

INSTILLING GOODNESS DEVELOPING VIRTUE SCHOOL SELF-STUDY REPORT 2024



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Table of Contents

Introduction.....	4
School Mission.....	4
Expected Student Learning Results.....	4
Description of Programs.....	4
Diversity, Equity, and Inclusion.....	5
Self-Study Process.....	5
Chapter 1: Progress Report.....	6
2021-2022.....	6
2022-2023.....	6
2023-2024.....	6
Chapter 2: School Profile and Supporting Data and Findings.....	13
Enrollment.....	13
Race and Ethnicity.....	13
Attendance.....	13
School Financial Report.....	13
Type of Services Funded.....	13
Teacher Qualifications.....	14
Academic Data.....	14
Reading Scores.....	14
Common Core Standards by Grade-Level Data.....	14
English Language Learners.....	14
PSAT/NMSQT.....	14
SAT.....	14
Advanced Placement.....	15
Post-Enrollment Data.....	15
School as Caring Community Profile Data.....	15
Conclusion.....	15
Chapter 3: WASC Criteria and Indicators.....	17
Category A: Organization for Student Learning.....	17
Criterion A1: Vision and Purpose.....	17
Criterion A2: Governance.....	18
Criterion A3: Leadership for Learning.....	19
Criterion A4: Qualified Staff and Professional Development.....	20
Criterion A5: School Continuous Improvement Process.....	21
Criterion A6: Resources.....	22

Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, Resources Summary.....	24
Category B: Curriculum.....	25
Criterion B1. Rigorous and Relevant Standards-Based Curriculum.....	25
Criterion B2. Equity and Access to Curriculum.....	28
Category B. Curriculum Summary.....	30
Category C: Learning and Teaching.....	31
Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences..	31
Criterion C2: Student-Centered Instruction through a Variety of Strategies & Resources.	32
Category C. Learning and Teaching Summary.....	33
Category D: Assessment and Accountability.....	34
Criterion D1: Reporting and Accountability Process.....	34
Criterion D2: Student Assessment Strategies to Monitor & Modify Learning Progress....	36
Category D. Assessment and Accountability Summary.....	37
Category E: School Culture: Student Personal, Social-Emotional & Academic Growth.....	38
Criterion E1: Family/Guardian and Community Involvement.....	38
Criterion E2: School Culture and Environment.....	39
Criterion E3: Personal, Social-Emotional and Academic Support.....	40
Category E. School Culture: Student Personal, Social-Emotional & Academic Growth Summary.....	42
Prioritized Areas of Growth Needs from Categories A through E.....	43
WASC Committee for Self-Study Report.....	44
Chapter 4: Summary from Analysis of Identified Major Student Learner Needs.....	45
Chapter 5: Schoolwide Action Plan.....	47
Goal #1.....	47
Goal #2.....	50
Goal #3.....	51
Goal #4.....	52

Introduction

IGDVS is a full academic program as required by the State of California. The curriculum reflects a commitment to educate the whole person. Accordingly, the elementary school emphasizes respect for parents, teachers, and elders, while the secondary school guides students to fulfill their personal and civic responsibilities, to cherish their families, their nation, and all living beings.

School Mission

Instilling Goodness Developing Virtue School is a Buddhist school that, in partnership with parents, works to instill and develop in our students the core virtues of kindness, filial reverence, 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 contribute to making their community and the world a better place.

Expected Student Learning Results

A graduate of Instilling Goodness Developing Virtue School:

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

Description of Programs

Instilling Goodness Developing Virtue School offers a comprehensive array of courses in Language Arts, Mathematics, Social Studies, Science, Chinese, Art, Music, Drama, Virtue Studies, Meditation, and Physical education as well as high school electives in Ethics and Philosophy, World Religion, and Buddhism. The school offers a college preparatory curriculum that meets the A-G requirements of the University of California and a robust AP course series. Students also take additional courses at Mendocino College and other colleges. Formerly, Developing Virtue Secondary School has been WASC accredited since 2007.

Diversity, Equity, and Inclusion

IGDVS's two Expected Schoolwide Learning Results (ESLR) drives school wide strategies that promote diversity, equity, and inclusion:

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

- 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.

Students and faculty practice mindfulness to gradually realize their inner worth of self and others and this process reconciles differences and dissonances, which energizes ongoing respect, recognition, and harmony for all sentient beings.

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

IGDVS curriculum and extra-curricular activities includes a diversity of literary and immersive experiences notwithstanding celebration of local Native and Hispanic cultures pertaining to food, arts & craft, literature, languages, and others.

Self-Study Process

The WASC Core Team of seven members consisting of teachers, staff, and administrators co-wrote a draft of the report. Several members of the WASC Core Team attended the required virtual training sessions and guided the weekly collaborative meetings. The WASC coordinator has also been part of several visiting committees the past few years and served as a guide in overseeing the entire process of the self-study.

All stakeholders are involved in the self-study process by deliberating, reviewing, and editing the draft report. Over the course of a year, teachers, students, parents, and Board Members met to collaborate on the development of the report chapter-by-chapter, and provided evidentiary support and feedback. 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 1: Progress Report

- I. Significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.

2021-2022

- IGDVS returned formally after the pandemic with positive energy, but delayed in learning routines, skills, and social emotional maturity. (ESLR 1-4)
- IGDVS implemented the Gradelink Student Information System schoolwide for K-12. (ESLR 3)
- IGDVS school-wide assessment of [Expected Student Learner Results](#) (ESLRs) through the annual ESLR Museum. (ESLR 1-4)
- IGDVS replaced windows, updated HVAC systems with Merv 13 filters, and purchased air purifiers for the school buildings. (ESLR 3)

2022-2023

- [Security grant](#) has improved the safety and security of the IGDVS community. (ESLR 1-4)
- COVID EANS grant enables new partnership with [Catapult for Teacher Professional Development](#). (ESLR 3 & 4)
- Bi-annual [Gratitude Galas](#) to foster community spirit and benefit non-profit organizations of student choice. (ESLR 4)
- Approval of [IGDVS Teacher Credential Scholarship](#) in support of salaried/volunteer teachers to pursue multiple subject credential or single subject credential. (ESLR 1-4)

2023-2024

- IGDVS added [K-8 WASC](#) to the 9-12 accreditation process and has increased the teacher collaboration that ultimately fosters teacher growth and development as well as student learning and integrated school development. (ESLR 1-4)
- Student council initiative to work with Blue Zones mentor to develop a plan to be an approved [Blue Zones School](#). (ESLR 1, 4)
- Approval of [IGDVS DRBU Teacher Scholarship](#) in collaboration with Dharma Realm Buddhist University; Masters of Arts in Buddhist Classics and Graduate Certificate in Buddhist Translation. (ESLR 1-4)

II. Comment on the process for implementing and monitoring the schoolwide action plan.

School-wide Action Plan: IGDVS have made incremental improvements on the schoolwide action plan semesterly. The school leadership and the WASC core team have been instrumental in monitoring the action plan development.

Goal 1: Recruit, mentor, train, and assess volunteer and salaried teacher/staff		
<u>Tasks</u>	<u>Process & Timeline</u>	<u>Evidence</u>
I. Collaboratively develop a comprehensive plan for teacher evaluation of the whole teacher.	IGDVS implemented the Danielson Teacher Evaluation Framework, and it recently led to the development of a series of resources on topics such as the use of high-quality instructional materials to support educators in reflection , coaching, and collaborative inquiry. For the next 6 years, IGDVS wants to build on the Danielson model to reflect the school’s mission and values, specifically the 8 core virtues and key Buddhist and spiritual principles.	Danielson Framework IGDVS Teacher Evaluation Framework Teacher Evaluations
II. Improve Volunteer Teacher Program	Spring 2022: IGDVS Teacher Credential scholarship was created to support teachers in developing their further education. Spring 2024: Scholarship is updated to include DRBU MA in Buddhist Classics and Translation Certificate Program.	IGDVS Teacher Credential Scholarship IGDVS Teacher Scholarship
III. Ongoing support for long-term volunteers and salaried teachers.	Fall 2023-2024: In collaboration with Catapult, teachers across subject matters were offered opportunities for coaching and collaboration. Fall 2023: A subcommittee of the Ed Board was formed to review this task. Spring 2024: The subcommittee reviewed the salary and support improvement by the administration. The results are commendable as a small private school; salary has increased about 5% over the last 5 years. There is an ongoing plan for teacher salary and support improvement per budget year as per increase in the UUSD school district.	Coaching and Collaboration Logs DRBA Ed Board Minutes

Goal 2: Provide and assess the effectiveness of professional development		
<u>Tasks</u>	<u>Process & Timeline</u>	<u>Evidence</u>
IV. Organize training in Project-Based Learning.	August 2023: PBL Training was provided by Catapult Learning.	PBL Training Sign-in Sheet

<p>V. Gauge effectiveness of teacher and staff professional development.</p>	<p>Spring 2022: Teachers were surveyed on professional development needs and interests. Feedback results were used to plan the 2022-2023 Teacher professional development sequence. 2023-2024: Teachers/Staff have been collaborating on self-study and reflections on the past and the goals for the future.</p>	<p>2022-2023 Teacher Professional Development</p>
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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 ESLRs.

