In addition, the school has volunteers who have come to the City of Ten Thousand Buddhas to immerse themselves in Buddhist study and practice and have a calling to contribute in education as a teacher, assistant, and auxiliary staff.

Teacher and Staff Professional Development

The school holds periodic in-service days that are used in part for professional development. There are three in-service days before school starts and about once a month throughout the school year. Many teachers also attend professional development workshops outside the school through the Office of Education of Mendocino, Sonoma, and Sacramento as well as the Private School Professional Development Consortium. We have had teachers attend workshops related to the new math and English Common Core State Standards (CCSS), Physics conferences, career development, Chinese, AP College Board workshops, and counseling.

School Financial Report

The parent organization, Dharma Realm Buddhist Association (DRBA), is committed to ensuring an adequate financial base for the operation and stability of DVSS. DRBA provides all of the facilities that the school uses. The DRBA Board of Education submits an annual school budget to the DRBA Board of Directors for approval.

The table below gives the total actual expenditures, enrollment, and cost per student. Since Developing Virtue Secondary School (grades 9 - 12) works closely with Instilling Goodness Elementary School (Kindergarten - grade 8), many of the costs for facilities, faculty, and materials are shared. Cost per student is calculated by dividing total expenditures with K-12 student numbers. The expenditures cover payroll and payroll taxes, workers' compensation, medical and liability insurance, continuing education, textbooks and instructional materials, art/music/library/office supplies, food and kitchen expenses, utilities, transportation, and various other fees and expenses.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Expenditures	\$748,049	\$777,291	\$858,718	\$703,935	\$515,462
DVS Enrollment	84	78	94	103	83
Total K-12 Enrollment	205	204	176	175	137
Expenditure Per Student	\$3,650	\$3,811	\$4,879	\$4,022	\$3,762
Annual Tuition	\$3,850	\$3,870	\$3,870	\$4,250	\$4,250

Due to the pandemic, hybrid schooling has brought down the general expenditure, which includes the lower cost of major utilities than when school was in session on campus full time. Moreover, student enrollment declined starting in the school year 2020-2021. During that time, only the girls dormitory was operating with a reduced capacity. Many overseas students decided to remain in their home countries and attend school online.

From the analysis, the schools have been relatively stable in all expenditure categories. There were no significant tuition and fees changes consistent with the school's mission to operate with minimal budget. The percent of annual tuition that goes to scholarships for those with financial need has been stable. Our school budgets 25% for student financial aid.

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Total K-12 Enrollment	205	204	176	175	137
Expenditure Per Student	\$3,650	\$3,811	\$4,879	\$4,022	\$3,762
Faculty and Academics Per Student	\$2,593	\$2,822	\$3,639	\$2,917	\$2,265

Expenditure minus Faculty and Academic Affairs Per Student	\$1,056	\$989	\$1,240	\$1,105	\$1,497
Annual Tuition	\$3,850	\$3,870	\$3,870	\$4,250	\$4,250
Scholarship Tuition Per Student	\$575	\$672	\$381	\$1,000	\$1060
Scholarship Tuition %	15%	17%	9%	23%	26%

Type of Services Funded

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

Parent Teacher Organization

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

The PTO has generated significant support for the school in terms of volunteer hours, donations, and the [sponsoring of gatherings and field trips](#) to promote closer relationships between families, students, and school staff.

Parents attend PTO meetings; drive students to athletic games and on field trips; help with school facility maintenance, cleaning, and renovation on monthly work days; organize teacher appreciation activities and fundraisers; and in general, support the school in all activities.

Student Performance Data

The State of California has adopted the Mathematics and English Common Core Standards. The school has adopted those standards and continues to offer professional development opportunities for our faculty to gain proficiency with the curriculum.

The school understands that SAT, PSAT and Advanced Placement examinations provide only a partial measure of the academic performance of our student body. There is also ELSR work analysis, CCSS grade-level benchmarks, and teacher observations that provide more comprehensive coverage of student achievements.

All our students take the PSAT in their Junior year and nearly all of our Seniors have taken the SAT at least once by the time they graduate. All students have also taken several AP tests by the time they graduate. All of our 10th graders also take the regular PSAT. And all our 8th and 9th graders take the newly established PSAT 8/9 test.

PSAT/NMSQT

In terms of preparation, students take the PSAT/NMSQT in their freshman, sophomore and junior years, so that they are familiar with the testing format. Freshman take the new PSAT 8/9 test. Starting in 2015, the College Board changed the format of the PSAT test as a way to prepare students for the new SAT test. The PSAT has proven over the years to be a very good predictor of how students will fare on the SAT test.

The school cannot require every student to take the SAT since it is optional for students attending community college and four year colleges. Although the school does not require all seniors to take this test, nearly 100% do end up taking it.

The table below shows how the students have performed with the new test format. The table pertains only to 11th grade students. However, for the past three years the percentiles for every grade are over the 80th percentile value in both Math and English.

PSAT % = the percentile rank of our students of the same grade and year. For example 89th Percentile means our students scored equal or higher than 86% of all the 11th grade students who took the test in the United States.

Year	PSAT (1520max)	EBRW (760max)	MATH (760max)	PSAT %	EBRW %	MATH %
2016	1260	612	648	91	87	91
2017	1178	574	603	79	76	79
2018	1298	624	674	91	87	91
2019	1269	615	655	83	81	86
2020	1221	613	609	80	81	80
2021	1284	625	659	92	91	95

SAT

The following table represents the average SAT score of our graduating class for the past 5 years. Our students, on average, have an SAT score that is 300 points above the national average.