<u>Tasks</u>	<u>Process & Timeline</u>	<u>Evidence</u>
<p>VI. Review CCSS and AP curriculum articulations.</p>	<p>There is ongoing evaluation and purchase of curriculum materials for the students: 2021-2022: Pilot and Purchase of CCSS ELA Journeys textbook Gr. 5-6. 2021-2024: Purchase of K-8, NGSS aligned science textbooks and materials and K-12 Envision Math textbooks and workbooks. Also, updates on social studies textbooks for world history, US history, and World Religions. 2023-2024: Purchase of CCSS ELA Journeys Gr. 2-4. Ongoing purchase of fiction and non-fiction class sets.</p>	<p>2021-2024 ELA Journeys Textbooks 2021-2024 STEM Textbooks 2020-2024 K-6 Curriculum and Material Purchases</p>
<p>VII. Form Curriculum Work Groups for schoolwide systematic ESLR assessment.</p>	<p>Benchmarking & Other collaboration groups have increased over the past 3 years. The Benchmark dates have been added to the administrative calendar to support the ongoing collaboration of teachers. The administration’s reflections on the collaboration effort and the support provided is ongoing. 2021-2022: Writing & Math 2022-2023: Math 3-10th, Writing: Argumentative & Narrative 7-10th Grade 2023-2024: Reading 1-11th, Math 1-12th, ELA: Haiku Writing & Speaking 1-12th, Science Fair 3-9th</p>	<p>Writing Benchmarks Math Benchmarks Reading Benchmarks Haiku Writing & Speaking Science Fair Collaboration Log</p>
<p>VIII. Promote, monitor and improve student wellness.</p>	<p>This is an area that is embedded in the culture of the school, yet systematic programing and evaluation of its effectiveness and growth areas need to continue. This is also an ongoing student council initiative as supported by the administration and teachers. 2021-2022: Resume participation in Ukiah</p>	<p>Global Street Fairs Blue Zones School Plan & Rubric School Assembly: Are you a superhero?</p>

	<p>community events 2022-2023: Global street fairs (Gratitude Galas) 2023-2024: Blue Zones School Plan & Rubric, school assembly to promote kindness: Are you a superhero?</p>	
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Goal 4: The school will promote school improvement by enhancing the organization of student learning.

IX. Improve procedures to collect, analyze, and communicate student and alumni interviews/focus group data	<p>Ongoing contact with alumni through Instagram, school website, and LinkedIn. IGDVS is using SCCP (School as a Caring Community Profile) data in relation to the school’s longitude survey for ongoing school improvement.</p>	<p>Alumni achievements SCCP Report 2024</p>
X. Review science laboratories and identify needs	<p>2021-2023: School purchased \$17,325 of science lab equipment for biology, chemistry, physics, and environmental science classes. 2023-2024: School purchased over \$5,700 of science lab materials, and two Catapult K-12 STEM Maker and Exploration kits per student aligning with the NGSS curriculum.</p>	<p>Science lab equipment purchases STEM Maker Kits STEM Exploration Kits</p>
XI. Review technology infrastructure and identify needs	<p>As a minimal-technology integrated school, IGDVS have made significant improvements to maintain a conducive learning environment.</p>	<p>Technology Infrastructure Review and Needs</p>

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

XII. Review Character Education (CE) framework	<p>Spring 2024: A team of teachers and administrators met to document the spiritual and core virtues curriculum. Fall 2024: Collate resources. Anchored by IGDVS school’s mission and ESLR. Provide PD training with Character.org for staff members.</p>	<p>Leadership Minutes IGDVS Background History on Character Education Character.org Training</p>
XIII. Develop character education curriculum & co-curricular as well as assessment	<p>Yearly, December 2025, 2026, 2027: Review the 11 Principles Self-Assessment Tool and scoring guide. Revise yearly action plan based on the results from the assessment.</p>	

<p>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</p>	<p>Spring 2026: Ongoing Implementation, assessment, and evaluation</p>	
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- I. Summarize progress on each section of the current schoolwide action plan that incorporated growth areas for continuous improvement from the last self-study and all intervening visits.

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

IGDVS has a commendable teacher/staff community. Commensurating the teachers/staff community’s commitment to the students and school, the IGDVS administration is committed to ongoing improvement in supporting and caring for teacher’s growth and development. Collaboration with DRBU, the Buddhist university on campus, in recent years also allows IGDVS to support BA and MA students interested in the education pathway. IGDVS teachers/staff also benefit from the extended activities and spiritual community. Additionally, new volunteer teachers and staff have been recruited to support the ongoing development in the spirit of the IGDVS school community.

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

Considering the impact of post-COVID, IGDVS has consistently provided teacher professional development both on and off-campus to teachers. Teachers/staff continue to enrich themselves to address the diverse needs of the students in the classroom. In the next cycle of accreditation, IGDVS, as per the consensus of the teachers-staff-administration, will continue teacher professional development in alignment with the Danielson Teacher Evaluation framework and SEL character education. The IGDVS community reflected that the latter is vital for all IGDVS stakeholders during this complex and confusing social conditions.

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 expected student learner results.

This is a goal that requires ongoing reflection and evaluation as IGDVS supports teachers in developing and sustaining high quality instruction. IGDVS is reputable for its academic excellence, but it is an ongoing effort to promote diversity, equity, and inclusion that all students and stakeholders would grow as academically, socially, and emotionally balanced individuals who benefit the greater community and worldwide ecosystems.

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

As a non-profit private small K-12 school, IGDVS takes pride in our resource allocation and use. IGDVS is committed to support and enhance student learning to prepare the next generation for purposeful and meaningful livelihood in a complex, fast-changing world.

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

Though IGDVS culture is naturally inclusive of character building, a systematic review and development of a comprehensive character education curriculum and assessment is an area that IGDVS could further develop, so that it can be optimally accessed and be developed for all IGDVS stakeholders. IGDVS could be a leader in this area of work sorely needed in the educational community.

- II. Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.

The school has set the following critical learner needs for improvement:

Critical Learner Needs	Process	Evidence
<p>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.</p>	<p>2021-2022</p> <ul style="list-style-type: none"> ● AMC 10 & 12, 33% ● Poetry Out Loud 7-12, 80% <p>2022-2023</p> <ul style="list-style-type: none"> ● AMC 8 & 12, 28% ● Mathcounts 6-8th, 30% ● Poetry Out Loud: 7-12th, 80% ● STEAM Challenge: Bridge 2-10th; 80% ● New York Times Writing Competition <p>2023-2024</p> <ul style="list-style-type: none"> ● AMC 8, 10 & 12, 50% ● Mathcounts 7-8th, 64% ● Haiku Slam, 1-12th, 80% ● Poetry Outloud, 7-12th, 80% ● Chinese Poetry Out Loud, 3-12th ● MCOE Science Fair, 3-10th, 44% 	<p>AMC 2021-2024</p> <p>Mathcounts 2022-2024</p> <p>STEAM Challenge: Bridge 2022</p> <p>Haiku Slam 2024</p> <p>Poetry Out Loud 2024</p> <p>New York Times Writing Competition</p> <p>MCOE Science Fair 2024</p>

<p>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 IGDVS 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.</p>	<p>2021-2022</p> <ul style="list-style-type: none"> • 43% <p>2022-2023</p> <ul style="list-style-type: none"> • 45% <p>2023-2024</p> <ul style="list-style-type: none"> • 80% 	<p>Alumni LinkedIn</p>
<p>Students will continue to develop intrinsic motivation and curiosity through their engagement in the IGDVS 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.</p>	<p>2021-2022 (100%)</p> <ul style="list-style-type: none"> • 11/12th Grade ESLR Museum: Sixth Patriarch Play • Meditation Journal <p>2022-2023 (100%)</p> <ul style="list-style-type: none"> • 11/12th Grade ESLR Museum: Vimalakirti Music & Movement • Meditation Journal • 2-6th Grade Meditation & Virtue Studies Reflections <p>2023-2024 (100%)</p> <ul style="list-style-type: none"> • K-12 ESLR Museum • K-6 Poetry Book • 3-6 Heritage Month 	<p>ESLR Museum 2022</p> <p>ESLR Museum 2023</p> <p>ESLR Museum 2024</p> <p>ESLR Survey Responses</p> <p>Meditation Journal</p> <p>Meditation & Virtue Studies Reflections</p> <p>K-6 Poetry Book</p> <p>3-6 Heritage Month</p>

III. Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

IGDVS has set meaningful critical learner outcomes and has to continue to reflect on and monitor the students’ accomplishments of these outcomes systematically.

1. Identify and streamline challenges yearly that are across different subjects and alignment with ESLRs.
2. Support students to explore beyond the classroom and this work could be moderated by the college and career counselors as well as parent engagement and other community stakeholders.
3. Identify more areas of spiritual, social, and physical engagement to motivate students to tap on their inherent and unlimited potentials for a balanced well-being.

Chapter 2: School Profile and Supporting Data and Findings

Please note: Data is linked to the header of the paragraph.

Enrollment

As per the mid-cycle WASC review report, IGDVS enrollment was impacted by the pandemic closure. During this period, there was a drop in enrollment with international students and local students who opted for independent and home schooling. Moreover, the initial mandatory COVID vaccination requirement and the reopening of the congregated monastic campus only in spring 2023, impacted IGDVS overall outreach and public relations. In 2023-2024, IGDVS has increased and resumed outreach activities to reconnect with the community locally and abroad.

Race and Ethnicity

As a Buddhist school housed at an international Buddhist campus, Asian students constitute the largest racial/ethnic group, followed by Caucasian students. There are also enrollments of Hispanic, American Indian, and students identifying as Two or More Races.

Attendance

Attendance rates remain healthy. Though COVID, RSV, and flu are still circulating and affecting the students and families, absences and tardy rates remain at optimal levels.

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 IGDVS. 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 linked provides the total actual expenditures, enrollment, and cost per student. 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.

From the analysis, the schools have been stable in all expenditure categories. There were no significant tuition and fees changes consistent with the school's mission to operate with minimal budget and lessen the common private school tuition stress for families. 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.

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.

Teacher Qualifications

The educational diversity and professional qualifications of the IGDVS faculty contribute to the enrichment of the learning experience, enhancement of student engagement, and development of a well-rounded educational environment. IGDVS faculty attends continuous learning and professional growth ongoing.

Academic Data

IGDVS draws academic data that are quantitative and qualitative to monitor student learning in alignment with common core standards. The data includes student work, benchmark results, standardized exams, grade-band collated %, surveys, and matriculation data.

Reading Scores

Oral reading fluency scores indicate both the reading rate and accuracy of a student, measured in words correct per minute. Grades 1-6 performed well on the reading benchmark with intervention provided to students as needed with Read Naturally.

Common Core Standards by Grade-Level Data

Overview of 2-6 summary scores in reading, writing, speaking and listening (S/L), and mathematics indicate that students are performing optimally. Longitude scores show that there is developmental improvement as the students progress across the grade levels for ELA and Mathematics.

English Language Learners

With the increase in international students, post-pandemic, IGDVS has been more selective in admitting students with adequate English proficiency. ELL Students 7-10th Grade also are assessed and are offered ELL support accordingly. [Duolingo scores](#) as well as IGDVS [ELL placement tests](#) are considered. Read Naturally is the 1st-10th grade reading intervention program.

PSAT/NMSQT

The PSAT has proven over the years to be a very good predictor of how students will fare with the SAT. IGDVS 8/9th grade students are scoring higher than 75 percentile of all the students taking that test nationwide. For the PSAT 10/11th, students are scoring between 80-90 percentile. It was also noted that the more distinct gap narrows between verbal and mathematics scores as the students transition and continue their learning to high school. A weaker verbal score was recorded for 2022-2023 due to the increase in ELL students.

SAT

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

Advanced Placement

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. As an example, in 2023, 26 students took a total of 72 tests. Out of those 26 students, 22 scored 3 or higher in at least one of the tests they took.

Throughout the past five years, the percentage of students getting a 3 or above in one of the tests has been fairly consistent, always between 80% and 90%. IGDVS was recognized by the College Board from 2020-2023 with the [AP Computer Science Female Diversity Award](#). In 2023 and 2024, IGDVS was recognized by the College Board with the [Platinum AP School Honor Roll and AP Access Award](#). All students have equitable access to advanced coursework as long as they fulfill the prerequisites. By the time they graduate, more than 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 and universities, including several matriculating at Ivy Leagues. The school is 100% college bound.

School as Caring Community Profile Data

At IGDVS we have offered the SCCP-II report for more than 10 years, with a gap during the pandemic. We have resumed offering it with an important update: 2024 is the first year we offer it to students in grades 5-8. In previous years, only high school students took the survey. IGDVS has found the SCCP data to offer a comprehensive temperature of the schoolwide wellbeing. The school remains holistically balanced with students appreciating the caring, connectedness, and respectful culture for all sentients despite the social, political, and natural instability besetting our humankind.

Conclusion

Students at IGDVS perform academically above the national average. The school offers an array of clubs, activities, and events that also foster the schoolwide learning results. The school has refined the previous critical learner needs for improvement:

1. Students will *participate in school, county, and/or national-wide challenges in multiple areas of studies that expands their academic potential and talents in the humanities, sciences or arts and fosters global awareness. Through participation in challenges, students will develop the ability to communicate respectfully, critically, and analytically. Success will be seen with at least 80% student participation in at least two challenges.*
2. *Students will enroll in college summer programs, volunteer positions, and internships in Mendocino County and/or beyond to manifest the core virtues and to explore ethical livelihood. Success will be seen with at least 80% juniors and seniors enrolled in these experiences during the school year and/or during the school year and summer break.*
3. Students will continue to develop intrinsic motivation and curiosity through their

engagement in the IGDVS 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. Work can be displayed via multiple mediums.

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 experience. Our key challenge is to develop student's empowerment and resiliency in ongoing development that involves collaboration with others and seeking to contribute to the community. The following questions remains:

1. How do we continue to empower the students to be responsible citizens of the complex world?
2. How do we grow as an IGDVS community?
3. How do we foster collective effort, yet empower the individual to improve IGDVS for the extended community?

Chapter 3: WASC Criteria and Indicators

Category A: Organization for Student Learning

Criterion A1: Vision and Purpose

<p>A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards and congruent with research and school practices, and aligned with school goals for students.</p> <p>A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.</p> <p>A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.</p> <p>A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.</p>	
Findings	Evidence
<p><i>School Vision, Mission, and Schoolwide Learner Outcomes</i> The school’s vision, mission, and schoolwide learner outcomes are comprehensive, inclusive, and profound. IGDVS values every student’s innate potential for learning and supports holistic development. The schoolwide learning outcomes of academic achievement, spirituality, core virtues, and globalism is conducive to the development of a whole child. There have been ongoing discussions, interpreting, teaching, and implementing the Expected Schoolwide Learning Results (ESLR) for optimum student achievement.</p> <p><i>Future Global Competencies</i> The school’s stakeholders continue to envision and explicate the mission and schoolwide learner outcomes in considerations of the student/community through the School Review Process. From this process, the stakeholders continue to identify global competencies necessary for the growth of students, teachers, and all stakeholders of the school community. Character development is the identified competency of focus in for the next phase, preparing students as global citizens.</p> <p><i>Ongoing Deliberation of the ESLRs</i> The schoolwide community communication on the mission and schoolwide learner outcomes has been ongoing, with discussions taking place at in-service meetings. There has been ongoing deliberation of all IGDVS stakeholders with the Expected Student Learning Results (ESLRs) through the ESLR Museum process since 2021. The ESLR Museum has been the school’s comprehensive and systematic review of the schoolwide ESLRS achievement. Surveys were developed for students, teachers, parents, and community members in</p>	<p>Mission Statement</p> <p>Ideals</p> <p>Expected Schoolwide Learning Results</p> <p>School Profile</p> <p>IGDVS School Review Process</p> <p>ESLR Museum 2022</p> <p>ESLR Museum 2023</p> <p>ESLR Survey Responses 2022-2024</p>

<p>2022-2024, which provided data of ESLR coverage in terms of strengths and areas of growth. ESLR 1, core virtues, and ESLR 4, global awareness development, are the identified focuses in preparing students for the complex ethical and social context globally. It is the best security for all stakeholders to continue this dialogue of universal virtues as the basis of a compassionate citizen of the world.</p> <p><i>Diversity, Equity, and Inclusion</i></p> <p>There is an intentional effort to provide equitable access to all students through open access AP courses, multicultural celebrations connected to the curriculum, additional academic support, and family/community events as examples to foster the spirit of diversity, equity, and inclusion. Recent findings from a Diversity Equity Inclusion (DEI) Teacher Checklist indicate that additional resources are needed to enhance lessons and activities to further support diversity, equity, and inclusion in the classrooms.</p>	<p>DEI Teacher Checklists</p>
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Criterion A2: Governance

<p>A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board’s decisions, expectations, and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.</p>	
<p>Findings</p>	<p>Evidence</p>
<p><i>Board of Education</i></p> <p>Ed Board members have an extensive amount of experience with regard to both education and the DRBA community. They attend and present at conferences regularly for their professional work. Currently each of the members of the Ed Board has about 20 to 30 years experience working in educational institutions as teachers and/or administrators. The Board of Education supports and accords with the Board Members policy of the parent organization. The roles, responsibilities, and communication procedures of the Board of Education are delineated in the Faculty/Staff and Parent/Student Handbooks. School administrators communicate frequently and the Board of Education meets semesterly and as needed. They serve as a sounding board for refinement of the school’s vision, mission, and schoolwide learner outcomes ongoing. An annual report is provided to the Board of Education and in turn, reported by the Education Board to the parent organization, Dharma Realm Buddhist Association. At meetings with the Board of Education, the school administrators present information from the yearly WASC reviews.</p>	<p>Board of Education</p> <p>DRBA Ed Board Minutes</p> <p>Faculty/Staff Handbook</p> <p>Parent/Student Handbook K-8</p> <p>Parent/Student Handbook 9-12</p>

Criterion A3: Leadership for Learning

<p>A3.1 Broad-based and Collaborative: The school’s leadership, faculty, and staff a) assess data to determine student needs, b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.</p> <p>A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.</p> <p>A3.3 School Action Plan Correlated to Student Learning: The schoolwide action plan is directly correlated to and driven by the analysis of student achievement and other data and aligned with school goals.</p>	
Findings	Evidence
<p><i>Ongoing Monitoring and Support</i> In recent years, at IGDVS in-service meetings, teachers review benchmark data related to mathematics and language arts. These practices are continually refined to address student needs effectively. Benchmark dates are included in the school calendar to ensure widespread communication. An administrative calendar has been established to regularly track benchmark results and monitor student learning, fostering ongoing improvement. Interventions are applied as needed to address learning gaps, and additional support, such as tutoring, is provided to assist students.</p> <p><i>Shared Decision-Making and Collective Responsibility</i> IGDVS administrators and faculty engage in shared decision-making and take collective responsibility for our practices and programs. We hold regular meetings to discuss student performance, school planning, and other relevant issues. On teacher in-service days, we provide time for curriculum articulations, benchmark planning, and end-of-semester reviews to align our efforts and reflect on our progress.</p> <p><i>Annual School Review Process</i> IGDVS implements the School Review Process annually. The Board of Education, administrator, teachers, student council, and the Parent-Teacher-Organization (PTO) meet 3-5 times yearly. Additionally, ongoing informal conversations and check-ins contribute to our communication culture, ensuring that all voices are heard and considered in our commitment to student learning and improvement. In May 2024, IGDVS stakeholders reviewed the status of the school-wide action plan and deliberated on the critical learner needs, identifying strengths and areas of growth. Parents and students also engage yearly in celebrating student achievement through participation in the annual ESLR Museum.</p>	<p>Benchmark Dates</p> <p>Administrative Calendar</p> <p>Collaboration at WASC review meetings</p> <p>Administrator Communication Minutes</p> <p>Mid-cycle critical learner needs and current critical learner needs</p> <p>ESLR Museum 2024</p>