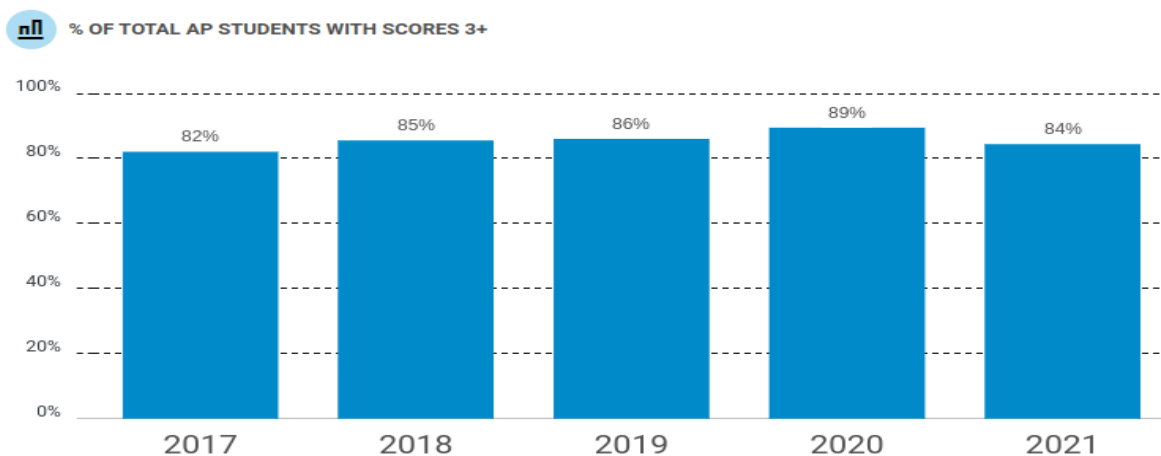
According to the data, there is no significant difference between the girls and boys SAT scores.


Year	Boys			Girls			School	Nation
	EBRW	Math	Total	EBRW	Math	Total	Average	Average
2016-2017	636	663	1299	610	680	1290	1294	1060
2017-2018	646	703	1348	662	675	1337	1342	1068
2018-2019	626	698	1324	647	684	1331	1328	1059
2019-2020	717	733	1450	609	691	1300	1375	1051
2020-2021	660	706	1366	610	702	1312	1339	1060

The above average of standardized scores conform with the school's mission to foster balance and holistic learning both inside and outside the classroom.

Advanced Placement (AP)

Advanced Placement examinations measure a student's mastery of specific course contents. "Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree. Below a graph that shows five years of data at the school. The graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher.



 SCHOOL SUMMARY

	2017	2018	2019	2020	2021
Total AP Students	50	55	50	57	51
Number of Exams	107	99	98	132	124
AP Students with Scores 3+	41	47	43	51	43
% of Total AP Students with Scores 3+	82.00	85.45	86.00	89.47	84.31

Throughout the past five years, the percentage of our students getting a 3 or above in one of the tests has been fairly consistent, always between 80 and 90% for DVSS students, compared to 60% nationwide and global schools.

It is important to note that we have an open door policy regarding AP subjects. Anyone fulfilling the prerequisites is welcome to take the class. In fact, by the time they graduate 90+ % of our students have taken at least one AP test.

Post-Enrollment Data

For over the past ten years all of our graduates have been accepted into UCs, CSUs, and private colleges/universities, including several that are matriculating at Ivy Leagues. The school is 100% college bound with one recent exception due to the country's military service duties. The alumni body has a deep connection with the school.

Alumni return to volunteer their time in the [school summer camp](#). This camp is held on campus and is organized primarily by graduates and current students. Additionally, alumni periodically host leadership retreats to help empower 11th and 12th grade students and prepare them for life in college. Alumni also assists in the dorms and some that take a year off to volunteer as teachers.

The school website and promotional materials have been developed by alumni. The alumni community is also connected on social media and has also produced newsletters sent periodically to provide updates on the current DVSS student body and ways to provide continuous support towards their alma mater. Also, the alumni community organizes periodic gatherings to stay in touch and support each other. During the pandemic year, alumni ZOOM gatherings and workshops were held, including an alumni virtual trivia night.

In all, the alumni are established in career and education. Many have pursued graduate degrees. Others have joined the workforce in engineering, medicine, IT, business, psychology, accounting, and others. They continue to explore living purposefully in all sectors of the science, mathematics, and humanities.

Matriculation Data (2019-2021)

2021 Graduates: Illinois Urbana-Champaign, Wisconsin Madison, UC Riverside, UCSD, Rochester Institute of Technology, Mendocino College, UCLA, UC Irvine, NYU, U. of Toronto, CSU Sacramento, UC Davis, and Xiamen University in Malaysia.

2020 Graduates: Georgia Institute of Technology., University of Toronto, UC Irvine, Mendocino College, NYU, UC Santa Cruz, Brown, Stanford, and Purdue University.

2019 Graduates: PSU, Xiamen University, UC Irvine, UC Davis, Mendocino College, and Oberlin College.

Conclusion

Students at Developing Virtue Secondary School perform academically above the national average. According to the extracurricular survey maps, the school offers an array of clubs, activities, and events that also foster the schoolwide learning results. The school has set the following critical learner needs for improvement:

1. Students will continue to grow in their learning, inside and outside the classroom, and to be life-long learners through 2-3 school-wide challenges per school year. Success will be seen by the end of the school year with 80% student participation in at least one challenge.
2. Students will continue to apply their learning to solve real world issues and challenges through their enrollment in fieldwork and internships in Mendocino County and/or beyond. Additional advisory support will be provided by DVSS teachers and alumni. Success will be seen with at least 80% of seniors actively enrolled in 10 hours of a real-life emulating experience during the school year and/or during their junior to senior year summer break.
3. Students will continue to develop intrinsic motivation and curiosity through their engagement in the DVSS spiritual and social-emotional curriculum. Success will be shown by the end of each academic year through student work produced by at least 80% of the student body, reflecting on their life-long learning journey. Work can be displayed via multiple mediums.