Criterion A4: Qualified Staff and Professional Development

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Evidence
<p><i>Experienced and Diverse Staff</i> All staff members are usually individuals who have served in the school as teachers for a long period of time, ranging from 5 to 30 years. Since the last WASC Self-Study, the school has maintained teachers with credentials and holds advanced degrees, at about 80% in the last four years. Furthermore, given that there is a spirit of volunteer teacher as promoted by the school founder, the school considers candidates who are highly dedicated to making their contribution meaningful and purposeful for students, for that is their own reward. Our teacher population consists of lay people and monastics of diverse professional backgrounds, work experiences, areas of studies and expertise, local and international experiences, and cultural heterogeneity.</p> <p><i>Teacher Evaluation Team</i> There is a teacher evaluation team, reviewed yearly, which includes experienced administrators and teacher leaders. This team enters the classroom to support, evaluate, and mentor their colleagues in the subject-matter they teach. The school envisions a teacher evaluation process that is conducive of the teachers as growing individuals in subject-matter content, pedagogy, and spirituality. Efforts to create a more robust and meaningful process of supporting teachers to be lifelong learners in all aspects are ongoing.</p> <p><i>Character Education Training</i> Through in-service training and mentoring, teachers are introduced to new content and pedagogy to enhance their teaching toolbox. Senior teachers and administrators mentor and support the new teachers along with Catapult coaches in 2022-2023. A recent character education training, in August 2024, from Character.org has reinvigorated the teaching methods of the eight core virtues, IGDVS ESLR 3, in the curriculum as well as IGDVS ESLR 4 on Global Awareness. The Character.org model of 11 Principles Framework for</p>	<p>Teacher Qualifications</p> <p>Volunteer Teacher Program</p> <p>IGDVS Teacher Evaluation Framework</p> <p>Teacher Evaluations</p> <p>Character.org Training</p> <p>11 Principles Framework for Schools</p>

<p>School for curriculum and pedagogical development resonates with the development of IGDVS ESLRs, 1-4, as an integrated student outcomes matrix.</p> <p><i>Continuous Teacher Development and Training</i> Teachers also participate in teacher professional development online workshops and webinars as well as through Mendocino County Office of Education (MCOE), Sonoma County Office of Education (SCOE), and the greater Bay area teacher workshops, e.g., College Board workshops. In 2022-2023, feedback results were used to plan the teacher professional development sequence through Catapult learning.</p> <p><i>Develop Reflective and Contemplative Teacher Practitioners</i> The teachers keep a folder with their professional development certificates. The school needs to find ways to systematically analyze and aggregate data from the PDs so it will be meaningful to drive professional development planning. More consistent effort in developing teachers as reflective and contemplative teacher practitioners are in progress as connected to the character.org training and Danielson Teacher matrix. Besides regular meetings and in-service sessions, in the small school and supportive culture, ongoing conversations about instruction and students happen in the hallways and school offices. The teachers’ professional development and efforts are also seen in the AP, PSAT and SAT test results compared to national averages.</p> <p><i>Faculty/Staff Handbook</i> The Faculty/Staff Handbook has been revised periodically, 2017, 2022 and 2024. The School Safety & Emergency Plan is also updated regularly in 2022 and 2024. The handbook and plan revision are operational documents and are added to the administrative calendar for yearly reviews and distribution to teachers and staff.</p>	<p>Teacher Professional Development Certificates</p> <p>Catapult Teaching Professional Development</p> <p>CalstateTEACH Mentor Training</p> <p>Faculty/Staff Handbook</p> <p>School Safety & Emergency Plans</p>
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Criterion A5: School Continuous Improvement Process

<p>A5.1 Schoolwide Action Plan Correlated to Student Learning: The school’s action plan is directly correlated to the analysis of student achievement data about the major student learner needs, the schoolwide learner goals, and academic standards.</p> <p>A5.2 Broad-Based and Collaborative: The school’s planning process is broad-based, collaborative, and has commitment/involvement of the stakeholders, including the staff, students, and parents.</p> <p>A5.3 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.</p> <p>A5.4 Correlation between All Resources, Schoolwide Learner Goals, and Plan: There is correlation between allocation of times/fiscal/personnel/material resources and the implementation, monitoring, and accomplishment of the schoolwide action plan.</p>
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Findings	Evidence
<p><i>School-wide Collaborative</i> For the ongoing school improvement process that impacts student learning, IGDVS implements the School Review Process. These semesterly WASC reviews and self-study reports every three years gather IGDVS school stakeholders (teachers, staff, administrators, students, parents, and Education Board) to review student learning and well-being comprehensively.</p> <p>School administrators meet to discuss processes and key policies regularly. The Finance office provides quarterly profit and loss reports for effective, operational use of budgeted expenses and income to promote student learning. Student council meets weekly to plan events and activities, support students' wellbeing, and communicate issues between teachers/administrators and students.</p> <p><i>Ongoing Improvement</i> Character Education plan with global awareness is IGDVS's priority for the next five years to promote holistic student learning and wellbeing. There is planning with alumni and board members in preparation for IGDVS 50th Anniversary Celebration in 2026 that will include revisiting the founder's vision on education and the next steps to strengthening the fiscal endowment for student growth, teacher remuneration, and facilities development.</p> <p><i>Sustainability</i> IGDVS stands proud of the non-profit, sustainable budget from tuition and fees, as well as parent organization's support. IGDVS has maintained a tight, but balanced budget yearly. The school has a unique culture of the circle of generosity and with all stakeholders' efforts and contributions, IGDVS has successfully implemented the majority of the last action plan.</p>	<p>Teacher Inservice Agenda with WASC sessions</p> <p>IGDVS School Review Process</p>

Criterion A6: Resources

<p>A6.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan.</p> <p>A6.2 Practices and Procedures: Transparent school procedures are in place to develop an annual budget, conduct audits, and follow quality accounting practices.</p> <p>A6.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.</p> <p>A6.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s), including the use of technology and digital learning.</p>	
Findings	Evidence

Resource Planning and Allocation Decisions

The Board of Education and DRBA Board of Directors, teachers, parents, staff, alumni, students, and community members are involved at different stages of resource planning and allocation decisions based on student and personnel needs.

Sustainable Resources Planning

There is ongoing review of sustainable resources planning. 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.

Cost-Effective Operations

The school has maintained a cost-effective operational cost yearly that promotes the school’s vision, mission, and students’ achievements. Expenditure per-student has increased incrementally as needed.

As a small private school, resources allocation is stipulated and spent as per yearly budget planning. With the assigned budget yearly, the school is able to have sincere and qualified personnel and material resources to enhance the students’ learning environment inside- and outside-the classroom, and teachers’ professional development opportunities.

The school administrators, entrusted by the Board of Education and Budget annually to the Dharma Realm Buddhist Association Board, monitor the annual approved 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 the budget for the year. 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.

Rigorous Finance Process

Dharma Realm Buddhist Association and its affiliations such as IGDVS, 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.

Resource Allocations

The school budget allocates resources for procurement of library, science, and technological equipment. Annually, new equipment and materials are added to the library, arts, and science laboratory inventory, enhancing the students’ learning experiences and exploration. The school takes pride in its conservative perspective of technology in the classroom, but provides adequate educational experience for the students to be successful in college and beyond. The school

[School Financial Report 2019-2024](#)

<p>has significantly improved in internet stability and speed. There is an IT Team that serves the students, teachers, and the wider Buddhist community on campus.</p> <p><i>School Security and Facility Upgrades</i></p> <p>The school buildings are fire and earthquake safe. There are recent installation of security cameras and alarm systems from a grant. Windows have been updated and the school buildings painted; outdoor activities and sports have been maintained. The student population the school serves has remained stable for the last five years such that it did not require any significant building increase. Although the school has operated in simple and modest school facilities, this is an area of continuous improvement and growth.</p> <p>The campus has a safety and security team, a nurse, IT staff, and buildings & grounds department to promote a nurturing environment. Furthermore, students themselves clean the school through community service to build a sense of responsibility. The school and the monastic community also have a good relationship. There is an excellent professional relationship with the local police, CHP officers, and fire brigades.</p>	<p>Security Grant: security cameras and alarm systems</p>
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Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, Resources Summary

The school has been financially sustainable with the support of the parent organization (DRBA), tuition and fees, and donations, which are in alignment with the school’s mission and founding principles. Ongoing review of resource management and development is anticipated. Outreach efforts are adequate, but can be improved in the local Ukiah community and globally. Although facilities and staff are optimally maintained yearly, improvements are continually made for enhancing student learning.

Areas of Strength:

1. Economical and sustainable budget and effective operational expenditure yearly.
2. Steady increase in personnel, physical, and materials resources.
3. Collaborative leadership of stakeholders for ongoing development of students’ learning.

Areas of Growth:

1. Continue to increase local and global outreach: public relations and recruitment of students and teachers.
2. All stakeholders have the collaborative responsibility to develop and to implement the character education goal.

Category B: Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

<p>B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.</p> <p>B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.</p> <p>B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.</p> <p>B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.</p> <p>B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.</p>	
Findings	Evidence
<p><i>Common Core Standards</i> The IGDVS K-12 curriculum is aligned to the Common Core State Standards.</p> <p><i>Rigor in Mathematics</i> The implementation of the Envision mathematics curriculum four years ago, emphasizing focus, coherence, and rigor in mathematical instruction, has continued to challenge the students to higher order mathematical skills. Mathematics benchmarks begin in 2021-2022 for grades 9-12 and grades K-8 in the fall of 2024, to develop articulation alignment for K-12 Mathematics.</p> <p><i>STEM and NGSS Curriculum</i> IGDVS has a NGSS curriculum in Grades 1-10 and AP that aligns with inquiry based, modeling, and real-life science learning. In promoting young scientists, students 3-10th participate in the Mendocino county science fair. IGDVS is honored to have a Regeneron Top 300 scholar at the high school in 2023-2024.</p> <p><i>Reading Assessment</i> In spring of 2024, the elementary school piloted a reading assessment to track the progress of student reading skills. The vertical alignment of this assessment in grades 1-8 enables the school to identify and track those that need support with foundational reading skills. Read Naturally is a research-based reading intervention program used in grades K-9. Grades K-6 is piloting the CCSS aligned Journey’s textbook. Grades 7-8 follows the McGraw Hill ELA curriculum. Grades 9-12 uses teacher developed ELA units including AP</p>	<p>K-6 Envision Math</p> <p>Science Scope and Sequence for 1-6</p> <p>Mendocino County Science Fair 2024</p> <p>Regeneron Science Talent Search Scholar 2024</p> <p>Read Naturally</p> <p>Reading Scores for 1-6</p> <p>HMH Journeys Scope and Sequence for K-6</p>

<p>English Language and AP English Literature college board curriculum. IGDVS has included benchmarking to the academic calendar for K-12 ELA skills articulation. Accordingly, the ELA team piloted a benchmarking timeline for K-12.</p> <p><i>Social Studies</i> K-6 uses Studies Weekly for social studies. 7-12th uses the History Alive!, AP, National Geographic Learning & Houghton Mifflin curriculums.</p> <p><i>Language Studies</i> K-12 Language studies is primarily Mandarin Chinese. The 學華語向前走 Let's Learn Mandarin emphasized Chinese learning in traditional characters instead of the simplified characters and engages students in culture, history, and geography. Heritage High school students take the AP Chinese as a benchmark for Chinese proficiency.</p> <p><i>Physical Education</i> K-12 PE is piloting the Open Physical Education curriculum units.</p> <p><i>Strong Academic Performance</i> Students at IGDVS demonstrate high PSAT, SAT, and AP scores, indicating strong academic performance. This achievement is attributed to the alignment between the curriculum and the school's broader goals, including academic standards and college and career readiness indicators. Furthermore, the school actively promotes schoolwide challenges, in ELA, math, and science, fostering student development in these critical areas of study.</p> <p><i>Outstanding Alumni</i> In tracking IGDVS graduates over the past ten years, we found that they demonstrate remarkable success across diverse professional fields—engineering, biology, medical, law, business, design, and others as a testament to the rigorous academic foundation they acquired at IGDVS. Moreover, a 100% college acceptance rate, inclusive of admission to prestigious universities worldwide, reaffirms the efficacy of our educational approach in cultivating students' academic excellence and readiness for higher education.</p> <p><i>Prioritize Virtue Education</i> Our findings indicate a strong alignment with rigor and excellence in academics. However, there is an area for growth in prioritizing a systematized approach to virtue education across all grade levels.</p>	<p>Humanities Syllabi and Pacing Guides</p> <p>Studies Weekly Scope and Sequence for K-6</p> <p>Let's Learn Mandarin K-12</p> <p>Open Physical Education K-12</p> <p>PSAT/NMSQT Scores</p> <p>SAT Scores</p> <p>AP Scores</p> <p>Alumni achievements</p> <p>College Matriculation List</p>
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<p><i>College Preparatory Curriculum</i></p> <p>The secondary school provides a college preparatory curriculum that aligns with University of California (UC A-G) approved courses with adherence to academic standards and college and career readiness indicators across all subject areas. The curriculum exceeds graduation requirements, offering a comprehensive range of subjects including English, Social Studies, Mathematics, Science, Foreign Language, Religious Studies & Ethics, Meditation, Physical Education, Visual or Performing Arts, and Electives. Additionally, the school offers Advanced Placement (AP) courses, Honors courses, and College Level Courses, providing students with opportunities for advanced learning and college preparation further reinforcing the school’s commitment to academic excellence and college readiness.</p> <p>IGDVS incorporates the College and Career Readiness anchor standards into our curriculum to ensure that our students are equipped with the essential literacy skills necessary for success in college and future careers. By integrating these cross-disciplinary standards across all grade levels, we provide our students with a solid foundation in literacy that prepares them to excel in higher education and the workforce. In preparing IGDVS students for higher education, we invite alumni from different professional backgrounds to share their experiences with the students.</p> <p><i>Strong Connections with Community</i></p> <p>IGDVS leadership maintains strong connections with community partners and resources through Mendocino County of Education and Ukiah Unified School District. In addition, the school hosts a diverse range of on-campus and off-campus events. On-campus, we organize events such as Honoring Elders Day, Cherishing Youth Day, and our summer camp program. Off-campus, we actively engage with our community through cultural performances and volunteer work. Recent initiatives include storytelling sessions for young children at the Ukiah Branch Public Library, the Ukiah Youth Concert, a collaborative event with neighboring schools and DRBU, hosted at Mendocino College, Earth Day Event with the City of Ukiah, and Blue Zones certification with the Ukiah Blue Zones association.</p>	<p>DVS (UC A-G) approved course list</p> <p>School Profile</p> <p>Alumni Talks</p> <p>On Campus Community Events: Honoring Elders Day</p> <p>Cherishing Youth Day</p> <p>Summer Camp</p> <p>Community Events: Ukiah Public Library</p> <p>Ukiah Earth Day</p> <p>Ukiah Youth Concert</p> <p>Blue Zones certification</p>
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Criterion B2. Equity and Access to Curriculum

B2.1 Variety of Programs and Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

Findings	Evidence
<p><i>Explore Educational and Career Opportunities</i> All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.</p> <p>When students enter high school, they begin to explore educational and career opportunities initially with a school counselor. Counselors meet with students both in groups and individually. A number of options are considered after thoughtful discussion, assessments, and consideration of student interests, skills, and support systems. These options are explored, altered, added to, etc., as the student progresses through the high school grades. School support extends far beyond the classroom, as students are encouraged to participate in a wide range of academic, environmental, technical, artistic, and humanitarian efforts to hone their interests and well-roundedness. They are also supported in test preparation and course load selection and management. By the time students are in their Senior year, most choose to attend a four-year university. They come to this decision after having taken courses at the college level, participated in summer study programs, held part-time employment, and interned or shadowed in a professional setting related to their interests.</p> <p>Students are introduced to professionals in a broad range of fields, by means of career fairs, school assemblies, and personal meet-and-greets. Invited guests, community members, alumni network, and faculty network are some of the means by which our students meet working individuals.</p> <p><i>Real World Applications</i> A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students. Our</p>	<p>Career Exploration Activities</p> <p>College Field Trips</p> <p>Guest Speakers from UC Berkeley</p>

curriculum includes elements that range from steeped in ancient traditions to tackling current day issues. Our students are active participants in the local and global community. Some recent applications of our curriculum include: participating in local political campaigns, James E. Cooke Nature’s Classroom Grant writing, and AERA Youth Teams in Educational Research. As a relatively small school, ensuring each individual student finds the curriculum accessible and relevant is a driving element of our school ethos.

Equitable Access and Innovative Challenges

The school was given the AP Access Award which demonstrates a clear and effective commitment to equitable access to advanced coursework for all students. In recent years, students at the elementary and secondary level participated in various real-world challenges that allowed them to develop innovative solutions for app designs, i.e., Silicon Valley Innovation Challenge and App Design for Social Good. Teachers also include real-world examples in mathematics and science further enhancing student understanding. During the 2022-2023 school year, Project-Based Learning training was offered, enhancing their pedagogical skills to integrate real-world experiences in the curriculum.

Collaboration Between Parents, Staff, and Students

Parents and staff are encouraged to take an active role in the students’ learning journey. Quarterly Parent Teacher Organization (PTO) meetings are held to promote communication and collaboration between the school and families. Teachers meet with their departments to share best practices and strategies for supporting student learning. These meetings allow for collaborative discussions on effective teaching methods, curriculum development, and ways to address the diverse needs of students. At the elementary school, parent-teacher conferences are scheduled twice a year and as needed to provide personalized support for students’ learning development. These conferences offer opportunities for parents and teachers to discuss students’ academic progress, strengths, areas for improvement, and to collaboratively set goals to support their continued growth. At the secondary level, students are actively involved in the planning of their educational journey. They meet regularly with counselors to set educational goals tailored to their interests and plans for college and career. Through these meetings, students receive guidance and support in mapping out their academic path and navigating the college application process.

Monitoring Student Learning Goals

All students have equal access to the school’s program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

[James E. Cooke Nature’s Classroom Grant](#)

[Campaign, Civic Duties, and Climate Change](#)

[AERA Youth Teams in Educational Research](#)

[2023 AP Access Award & AP Platinum Honor Roll](#)

[2024 AP Access Award & AP Platinum Honor Roll](#)

[Silicon Valley Innovation Challenge](#)

[App Design for Social Good](#)

[PBL Training](#)

[PTO Meeting Minutes](#)

Category B. Curriculum Summary

Areas of Strength

1. Equitable access to advanced coursework.
2. High academic achievement at the secondary school level.
3. Opportunities to develop academic skills, talents, and leadership.

Areas of Growth

1. A structured approach to character education across all grade levels.
2. A systematized school-wide benchmark analysis to inform instruction and curricular development for all subjects to foster K-12 articulation.
3. More college and career-focused field trip opportunities.