From the above goals, the following guiding questions are raised:

1. How do we motivate students to aspire for integrated academic, social, and emotional growth?
2. How do we support students to be more resilient in facing life challenges?
3. How do we enhance students' growth in the other 3 ESLRs (character, spiritual, and global)?
4. How do we empower students and encourage their agency in life-long learning?

In summation, the school wide learning results comprehensively address the students' learner needs and promote life-long learning. The school continues to involve the students, teachers, and all stakeholders in communicating and enhancing the learning environment. Our key challenge is to develop students' empowerment and resiliency in ongoing development that involves collaboration with others and seeking to contribute to the community.

Chapter II: Significant School Changes and Developments

The pandemic has offered challenges as well as opportunities to the school. The school has had to transform from in-person to online/hybrid learning over a short timeline, and back to in-person this school year under stringent COVID protocols. Responding to the conditions, the school and stakeholders have worked together to support students' learning at its optimum.

A. Organization for Student Learning

As a community in the circle of giving, the Ed Board, administrators, parents, students, and stakeholders, collaboratively participate in contributing to the learning environment. There are efforts to strengthen the salaried and volunteer teachers and staff, including incremental remuneration and benefits. The school board reaffirmed a program that enables teachers to obtain teaching credentials through a school grant. Despite the pandemic, there are safe outreach efforts through activities in the Ukiah Community, advertisements in the Ukiah Daily Journal and Mendo Lake Family Life Magazine, and the Bay Area Buddhist community. Through the EANS I grant, the school enhanced the computer labs by purchasing DELL computers and HEPA filters in all school buildings for COVID mitigations. There are also ongoing additions to the science laboratory materials.

B. Curriculum, Instruction, and Assessment

- a. New AP and UC approved courses:
 - i. Three Advanced Mathematics course--Honors Precalculus with Advanced Counting and Computing; Multivariable Mathematics with Matrix Computations; and Discrete Mathematics
 - ii. Chinese 6H
 - iii. AP Comparative Government
 - iv. AP World History: Modern
 - v. AP Art History
 - vi. AP Computer Science Principles
 - vii. AP Computer Science A
- b. Adopted new Math curriculum: Envision
The Mathematics department developed a textbook adoption process to review CCSS Math textbooks. The ENVISION curriculum was adopted. This is the 3rd year using this curriculum. Last spring, the department set a benchmarking timeline that is being piloted in 2021-2022.
- c. Adoption of Danielson Teacher Evaluation Model
The school reviewed three teacher evaluation models carefully. We reviewed the components of each model and decided what model would be the best for teacher growth and reflection. In the end, the school adopted the Danielson Teacher Evaluation model. In 2019-2020, teacher training took place to enhance teachers' knowledge and practices on the Danielson's Six Clusters. 2021-2022 is the first

pilot year for [teachers evaluation](#). A committee of teacher evaluators consisting of administrators and teacher leaders collaborates to support teachers at DVSS.

d. Benchmarks in English and Mathematics

To further promote teaching and learning, the English and Mathematics teachers have met to pilot a benchmarking process that will focus specifically on writing and Mathematics skills aligned to the Common Core Standards.

e. Professional Development: Online/Hybrid learning during the Pandemic

During COVID-19, the school continued to support teachers in implementing strategies that optimized student engagement and learning online and in-person. Administrators and teacher leaders trained teachers in applying the components of the Danielson Teacher Framework to support their hybrid instruction. Many technology learning tools were modeled for teachers throughout inservice training to support their instruction with remote learning. Teachers completed Danielson self-assessment rubrics and reflected on their teaching practices. They also submitted assignments on a Staff Google Classroom page that documented evidence of how their teaching goals aligned with the components of the Danielson Teacher Framework.

C. Support for Student Personal and Academic Growth

It was important for the school to prioritize social-emotional learning for all the students during the pandemic and back to in-person learning. Activities that were usually done in-person were adapted to support students during remote learning. Students continued meditation as part of their daily practice, wrote in journals, and held school-wide events online. Administrators and teachers provided Zoom check-ins for students and trained teachers in social-emotional learning strategies. Examples included mindfulness and meditation, mood meter, nature walks, how to identify one's emotions using feelings chart and sentence starters, art, music, and yoga. They created self-care choice boards during inservice training and brought it back to use with students. Social-emotional learning continues to be an integral part of teacher professional development so that effective strategies can be used in the classroom to support the student in all aspects.

In an effort to promote the wellbeing of all stakeholders, the school promoted the California Department of Education SEL series for teachers, provided an art workshop, sutra study, and daily ceremonies.

Two additional staff in college counseling were trained through *Teachers College College Counseling Advanced Certificate Summer Program*.

D. Resource Management and Development

a. New Leadership Members

Three teachers joined the school leadership team: Steve Setera, Rita Yee and Yini Wang

- b. Gradelink
The school adopted Gradelink as the SIS system. Students and families can access grades online. Teachers take attendance and do grading online. The process is in development as the stakeholders explore the expanded functions of Gradelink.
- c. School Remodeling
During COVID, the school remodeled the building with fresh paint, new flooring, and restroom upgrades. There are also new non-touch water filters. The school is in the process of changing the windows of the school buildings. In response to COVID, HVAC upgrades have also taken place.
- d. Grants
The school received the EANS I grant. About 50% of the EANS I grant were spent on HEPA filters and technology. The other 50% is expected to be spent on teacher professional development.

Conclusion/Impact

The school's stakeholders are committed to ongoing improvement of learning for the students. With these significant program enhancements, it is anticipated that the school will continue to serve and explore ways to promote the academic, social, and emotional success of the students.

The adoption of the Teacher Evaluation Danielson model has been the guiding post for professional development for the teachers. Teachers continue to be enriched by professional development off-campus/online. As a small school, there is an ongoing effort to expand and enhance the academic curriculum for the students to explore a variety of knowledge and disciplines through new UC and AP course offerings. Teacher collaboration and curriculum articulation is also fostered through benchmark deliberations. In complementary areas, in light of pandemic schooling, the school community is supported by the increase in social-emotional learning driven activities.