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

<p>C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.</p> <p>C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.</p>	
Findings	Evidence
<p><i>Collaborative and Inclusive Teaching</i></p> <p>Teaching and learning at IGDVS is a collaborative endeavor between the teacher and students. Teachers offer standards-based goals and engage students in reflection of their learning ongoing. This enables a student-centered approach to the teaching and learning circle. Teachers differentiate and engage students to learn by honing students’ multiple intelligences. Every child is challenged and works towards their potential. Teachers are sensitive to providing opportunities to all children and organizing cultural immersion opportunities in the curriculum. Communication with parents on the child’s learning happens regularly and formally 3-4 times a year through grade reports and parent conferences.</p> <p><i>Coaching and Ongoing Assessment</i></p> <p>Teacher-student coaching/tutoring sessions are led by teachers for valuable insights on students’ progress and development. Various forms of student evidence, including participation levels in class, work samples, quizzes, and rubrics are collected and reviewed ongoing. Oftentimes, teachers and students engage collaboratively in reflecting on their learning through discussion and rubrics. This comprehensive approach allows teachers to gain a holistic understanding of each student’s strengths, areas for improvement, and overall engagement in the learning process. By analyzing and discussing student data collectively, teachers can tailor their teaching strategies to better meet the diverse needs of their students.</p> <p><i>Explore, Engage, and Challenge</i></p> <p>As aligned with the CCSS and NGSS standards, teachers connect learning to real-life inquiry applications. Teachers guide the K-12 students towards the CCSS Career and College Anchor Standards as the umbrella for the teaching and learning at IGDVS. Students are coached by teachers to participate in national level competitions: MathCounts, Math Madness, AMC and Scholastic Writing and Arts. There is a continuum of classroom activities that motivate and develop students to explore, engage, and challenge their learning purposefully.</p>	<p>K-1 Filial Piety Play</p> <p>K-6 Youth Authors’ Fair Grant</p> <p>2-3 Journaling</p> <p>3-4 California State Parks & Libraries</p> <p>5-6 <i>The Tempest</i></p> <p>Hispanic Heritage</p> <p>Indigenous Presentations</p> <p>Biology Field Trip</p> <p>Constitution Day</p> <p>Art Gallery 2024</p> <p>MathCounts 2023</p> <p>Math Madness</p> <p>Scholastic Writing and Art Awards</p>

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students’ depth of knowledge, and prepare them for college and careers.

Findings	Evidence
<p>Effective Teaching Practices IGDVS utilizes the Danielson Framework to guide effective teaching practices in areas of learning environments, teaching and learning and assessment. UDL (Universal Design for Learning) professional development took place in Fall 2022, and this is a model ongoing in development for teachers to foster equitable teaching and learning.</p> <p>After instruction, the teacher collects various data through assessments, quizzes and journaling to gauge student understanding. Feedback is collected from students, teachers and observations to improve teaching practices for professional growth.</p> <p>STEM The annual MCOE Science Fair provides students with a platform to delve into real-world challenges through the lens of STEM (Science, Technology, Engineering, and Mathematics). Students have the opportunity to harness their research skills, problem-solving abilities, and critical thinking skills. This encourages curiosity but also fosters collaboration among students as they work towards innovative solutions for issues affecting their local community or the world at large. Moreover, it allows students to exchange perspectives, pool their knowledge, and collectively develop meaningful solutions that have the power to make a positive impact on their surroundings. This hands-on approach not only enhances their academic skills but also nurtures a sense of responsibility towards addressing pressing issues through scientific inquiry and innovation. IGDVS takes pride in exploring beyond teaching and learning technologies by providing students with many other opportunities that connect them to nature and traditional hands-on skills. As such students are familiar with AI technologies such as ChatGPT, but do not engage in the use of them for learning.</p>	<p>Danielson Framework</p> <p>Universal Design for Learning PD Certificates</p> <p>3-12 MCOE Science Fair</p> <p>K-1 Tower Project</p> <p>2-4 Earthquake Proof Designs</p> <p>3-6 Engineering Innovations</p>

<p><i>Internships, Community Engagement, and Volunteering</i></p> <p>Participating in internships, community engagement, volunteering, competitions, career talks, and alumni visits offer students a wealth of benefits beyond the traditional classroom setting. Summer Internships provide valuable hands-on experience in a real-world work environment, allowing students to apply their knowledge and skills in a professional environment. This experience not only enhances their resume but also helps them explore different career paths and industries. Internships are also a safe space for students to try new experiences and the community of teachers and peers forms a safety net.</p> <p><i>School-wide and Statewide Events</i></p> <p>Engaging in school wide and statewide competitive events such as Math Counts, PI digits memorization, Ukiah Haiku Festival, Poetry writing competitions, Poetry Out Loud, calligraphy and couplets writing can sharpen skills, foster creative problem solving, showcase their talents and abilities and boost confidence by challenging individuals to strive for excellence.</p> <p><i>Career Talks</i></p> <p>Attending career talks and interacting with alumni has provided valuable insights into various career paths, industry trends, networking opportunities, and valuable advice such as job search strategies, and professional development, helping students make informed decisions about their future. Students can gain mentorship and build a strong network of contacts. By actively participating in these activities, individuals can gain a well-rounded perspective, develop essential skills, expand their network, and make informed decisions about their future career paths. Each experience contributes to their personal and professional growth, preparing them for success in the ever-evolving job market.</p>	<p>Community Engagement & Volunteering</p> <ul style="list-style-type: none"> ● Plowshares 2022 ● A Meal Made with Heart 2022 ● Great Redwood Trail 2023 ● Hearthstone Village Fundraiser 2023 ● Mill Creek Clean-Up 2024 ● Sonoma Children's Museum 2024 <p>Schoolwide Events</p> <ul style="list-style-type: none"> ● Pi Day 2023 ● Haiku Slam ● Ukiah Haiku Festival 2024 ● Poetry Out Loud 2024 ● Chinese Couplets and Calligraphy Challenge ● Alumni Talks
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Category C. Learning and Teaching Summary

Areas of Strength

1. Provide accommodations in an equity-centered learning environment.
2. Focus on students' strengths to build confidence and growth.
3. Small class sizes offer a supportive learning environment.

Areas of Growth

1. Increase student voice and agency through expanded knowledge and community partnerships.
2. Promote nature-based activities, hands-on projects, and kinesthetic learning opportunities.

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership assesses programs and expectations for students’ academic growth and progress.

Findings	Evidence
<p><i>National Standardized Assessments</i></p> <p>The school uses PSAT, SAT, and AP assessments to collect student performance data toward meeting the colleges and career readiness expectations. The assessment results are reported to all K-12 teachers at the teacher in-service each school year. Teachers work together to analyze the assessment results and student performance across and within grade levels and departments. Results are compared to national and global scores. The yearly ESLR Museum engages all stakeholders to reflect and to celebrate the students’ and schoolwide accomplishments.</p> <p><i>Grading System</i></p> <p>Gradelink Student Assessment System has been adopted as a schoolwide grading system for K-12 students since 2020. The school uses Gradelink to publish assessment standards, collect student midterm and final term grades from teachers, and report term grades to students and parents. By employing these equitable assessment practices, every student’s strengths and areas for improvement are recognized and addressed, ensuring fairness and inclusivity in the evaluation process.</p> <p><i>Benchmarks</i></p> <p>The school also uses benchmark tests across and within various subjects to assess student progress, foster teacher reflections and department collaborations, and adjustment in instructional practices. These benchmark assessments serve as crucial tools for evaluating students’ comprehension, retention, and application of knowledge in specific subject areas.</p>	<p>PSAT/NMSQT Scores</p> <p>SAT Scores</p> <p>AP Scores</p> <p>ESLR Museum</p> <p>Gradelinks Student Grade Report Samples</p> <p>Writing Benchmarks</p> <p>Math Benchmarks</p> <p>Reading Benchmarks</p> <p>Haiku Writing & Speaking</p>

Collaborative Framework for Consistent Grading and Assessment

The school administrators and instructional staff have collaboratively established a framework, adhering to CCSS, NGSS, AP curriculum and the school’s ESLR for determining students’ grades, assessing their growth, and evaluating their performance levels. This shared understanding ensures consistency both across different grade levels and within specific content areas. By agreeing upon a standardized basis for grading and assessment, the administrators and teachers can effectively track students’ progress and provide meaningful feedback. This agreement fosters transparency and equity in the evaluation process, promoting fairness and accountability throughout the school. It also enables teachers to align their instructional practices with the established criteria, fostering a cohesive approach to education that prioritizes student success and well-being.

Data Driven and Instructional Improvement

The annual PSAT, SAT, and AP test results, along with in-school departmental benchmark test results are reported and discussed during the teacher in-service. Through these systematic analysis of assessment data, teachers identify areas of strength and areas for improvement in the school program. These insights have guided the implementation of targeted professional development activities aimed at enhancing instructional practices and supporting the diverse needs of students. A series of teacher workshops have been offered to the teachers in 2022-2024 with emphasis on Project-Based Learning (PBL), Academic Vocabulary and Writing, Development of Rubrics for Writing Across the Subjects, as well as one-on-one coaching sessions with individual teachers.

Resource Allocation and Support Programs

Assessment results have also served as a resource for resource allocation, ensuring that resources are allocated effectively and efficiently. In general, there is equitable resource allocation across subject matters, classes, teacher professional development, and extracurricular. Identifying individual student learning needs from the assessment results, the school has established a teacher and peer tutoring program to foster a collaborative and supportive learning environment for students who need additional academic assistance.

Continuous Curriculum Improvement

Our school teams have fostered a culture of collaboration, innovation, and accountability, ultimately enhancing the overall educational experience for all students. The administrators and teachers continuously assess the curriculum and evaluate the outcome of textbook and materials across and within K-12 grade levels and subjects. This assessment involves examining curriculum alignment with academic standards, pedagogical strategies, and reviewing

[Science lab equipment purchases](#)

[Teacher Professional Development Certificates](#)

[Catapult Teaching Professional Development](#)

[2021-2024 ELA Journeys Textbooks](#)

[2021-2024 STEM Textbooks](#)

[2020-2024 K-6 Curriculum and](#)

<p>student performance data. School leaders collaborate with teachers to establish clear and achievable academic expectations for students, empowering students' growth to reach their full potential.</p>	<p>Material Purchases</p>
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Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

<p>D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.</p> <p>D2.2 Teacher and Student Feedback: Teachers provide timely, specific, and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.</p> <p>D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.</p>	
<p>Findings</p>	<p>Evidence</p>
<p><i>Monitoring Student Growth and Readiness</i></p> <p>IGDVS Teachers have played a crucial role in determining and monitoring all students' growth and progress towards meeting the schoolwide student goals, graduate profile, academic standards, and college and career readiness expectations. Through ongoing assessment and observation, teachers track students' academic development and skill acquisition across various subject areas and grade levels. Teachers use a combination of formative and summative assessments to gauge students' understanding of key concepts, identify areas of strength and growth, and tailor instruction to meet individual learning needs. The core teachers and school counselors meet with 9-12th grade students on a regular basis to monitor their progress toward graduation course credits fulfillment, readiness for college applications, and explorations of career internship opportunities.</p> <p><i>Feedback and Student Engagement</i></p> <p>Teachers provide constructive feedback that is tailored to individual student needs through class interactions, tutoring sessions and commenting on students' homework and test papers, empowering students to understand their strengths and areas for improvement. This feedback not only informs students of their progress but also guides them towards deeper understanding and mastery of the material. Teachers also actively seek input from students through dialogue and feedback, allowing them to monitor progress and gain insights into the effectiveness of their teaching methods.</p>	<p>Alumni Schedule with Counselor</p> <p>Teacher Feedback</p>