As a whole, the ongoing improvements in facilities are important for the school to provide a conducive learning environment for students to be informed, respectable, and balanced citizens of the world.

Chapter III: School Review Process (Ongoing)

Introduction

Developing Virtue Secondary School (DVSS) holds reviews of school progress in January and May. The January Review consists of discussion on the progress of the school's Schoolwide Action Plan, the budget for the coming school year, planned progress for the remainder of the year, and feedback for modification of the Schoolwide Action Plan.

The May Review performs the same function except that the time frame is the entire school year. Planned progress is for the upcoming school year. The May Review results in a briefing given to the Board of Education, and through them to the Dharma Realm Buddhist Association (DRBA).

Organization and Responsibilities

DVSS implements the organization structure used for the previous WASC Self-Study, i.e., Leadership Team, Focus Groups, and Home Groups, relative to the responsibilities for preparation of written progress reports for the review, an oral presentation of progress to date and planned progress for the next period (January – planned progress for spring semester, May – planned progress for next school year). The following table shows the top-level responsibilities for each entity:

Leadership Team	Overall school operation
Focus Groups	A. Organization for Student Learning B. Curriculum, Instruction, and Assessment C. Support for Student Personal and Academic Growth D. Resource Management and Development
Home Groups	A. Students Services and Support Support Staff B. Support Staff: Office/Records C. Parent/Community D. Student Council Leaders
Board of Education/DRBA Board	Advisory

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

1. Notice of Meeting and Agenda. This is an email to participants, i.e. school stakeholders. Contents are: meeting times, place, and an agenda.
2. Status Reports. A week prior to the review, narrative status reports are emailed to the coordinator. Status reports shall cover the following items:
 - a. Summary of Progress. Summary of progress made during the period covered by the review, i.e. the first semester (semiannual review) or the entire school year.
 - b. Activities, Scope, and Planned Schedule. If individual activities are included in the Schoolwide Action Plan, the activities planned for the time period are simply extracted from the plan. The scope of each activity for the period of the report is

explicitly stated in narrative form. Planned schedule is a statement of the schedule on which each activity was to be completed.

- c. Progress and Problems. A narrative description of accomplishments during the period for each individual activity. For those activities not completed, estimate the percentage of DEVELOPING VIRTUE SECONDARY SCHOOL SELF-STUDY 2019 completion of the activity and any problems associated with completing the activity. Typical problems will be limited resources (people, computers, etc.) or time.
 - d. Recommendations. Recommendations for overcoming any problems or modification of the Schoolwide Action Plan are discussed, revised, and implemented. They would cover such diverse things as construction, renovation, professional development, and other types of activities or tasks to be performed.
3. Briefing Slides. Each staff shall prepare a presentation. Source files shall be available in softcopy and emailed to the coordinator a week before the review.
 4. Annual Report or Minutes.
 - a. Annual Report. The annual report to the DRBA Board of Education will be an update report that covers accomplishments of the school year and an updated Schoolwide Action Plan for the next school year.
 - b. Review Minutes. Minutes of the review shall include the written reports from each subject area being reviewed as they were received, followed by recommendations for modification as developed during the review. Recommendations for modification may be narrative in form or point to a revised action plan or other source document.
 5. Budget. While principals should continue to get full reports, the Profit and Loss by Class report will be used to review the budget. The semiannual review will consist of identifying budget items for which modifications are desired and the exact form the modifications should take. For example, budget items xxxx may be more than 50% spent by the semiannual review. This may be normal and no action is required. On the other hand, maybe most of the budget item xxxx is expended in the second half of the year. In that case, the modification needed would be to change the spending pattern for this budget item and delay certain acquisitions until next school year. An alternative would be to go to the Finance Committee of DRBA and request an additional budget for xxxx. Alternatives will be selected case by case.

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

Modification of DVSS Review Process

This process may be modified at any time by the Leadership Team and Board of Education as advisory, and reissued.

Accreditation Report

The mid-cycle report was written and collated by the leadership team. The draft chapters were reviewed at in-service meetings with teachers, staff, and student council members. There were also meetings to review the draft report with parents and Education Board members. An integrated document with evidence was emailed to all stakeholders for ten days of final feedback.

Chapter IV. Progress on the Implementation of the Academic Plan

In 2019, the school identified the following:

In Chapter One, data revealed steady and incremental growth in academic achievement of the DVSS students. The school stakeholders, however, found the need for a stronger emphasis on the re-envisioning of spirituality, core virtues, and global awareness. As these topics have their timely and timeless significance for students to lead a meaningful and purposeful life—more so in the current complex social- and geo-political landscape, it is crucial that the school revitalize these areas as an integrated whole.

In forwarding this comprehensive purpose, the school has been working on the following critical areas for follow-up:

Critical Areas:	Evidence:
1. Teachers should use the standards to assess learning and for daily, monthly, and yearly planning in order to assess student learning.	IGDVS Accreditation Site: Critical Area #1

The school reemphasized the vitality in articulating the content and standards on a consistent basis. **Teachers submit syllabus with a course pacing yearly.** In spring 2021, the Humanities, Mathematics, and Science departments set **benchmarks twice a year.** Through this process, conversations about the formal curriculum have increased for teachers and deepened their understanding of the students' skills and performance.

Critical Areas:	Evidence:
2. The Leadership Team and teachers should continue to write and implement a teacher evaluation tool.	IGDVS Accreditation Site: Critical Area #2

In 2019-2020, after deliberating three Teacher Evaluation models, namely, Danielson, Marzano, and The New Teacher Project, the school adopted the **Danielson Framework for Teaching.** Teachers as a group examined them in terms of the following criteria: 1) Implementation, 2) Insightfulness, 3) Relevance to teacher/school, 4) User-friendliness, 5) Cost-effectiveness, and 6) Teacher training support. It is characterized by the following six themes: Equity, Cultural Competence, High Expectations, Developmental Appropriateness, Attention to Individual Students, and Student Assumption of Responsibility. Since then, teacher professional development has been aligned to the Danielson six clusters.