<p><i>Adjust Instructional Strategies</i></p> <p>Through this ongoing exchange, teachers continue to adjust instructional strategies, make learning experiences more relevant, and ensure that students are adequately prepared for success in college and future careers.</p> <p><i>Assessments to Inform Instruction</i></p> <p>Teachers throughout various subjects utilize the analysis of both formative and summative assessments as essential tools to inform their instructional practices and enhance student learning outcomes. Through formative assessments such as exit tickets, lesson check questions, quick writes, inquiry-based labs and lab reports, student presentations, and in-topic quizzes, teachers gather ongoing feedback on students’ understanding and progress throughout the learning process. This real-time feedback allows teachers to identify areas of strength and areas needing improvement promptly, enabling them to adjust their instructional strategies accordingly. Summative assessments such as topic tests, mid-unit and end-of-unit essays, midterm and final exams, and benchmark tests, provide teachers with insights into students' overall comprehension and mastery of content at the midpoint or conclusion of a unit or course.</p> <p><i>Assessment Analysis</i></p> <p>By carefully analyzing the results of both types of assessments, teachers identify trends, strengths, and weaknesses within their curriculum, guiding them in making informed decisions about curriculum design, instructional approaches, and interventions; this is ongoing, culminating with quarterly grade reports to parents and students. This continuous cycle of assessment, analysis, and adjustment ensures that teachers remain responsive to the evolving needs of the students, ultimately fostering a dynamic and effective learning environment.</p>	<p>Formative Assessments</p> <p>Summative Assessments</p>
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Category D. Assessment and Accountability Summary

Areas of Strength

1. Give timely, specific feedback to support student learning.
2. Students learn actively through assessments, activities, and discussions.
3. 9-12th grades take the PSAT/SAT/AP tests, offering equitable assessment opportunities.

Areas of Growth

1. Establish a system to assess and support students’ character, spirituality, and ethical growth.
2. Continue to integrate real-life learning and performance assessments to apply knowledge.
3. Strengthen benchmark analysis to guide student growth and resource allocation.

<p>responsibility, compassion and empathy while making a positive impact on the community which aligns with our core virtues. Many of the collaborations with the community involve cultural and social exchanges that foster inclusive cultural understanding. Moreover, the gratitude galas for social good have increased the IGDVS community’s awareness of the extended communities in need.</p> <p>School Survey Students in grades 5 through 12 take an anonymous survey to express their attitude towards the school climate and culture. Teachers and staff support students with academic competitions and extracurricular events outside the classroom thus fostering positive relationships with students, families, and the community. As a small school, parents, students, and teachers have ongoing communication that fosters bonding and deep understanding of each other and as a community.</p>	<p>Native American Mendocino College</p> <p>Tamales Making: PTO</p> <p>School as a Caring Community Profile Survey (SCCP) 2024</p>
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Criterion E2: School Culture and Environment

<p>E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.</p> <p>E2.2 Trust, Respect, and Equity: The entire school community has an atmosphere of trust, respect, and equity in support of student achievement and well-being.</p> <p>E2.3 School Culture: Students experience a caring school culture that is conducive to learning, with high expectations for all and a learning environment that honors individual differences, and social emotional needs.</p>	
Findings	Evidence
<p>School Safety and Cleanliness At the secondary level, students take an active role in keeping the classrooms and the school a safe, clean, and orderly place. At the elementary level, volunteers help to monitor the safety and cleanliness of the school building. Students also participate in community recycling efforts. At the beginning of the school year, students and parents review and commit to the school policies and regulations intended to ensure an environment conducive to student achievement and well-being.</p> <p>Safe Internet Use and Focused Learning Internet usage is restricted for safety reasons, including concerns about cyberbullying, and to encourage a focus on healthy academic and social emotional development. If students need additional resources, they can submit a “Whitelist” request.</p> <p>Small Class Sizes and Flexible Learning We provide a small class size which gives more interaction with the</p>	<p>IGDVS Parent/Student Handbook (K-8)</p> <p>IGDVS Parent/Student Handbook (9-12)</p> <p>IGDVS Faculty/Staff Handbook (K-12)</p>

<p>teachers. Because of the small class sizes, teachers understand each student’s strengths and weaknesses. The school is flexible with students’ needs such as supplemental materials and extra online classes. When students face difficult situations such as academic or social-emotional challenges, teachers will provide individualized support in understanding and or resolving the issues.</p> <p><i>Peer Leadership and Student Engagement</i> The school’s value system provides a solid framework in providing a supportive, caring, and safe learning environment that honors all students. The student leaders lead a student council to organize activities, events, and support and represent their peer’s feedback and needs. Additionally, older students play an active role in guiding and supporting their younger peers through tutoring and training their younger peers in certain roles e.g. Student IT support, Cleaning leader, and Class representatives. Embracing the spirit of camaraderie, our older students act as mentors and big siblings, offering invaluable support and care. This tradition aligns seamlessly with our core values, which prioritize creating a supportive, caring, and safe learning environment for everyone. By fostering strong bonds and a sense of unity, our older students help younger students thrive, embodying the true essence of our school's commitment to honoring and uplifting every student.</p>	<p>Associated Student Body (ASB) Minutes</p> <p>IGDVS Spirit Week</p>
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Criterion E3: Personal, Social-Emotional and Academic Support

<p>E3.1 Support: School leadership implements personalized, academic support and alternative instructional approaches to meet student needs.</p> <p>E3.2 Support Effectiveness: School leadership assesses the effectiveness of support for students’ social-emotional learning needs.</p> <p>E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.</p> <p>E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.</p>	
Findings	Evidence
<p><i>Peer Tutoring and Alumni Support</i> At the secondary level, peer tutoring has been very successful the past few years. Students that excel in certain academic areas are able to provide tutoring support for their classmates fostering positive relationships among students. Alumni return to their alma mater to support current students with valuable resources for college and career preparation. They also share their experiences by giving talks on college life, career exploration, and practical tips for</p>	<p>Peer Tutoring</p> <p>Alumni Career Talks</p>

navigating life beyond high school. This connection helps bridge the gap between current and former students, fostering a supportive community that benefits everyone.

Interventions

Interventions are put in place for students that need extra support during the school day and after school. There is adult and peer tutoring as well as support from parents and community members for students who need additional assistance in their learning.

Holistic Development

At the core of our value-based system are virtue and meditation classes, nature-based activities integration, and community service, all of which contribute to the spiritual, holistic, and social-emotional development of our students. Teachers are consistently attuned to students’ SEL needs through regular check-ins and observations of their behavior, academic progress, and social interactions over time.

Social-Emotional Needs

In addition, the results of the SCCP survey help the school in ongoing monitoring and improvement of students’ social-emotional learning needs.

Co-curricular Activities and Clubs

IGDVS offers a range of co-curricular activities and clubs that support school wide student goals, academic standards, and college and career readiness. Many of the secondary students participate in 3 or more clubs during the school year. Students take pride in the clubs that they are in and the orchestra, dance, and music clubs perform regularly for on campus and off campus events throughout the school year.

Empowering Student Advocacy

The school-wide learner goals prioritize student self-advocacy and foster a culture of student leadership, benefiting not only individuals but also their peers and the wider community. Students are empowered to advocate for causes and projects they are passionate about, actively participate in community initiatives, and explore areas of interest beyond traditional academics.

Positive Teacher-Student Relationships

The close relationship between students and faculty allows teachers to understand each student’s needs, creating an environment where students feel comfortable asking for help. Many teachers also serve as club advisors and mentors, supporting students in pursuing projects they are passionate about.

[Co-curricular Activities and Clubs](#)

[Integrated Science Club: A Glimpse into AI](#)

Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth Summary

Areas of Strength

1. Student involvement in activities aligned with school goals, academic standards, and college/career readiness.
2. Students thrive in a caring, inclusive culture with high expectations.
3. Value cultures through opportunities that foster cultural understanding.

Areas of Growth

1. Engage parents/volunteers in supporting clubs, sports, and events to boost inclusion.
2. Develop a core virtue curriculum that engages all IGDVS stakeholders for optimal SEL.
3. Promote more physical and collaborative activities to enhance student well-being.

Prioritized Areas of Growth Needs from Categories A through E

Areas of Growth for A: Organization for Student Learning

1. Continue to increase local and global outreach: public relations and recruitment of students and teachers.
2. All stakeholders have the collaborative responsibility to develop and to implement the character education plan.

Areas of Growth for B: Curriculum

1. A structured approach to character education across all grade levels.
2. A systematized school-wide benchmark analysis to inform instruction and curricular development for all subjects to foster K-12 articulation.
3. More college and career-focused field trip opportunities.

Areas of Growth for C: Learning and Teaching

1. Increase student voice and agency through expanded knowledge and community partnerships.
2. Promote nature-based activities, hands-on projects, and kinesthetic learning.

Areas of Growth for D: Assessment and Accountability

1. Establish a system to assess and support students' character, spirituality, and ethical growth.
2. Continue to integrate real-life learning and performance assessments to apply knowledge.
3. Strengthen benchmark analysis to guide student growth and resource allocation.

Areas of Growth for E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

1. Engage parents/volunteers in supporting clubs, sports, and events to boost inclusion.
2. Develop a core virtue curriculum that engages all IGDVS stakeholders for optimal social-emotional learning.
3. Promote more physical and collaborative activities to enhance student social-emotional learning.