In Fall 2021, the IGDVS 2-year Teacher Evaluation cycle kicked off; a teacher evaluation team consisting of the principal, department chairs, and veteran teachers were formed to implement

and monitor the teacher evaluation process. **The team is on schedule to complete the 2-year evaluation cycle, with 25% completion this Fall semester and 25% in the spring semester.** The school plans for improved support and coaching for teachers through the Danielson model in teacher evaluation complemented by professional development along the Danielson clusters. Through this process, teachers have increased their reflective process on teaching and have set formative goals for ongoing improvement of teaching. The administration has also strengthened their understanding of support for teachers to improve the curriculum and pedagogy for the students.

Critical Areas:	Evidence:
3. The teachers need to formally align the standards to the ESLRs in order to monitor student academic achievement.	IGDVS Accreditation Site: Critical Area #3

Teachers submit ESLR student work semesterly to the department site. In spring 2021, department chairs submitted an overview of the student work collection to the school leadership.

In Fall 2021, the department chair along with the teachers and student representatives, reviewed the submitted student work. They collectively propose one to two guiding goals to improve the alignment of student achievement to the ESLRs. The collaborative dialogue optimally engages both the teachers and students in continually exploring the ELSRs in their academic, social, and emotional learning trajectory. In the last Fall in-service, the administrators, teachers, and students proposed a yearly ELSR Museum for teachers, students, and parents to feature student work. The museum will feature student work that is open to be expressed in any form of creative medium. The students, teachers, and administrators are excited in the formalization of this yearly event to exemplify and celebrate student achievements.

Critical Areas:	Evidence:
4. Teachers should continue to implement a variety of teaching strategies in their classrooms to promote academic growth.	IGDVS Accreditation Site: Critical Area #4

The school continually focuses on teacher development and effectiveness by providing opportunities for professional learning and using teacher in-service days to focus on teaching strategies that can be used in the classroom. Inservice professional development training topics have included differentiated instruction, Danielson Teaching Framework, formative assessments, technology tools, and social emotional learning. Teachers also take professional development courses throughout the school year that focuses on the content and interest of the teacher to support them in the classroom.

Differentiated Instruction Training Topics:

- The role of formative assessment and activity
- Learning Environments
- Zone of Proximal Development
- Readiness Versus Ability
- Think Dots strategy

Danielson Teacher Framework Training Topics:

- Cluster 1: Clarity and Accuracy
- Cluster 2: Learning Environment
- Cluster 3: Classroom Management
- Cluster 4: Intellectual Engagement
- Cluster 5: Successful Learning
- Cluster 6: Professionalism

Teachers continue to explore new strategies to engage students. There is a growth in a life-long learning culture for the teachers through the fostering of ongoing teacher professional development.

Critical Areas:	Evidence:
5. The Eight Core Values should be intentionally embedded in the formal curriculum by the teachers so that students in the 21st century become good citizens.	IGDVS Accreditation Site: Critical Area #5

Teachers and students continue to articulate and explore the eight core virtues inside and outside the classroom. The topic of core virtues is indispensable to conversations, as teachers and students find themselves challenged by the content and context daily. The school continues to find ways to provide structure and to integrate the core virtues in the school curriculum and extra-curricular activities. There are ongoing plans to look more closely on integrating the core virtues systematically as we support and nurture the students to be life-long, applied learners.

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

Areas to be Strengthened:	Evidence:
1. The Leadership Team should evaluate an online grading program to ensure students and parents have access to grades throughout the school year.	IGDVS Accreditation Site: Gradelink

The school has adopted Gradelink SIS and continues to explore and expand the functions of this student information system. Students, teachers, and parents have started accessing attendance and grades online.

Areas to be Strengthened:	Evidence:
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.	IGDVS Accreditation Site: Emergency Plan

The school has developed an Emergency Plan and continues to refine the plan as the school faces the challenges of pandemic schooling. The school runs the fire and earthquake drills once a semester. The students and teachers are also introduced to a lockdown process (ALICE). In light of the growing insecurity and threat posed by the social and political environment of the Ukiah community, safety and security deliberations have increased the awareness and preparedness of the students and teachers. The school has also applied for a security grant that is pending. In the application process, the principal with a parent-professional did a threat assessment of the school campus. Through the process, the administration has gained an improved understanding of the school campus security and safety.

Areas to be Strengthened:	Evidence:
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.	IGDVS Accreditation Site: Gradelinks

The school uses the website and Gradelink as the mode of communication on emergency and operational processes. The principal, teachers, and student council leaders attend and present school updates, events, and activities at the Parent-Teacher Organization meetings to share information and ideas. The accreditation report preparation and review has reinforced the stakeholders understanding of the school performance and operations. Communication is an ongoing process. All stakeholders continue to be enriched and to be an informed member of the school community.

Areas to be Strengthened:	Evidence:
4. The Leadership Team should consider consistency in implementation of programming between girls and boys sections in regard to student support services.	IGDVS Accreditation Site: Leadership Team Minutes

The school leadership team meets regularly to share resources on improving student support services. The school continually explores new ways to address the students' varying interests and needs. Part of the process is heightening the role of the student council leaders to be advocates and ambassadors of peace, climate change, and cultural exchanges.

In conclusion, all the five critical areas of improvement and four areas to be strengthened were addressed in the last two school years amidst the challenges of the pandemic schooling. Considerable tasks were completed including adoption and implementation of the Danielson Teacher Evaluation framework; ongoing Teachers professional development aligned with common core and Danielson clusters; revised emergency and COVID safety plan; hybrid-teaching, and many tasks were worked on collaboratively with the school stakeholders. These ongoing efforts and response to challenging situations such as hybrid-teaching and learning has inevitably affected the students and teachers in many ways, yet academic scores remain consistent, and extracurricular enrichment continues to grow in accordance with the pandemic permitting conditions.

Chapter V. Academic Plan Refinements

Based on the recent comprehensive mid-cycle review, the stakeholders renewed the learner needs as:

1. Students will continue to grow in their learning, inside and outside the classroom, and to be life-long learners through 2-3 school-wide challenges per school year. Success will be seen by the end of the school year with 80% student participation in at least one challenge.
2. Students will continue to apply their learning to solve real world issues and challenges through their enrollment in fieldwork and internships in Mendocino County and/or beyond. Additional advisory support will be provided by DVSS teachers and alumni. Success will be seen with at least 80% of seniors actively enrolled in at least 10 hours of a real-life emulating experience during the school year and/or during their junior to senior year summer break.
3. Students will continue to develop intrinsic motivation and curiosity through their engagement in the DVSS spiritual and social emotional curriculum. Success will be shown by the end of each academic year through student work produced by at least 80% of the student body, reflecting on their life-long learning journey. Work can be displayed via multiple mediums.

From the above learner needs, the following guiding questions are raised:

1. How do we motivate students to aspire for integrated academic, social, and emotional growth?
2. How do we support students to be more resilient in facing life challenges?
3. How do we enhance students' growth in the other 3 ESLRs (character, spiritual, and global)?
4. How do we empower students and encourage their agency in life-long learning?

The school has reviewed and revised the following action items to be implemented in the next three years. The highlighted areas reflect a more focused approach to integrated academic and character development of the 21st century learners. The principles of project based learning and social emotional learning will promote life-long, real life applications, and balanced teaching and learning for all stakeholders.

School-wide Action Plan

Goal #1: Recruit, mentor, train, and assess volunteer and salaried teacher/staff

Descriptions: Recruit, mentor, training, and assess volunteer and salaried teacher/staff by developing a more comprehensive system that is aligned with the school mission and ESLRs.

ESLRs addressed: All

Critical Learner Needs:

Develop the knowledge, skills, and experience for:

1. Students will continue to grow in their learning, inside and outside the classroom, and to be life-long learners.
2. Students will continue to apply their learning to solve real world issues and challenges.
3. Students will continue to develop intrinsic motivation and curiosity through their engagement.

Rationale: The school, with its unique setting and mission, welcomes volunteer teachers and staff who appreciate the ability to combine work and a spiritual life. The stability and quality of education at DVSS depends on the professional training and well-being of the school's volunteers and salaried staff, who work together to provide a comprehensive program to nurture students to achieve in the schoolwide learning outcomes.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>I. Collaboratively develop a comprehensive plan for teacher evaluation of the whole teacher.</i></p> <p>1. Teachers learn and review conventional models of teacher evaluation.</p>	<ul style="list-style-type: none"> ○ Ed Board ○ Leadership Team ○ All faculty 	<ul style="list-style-type: none"> ○ Teacher mentors ○ Course evaluation ○ Teacher reflections 	<ul style="list-style-type: none"> ○ Spring 2019 (Step 1) ○ Fall 2019 (Step 2) ○ Spring 2020 (Steps 3, 4, 5 & 6) ○ Fall 2021 (Pilot 1) 	<ul style="list-style-type: none"> ○ Teacher Meeting Minutes ○ Teacher Evaluation Plan 	<ul style="list-style-type: none"> ○ Annual report

<ol style="list-style-type: none"> 2. Teachers proposed a DVSS teacher evaluation model to the Board of Education. 3. The Ed Board reviews proposal for teacher evaluation and suggests revisions. 4. The Leadership Team, based on these guidelines and with input from teachers, drafts a plan for teacher evaluation that involves teacher self-reflection, student feedback, and observation by teacher mentors. 5. Once the plan is approved by the Board of Education, the Leadership Team implements the plan, and reports results annually to the Ed Board. 6. Repeat #2-6 cycle periodically. 			<ul style="list-style-type: none"> ○ Spring 2022 (Revision & Pilot 2) ○ Ongoing 		
<p><i>II. Improve Volunteer Teacher Program</i></p> <ol style="list-style-type: none"> 1. Develop a volunteer teacher recruitment plan. <ol style="list-style-type: none"> a. Determine target population. b. Create and distribute advertisements. c. Organize campus visits and interviews during the school year. 2. Review volunteer teacher training, mentoring, and support. 	<ul style="list-style-type: none"> ○ Leadership Team ○ Department Chair 	<ul style="list-style-type: none"> ○ Publicity Coordinator ○ Ed Board Members ○ Teachers 	<ul style="list-style-type: none"> ○ Fall 2021 ○ Review yearly 	<ul style="list-style-type: none"> ○ Volunteer teacher survey ○ Volunteer teacher training, mentoring, and support materials 	<ul style="list-style-type: none"> ○ Volunteer teacher recruitment materials ○ School website

<ul style="list-style-type: none"> a. Establish a team to plan volunteer teacher training, mentoring, and support. <ul style="list-style-type: none"> i. Review best practices. ii. Create a plan in alignment with school missions and ESLRs. iii. Present plan to school stakeholders for feedback. iv. Revise plan. b. Implement and assess volunteer teacher training, mentoring, and support. <ul style="list-style-type: none"> i. Organize quarterly volunteer teacher mentor and support team meetings. ii. Survey volunteer teachers for feedback. 3. Improve training, mentoring, and support from feedback acquired. 					
<p>III. Ongoing support for long-term volunteers and salaried teachers.</p> <ul style="list-style-type: none"> 1. Form Ed Board Advisory team to initiate discussions. 2. Submit reports to the Ed Board in phases. 3. Create a proposal to submit to the parent organization. 	<ul style="list-style-type: none"> ○ School Leadership ○ Ed Board 	<ul style="list-style-type: none"> ○ School Leadership 	<ul style="list-style-type: none"> ○ Fall 2022 		<ul style="list-style-type: none"> ○ Meeting Minutes

Goal #2: Provide and assess the effectiveness of professional development

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

ESLRs addressed: All

Statement of Action: a) Teachers will explore contemplative, mindfulness, and reflective practices in teaching and learning for students and oneself. This facet will be the expanded component to holistic teacher evaluation and professional development. b) Teachers and staff will receive professional development training of best practices with an emphasis in spirituality, core virtues, and global awareness in conjunction with the identified critical learner needs in the Self-Study.

Rationale: Professional development should inform instruction, align with ESLRs and support teachers' reflections. The effectiveness of professional development should be reviewed annually. This will provide information for improving the intellectual and spiritual growth of teachers and staff. It also empowers teachers and staff to plan professional development and promotes teacher self-reflection, contemplation, and mindfulness. When teachers are balanced and engaged spiritually, they are able to foster the students' critical learner needs.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>IV. Organize training in Project-Based Learning (PBL).</i></p> <ol style="list-style-type: none"> 1. Teachers attend Project-Based Learning workshops. 2. Incorporate PBL principles in developing ESLR-aligned curriculum units in work groups. 3. Teach and revise PBL/ ESLR curriculum units. 4. Post units to DVS curriculum database. 	<ul style="list-style-type: none"> ○ Leadership Team ○ Department Chairs 	<ul style="list-style-type: none"> ○ Teachers ○ PBL Training resources 	<ul style="list-style-type: none"> ○ Fall 2022 	<ul style="list-style-type: none"> ○ PBL/ESLR units 	<ul style="list-style-type: none"> ○ PBL Training Agenda

<p><i>V. Gauge effectiveness of teacher and staff Professional Development (PD).</i></p> <ol style="list-style-type: none"> 1. School leadership fosters teacher leaders presentation, gathers feedback, and teacher reflections. 2. Identify one to two areas of improvement to be emphasized in the next PD. 3. Repeat the ongoing process. 	<ul style="list-style-type: none"> ○ Leadership Team 	<ul style="list-style-type: none"> ○ Teachers 	<ul style="list-style-type: none"> ○ Yearly 	<ul style="list-style-type: none"> ○ Identified improvement areas are implemented ○ Meeting Notes 	<ul style="list-style-type: none"> ○ Teachers
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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).

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

ESLRs addressed: All

Statement of Action: To improve curriculum, student services and activities, and opportunities to foster a balanced life; to improve communication and outreach, so as to increase students' global awareness in Ukiah, Bay Area, and internationally.

Rationale: The mid-term review reinvigorated the critical learner needs from previous self-study; the renewed critical learner needs re-engages the whole student.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p>VI. Review CCSS and AP curriculum articulations.</p> <ol style="list-style-type: none"> 1. Form curriculum review teams. 2. Perform an inventory of usable CCSS and AP textbooks and materials. 3. Consider textbook and material adoptions from other schools. 4. Review/Pilot new CCSS and AP textbooks and materials. 	<ul style="list-style-type: none"> ○ Department Chair ○ Faculty 	<ul style="list-style-type: none"> ○ Curriculum materials 	<ul style="list-style-type: none"> ○ Spring 2021: Science and Humanities ○ Every three years or as determined by the department 	<ul style="list-style-type: none"> ○ AP, SAT, and PSAT Test scores ○ Curriculum Materials Pilot Reports 	<ul style="list-style-type: none"> ○ WASC Review presentation

<p>VII. Form Curriculum Work Groups for schoolwide systematic ESLR assessment.</p> <ol style="list-style-type: none"> 1. Teachers by grade-level or by subject matter, collaborate to develop and/or assess curriculum lessons, or units, and student work that cover CCSS, ESLRs, and critical learner outcomes. 2. Curriculum teams teach, observe, and debrief lessons/units and/or student work. 3. Teams present an in-service summary of ESLR curriculum collaboration. 4. Summary results are shared with all stakeholders at year-end review. 			<ul style="list-style-type: none"> ○ Yearly 		
<p>VIII. Promote, monitor and improve student wellness.</p> <ol style="list-style-type: none"> 1. Gather administrators, teachers, students, and staff to collaborate on improving services in the various dimensions of wellness: student-led-projects and teacher SEL training and immersion. 2. Interview students and teachers on effectiveness of activities to foster a balanced student and school community. 	<ul style="list-style-type: none"> ○ School Leadership 	<ul style="list-style-type: none"> ○ Teachers ○ Staff ○ Parents ○ Students ○ Special guests 	<ul style="list-style-type: none"> ○ Fall 2018 ○ Ongoing 	<ul style="list-style-type: none"> ○ Student surveys ○ Team Meeting Action Plan 	<ul style="list-style-type: none"> ○ Team Summary Reports

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

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

ESLRs Addressed: All

Statement of Action: To implement the school's action plan and monitor improvement processes; collect, analyze and communicate student and alumni profile data; and ensure adequate resources and infrastructure for school development.

Rationale: (1) Structured schoolwide reviews are necessary for management of the school's development. (2) Effective school improvement and development is driven by regular analysis of comprehensive student profile and alumni data. (3) The intentional development of Developing Virtue Secondary School requires adequate resources and infrastructure for organization of student learning.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>IX. Improve procedures to collect, analyze, and communicate student and alumni interviews/focus group data</i></p> <ol style="list-style-type: none"> 1. Review past years process and results 2. Document Gaps 3. Revise formal procedures 4. Implementation 	<ul style="list-style-type: none"> ○ Leadership Team 	<ul style="list-style-type: none"> ○ Staff 	<ul style="list-style-type: none"> ○ Ongoing 	<ul style="list-style-type: none"> ○ Statistics, trends 	<ul style="list-style-type: none"> ○ Semiannual Review ○ Website
<p><i>X. Review science laboratories and identify needs</i></p> <ol style="list-style-type: none"> 1. Facilities 2. Lab Materials 	<ul style="list-style-type: none"> ○ Science Department Chair 	<ul style="list-style-type: none"> ○ Science Faculty 	<ul style="list-style-type: none"> ○ Spring Semester 	<ul style="list-style-type: none"> ○ Science Laboratory acquisition list 	<ul style="list-style-type: none"> ○ Financial Report: Science Purchase

<ul style="list-style-type: none"> 3. Books 4. Equipments 5. Maintenance 					
<p><i>XI. Review technology infrastructure and identify needs</i></p> <ul style="list-style-type: none"> 1. Maintain Internet access <ul style="list-style-type: none"> a. Refurbish computers yearly. b. Respond to student and teachers reports of internet failures. 2. Upgrade hardware/software. <ul style="list-style-type: none"> a. Survey teacher and student needs. b. Prioritize upgrades/ purchases by usage population, curriculum alignment, and budget availability. 	<ul style="list-style-type: none"> ○ Technology Coordinator 	<ul style="list-style-type: none"> ○ All Faculty 	<ul style="list-style-type: none"> ○ Ongoing ○ Spring semester 	<ul style="list-style-type: none"> ○ Technology acquisition list 	<ul style="list-style-type: none"> ○ Financial Report: Technology Purchase

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

Description: 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.

ESLRs addressed: ESLR #1 A graduate of Instilling Goodness/Developing Virtue Schools manifests the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity, and humility. Also, note the first sentence of the Mission Statement: *Our Buddhist school, in partnership with parents, works to instill and develop in our students the core virtues of kindness, filial piety, respect, trustworthiness, fairness, citizenship, integrity, and humility.*

Rationale: The fundamental purpose for the founding of Developing Virtue Secondary School by the Venerable Master Hsuan Hua was to create a school that not only has high academic standards, but more importantly helps to instill and develop good character in our students. With the names of "developing virtue" and "instilling goodness" for our high school and elementary school, it is rather obvious that these qualities are the very *raison d'être* for the existence of our schools. Although developing an excellent character education program has been one of the main activities of the school from its inception, in the next several years we want to bring even greater focus on its further development.

Task	Personnel or Entity Responsible	Resources	Timeline	Means to Assess Improvement	Means to Report
<p><i>XII. Review Character Education (CE) framework</i></p> <ol style="list-style-type: none"> 1. Leadership Team and all other stakeholders create a Character Education Team (CET) to assesses current program and related activities 2. CET looks at other resources and CE programs and selects several possible options etc. for improvement. 	<ul style="list-style-type: none"> ○ Leadership Team ○ Faculty ○ Parents ○ Students ○ Character Education Team 	<ul style="list-style-type: none"> ○ University of San Diego's MA Character Education curriculum resources by Dr. Edward DeRoche & Dr. Thomas Lickona's CE Comprehensive Assessment Plan, etc ○ SEL (CASEL) ○ CE Action Plan from December 2004 ○ Lectures on Education by the founder, Venerable Master Hsuan Hua 	<ul style="list-style-type: none"> ○ Fall 2021 		

<p><i>XIII. Develop character education curriculum & co-curricular as well as assessment</i></p> <ol style="list-style-type: none"> 1. All teachers implement Dr. DeRoche’s “CE Instructional Strategies Checklist” from <i>Evaluating Character Development</i>. 2. Teachers share best practices from the checklist at each monthly teacher inservice. 3. CET meets monthly to plan each teacher inservice presentation and <i>gradually</i> develop a comprehensive CE/core virtue framework based on Dr. DeRoche and Dr. Lickona resources. 4. Ongoing feedback from faculty to CET during teacher inservices, etc 5. Gather feedback from students and parents via appropriate surveys. 	<ul style="list-style-type: none"> ○ Character Education Team ○ Faculty ○ Students ○ Parents 	<ul style="list-style-type: none"> ○ Same as above ○ Dr. DeRoche’s <i>Educating Hearts and Minds: A Comprehensive Education Framework</i> and Dr. Lickona’s CE Comprehensive Assessment Plan (CAP) & his <i>Moral Education: A Handbook</i> ○ <i>Education Vision - Lectures on Education</i> by Venerable Master Hsuan Hua & other resources 	<ul style="list-style-type: none"> ○ Fall 2021 ○ Spring 2022 		<ul style="list-style-type: none"> ○ Meetings ○ School website
<p><i>XIV. Task: Start the process of assessing the work that has been done in implementing the curriculum and the early stages of creating a comprehensive Character Education framework</i></p> <ol style="list-style-type: none"> 1. CET uses assessments developed by DeRoche, Lickona, and others to evaluate the 	<ul style="list-style-type: none"> ○ Character Education Team ○ Leadership Team 	<ul style="list-style-type: none"> ○ Same as above 	<ul style="list-style-type: none"> ○ Spring 2022 		<ul style="list-style-type: none"> ○ Meetings ○ School website

<p>effectiveness of the curriculum, which also inform the further development of the CE framework.</p> <p>2. The results of this process will be presented to the Leadership Team for approval and further feedback/modification.</p>					
<p><i>XV. Task: Following a similar protocol as the WASC Focus on Learning process, there will be on-going assessment, changes for improvement based on the assessment, teaching, and ongoing reassessment of the character education program. Eventually, this will take a couple of years, a comprehensive CE framework will be created, which as mentioned above will undergo continuous change and development based on the on-going assessments.</i></p>	<ul style="list-style-type: none"> ○ Leadership Team ○ Faculty & Parents ○ Ed Board 		<ul style="list-style-type: none"> ○ End of Spring 2022, 2022-2023, and 2023-2024 ○ Ongoing 		<ul style="list-style-type: none"> ○ Meetings ○ School website