WASC Committee for Self-Study Report

All stakeholders are involved in the self-study process by deliberating, reviewing, and editing the draft report.

- **Category A Facilitators:** DM Jin Jr (Girls School Principal) & Juan Gracia (Boys School Administrator)
 - Teacher: DM Heng Ching
 - Alumni/Parent-Teacher: Miao Sandel
 - Students: Katherine Wang, Wren Samana, Cherry Ngo
- **Category B Facilitator:** Rita Yee (Administrator/PTO Treasurer)
 - Teacher: DM Heng Ching
 - Parent-Teacher: Carla Lee
 - Students: Hannah Cheng, Ashley Dong, Matthew Wong, Hailey Tran, Duy Tran, Cherry Ngo
- **Category C Facilitator:** Guat Han Chuah (1st-2nd Core Teacher)
 - Parent-Teacher: Brooks Hansard
 - Alumni/Parent-Teachers: Leonie Tan, Miao Sandel
 - Students: Shine Yuan, Estelle Ooh, Zoe Hui, Alan Liang, Richard Nguyen, Katherine Wang, Wren Samana
- **Category D Facilitator:** Yini Wang (Administrator/PTO Vice President)
 - Teachers: DM Heng Shun, DM Heng Tsung, DM Jin Yan, Dr. Hiep Nguyen
 - Alumni/Parent-Teachers: Brooks Hansard, Dr. Min Zhang
 - Students: Erica Lai, Jevon Ji, Leo Wang
- **Category E Facilitators:** Yidan Wang (7th-8th Core Teacher and Chinese Teacher) and Ashley Huynh (Alumni/Parent-Teacher)
 - Teachers: DM Heng Shun, DM Heng Tsung, DM Jin Yan, Dr. Hiep Nguyen
 - Alumni/Parent Teacher: Dr. Min Zhang
 - Students: Alan Liang, Richard Nguyen, Erica Lai, Shine Yuan, Estelle Ooh

Fall 2024 Review Members

- Teachers: Victoria Patterson, Jose Vega, Phillip Persaud, Edwina Wang, Susan Chai, Simon Yang, DM Jin Rou
- Alumni/Parent-Teachers: Julia Mark, Emelia Moore, Rianne Kravitz, Kelly Lam-Chong, Rose Young
- Parents: Kit Shuen Chau (PTO President 2024-2025), Weihua Cheng
- Student Council Members: Leo Wang, Jevon Ji, Katrina Hu, Celina Li, Ashley Dong, Selene Luong, Sherry Wu, Miranda Wang, Ella Ng, Alysha Seng, and others
- Community Members: Thao Phi, Kim Duong, Candie Dickinson
- The Ed Board also reviewed the report at various junctures.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

Categories	Areas of Strength	Areas of Growth
Category A: Organization for Student Learning	<ul style="list-style-type: none"> ● Economical and sustainable budget and effective operational expenditure yearly. ● Steady increase in personnel, physical, and materials resources. ● Collaborative leadership of stakeholders for ongoing development of students' learning. 	<ul style="list-style-type: none"> ● Continue to increase local and global outreach: public relations and recruitment of students and teachers. ● All stakeholders have the collaborative responsibility to develop and to implement the character education goal.
Category B: Curriculum	<ul style="list-style-type: none"> ● Equitable access to advanced coursework. ● High academic achievement at the secondary school level. ● Opportunities to develop academic skills, talents, and leadership. 	<ul style="list-style-type: none"> ● A structured approach to character education across all grade levels. ● A systematized school-wide benchmark analysis to inform instruction and curricular development for all subjects to foster K-12 articulation. ● More college and career-focused field trip opportunities.
Category C: Learning & Teaching	<ul style="list-style-type: none"> ● Provide accommodations in an equity-centered learning environment. ● Focus on students' strengths to build confidence and growth. ● Small class sizes offer a more supportive environment. 	<ul style="list-style-type: none"> ● Increase student voice and agency through expanded knowledge and community partnerships. ● Promote nature-based activities, hands-on projects, and kinesthetic skills.
Category D: Assessment & Accountability	<ul style="list-style-type: none"> ● Give timely, specific feedback to support student learning. ● Students learn actively through assessments, activities, and discussions. ● 9-12th grades take the PSAT/SAT/AP tests, offering equitable assessment opportunities. 	<ul style="list-style-type: none"> ● Establish a system to assess and support students' character, spirituality, and ethical growth. ● Continue to integrate real-life learning and performance assessments to apply knowledge. ● Strengthen benchmark analysis to guide student growth and resource allocation.
Category E: School Culture & Support	<ul style="list-style-type: none"> ● Student involvement in activities aligned with school goals, academic standards, and college/career readiness. ● Students thrive in a caring, inclusive culture with high expectations. ● Value cultures through opportunities that foster cultural understanding. 	<ul style="list-style-type: none"> ● Engage parents/volunteers in supporting clubs, sports, and events to boost inclusion. ● Develop a core virtue curriculum that engages all IGDVS stakeholders for optimal social-emotional learning. ● Promote increased physical and collaborative activities to enhance student social-emotional learning.

Our analysis of the categories affirms our identified student learner needs below:

1. Students will *participate in school, county, and/or national-wide challenges individually and collaboratively in multiple areas of studies that expands their academic potential and talents in the humanities, sciences or arts; balanced well-being; and fosters global awareness. Through participation in challenges, students will develop the ability to communicate respectfully, critically, and analytically.* Success will be seen with at least 80% student participation in at least *two challenges*.
2. *Students will enroll in college summer programs, volunteer positions, and internships in Mendocino County and/or beyond to manifest the core virtues and to explore ethical livelihood.* Success will be seen with at least 80% juniors and seniors enrolled in these experiences during the school year and/or summer break.
3. Students will continue to develop intrinsic motivation and curiosity through their engagement in the IGDVS 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. Work can be displayed via multiple mediums.

As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities:

1. Develop a more comprehensive character education curriculum and assessment based on the Eight Core Virtues.
2. Promote increased physical and collaborative activities to enhance student social-emotional learning.
3. Develop and implement a comprehensive outreach program that enhances local and global engagement for students, teachers, and community members.
4. Continue to strengthen the K-12 benchmark process to inform teacher practices, set department goals, and enhance school-wide student learning outcomes.

Chapter 5: Schoolwide Action Plan (Revised with Visiting Committee Identified Growth Areas)

Rationale: IGDVS revised the schoolwide action plan according to the Visiting Committee’s identified growth areas that need to be addressed. The general principle governing the changes is in response to the feedback that: “definitive outcomes through measurement need to be established. Ongoing changes and revisions will be made regularly. There is a system of evaluation in place to focus on and monitor action items from IGDVS’s Self-Study, although it lacks detailed explanation.” The revisions are explained below with specific tasks within already identified goals in 1-4.

GOAL #1: Develop a more comprehensive character education curriculum and assessment based on the Eight Core Virtues.

Major student learner needs addressed by this goal: [3] Students will continue to develop intrinsic motivation and curiosity through their engagement in the IGDVS 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. Work can be displayed via multiple mediums.

VC SPECIFIC GROWTH AREAS THAT NEEDS TO BE ADDRESSED

★ Student Voice and Agency Development [6]

- Task 3: Develop character education curriculum and co-curricular as well as assessment

VC GROWTH AREAS FOR CONTINUOUS IMPROVEMENT

Category D: Assessment and Accountability

- Establish a system to assess and support students’ character, spirituality, and ethical growth. (Task 3 & 6)
- Continue to integrate real-life learning and performance assessments to apply knowledge. (Task 3)

Category E: School Culture and Support For Student Personal, Social-Emotional, and Academic Growth

- Develop a core virtue curriculum that engages all IGDVS stakeholders for optimal learning. (Task 3)

Task	Progress Indicators & Reporting	Person(s) Responsible	Resources	Timeline
<p>1. Provide training to teachers on the 11 Principles Framework for Schools</p> <p>a. Plan a two-day training with Character.org.</p> <p>b. Introduce the 11 Principles Framework.</p> <p>i. Learn and discuss each principle.</p> <p>ii. Identify the strengths and areas of growth for IGDVS.</p> <p>iii. Assess where IGDVS is on its character journey using the 11 Principles Self-Assessment Tool and scoring guide.</p>	<ul style="list-style-type: none"> MOU Contract for Character.org Training 11 Principles Self-Assessment Scores: 4 point scale rubric. IGDVS will move 1-point for each 11 progress indicators. 	<ul style="list-style-type: none"> Administrators Teachers/Staff Presenter 		Fall 2024
<p>2. Assess Current Practices</p> <p>a. Administrators, teachers, and students assess the current IGDVS character education curriculum and resources.</p> <p>i. Collate and review past and present character education resources.</p> <p>ii. Identify how past and present character education resources connect with ESLRs.</p>	<ul style="list-style-type: none"> Inventory of Past/Present character education resources 	<ul style="list-style-type: none"> IGDVS Stakeholders 	<ul style="list-style-type: none"> Character.org Training CE Action Plan from Dec. 2004 Lectures on education by the founder Master Hua Past/Present character education resources 	Fall 2025
<p>3. Develop character education curriculum and co-curricular as well as assessment</p> <p>a. Schedule Character Education planning sessions with student council members, teachers, and parents.</p> <p>i. Define the Eight Core Virtues</p> <p>1. Review the existing document <i>Suggestions for Defining the Eight Core Virtues in the Mission Statement</i> and enhance it by adding</p>	<ul style="list-style-type: none"> 80% of the students participate in the Laws of Life Contest or 100 Word Memoir Contest Eight Core Virtues: Compendium Student and Teacher Narrative for 50th Anniversary 	<ul style="list-style-type: none"> IGDVS Stakeholders 	<ul style="list-style-type: none"> 11 Principles Framework for Schools Suggestions for Defining the Eight Core Virtues in the Mission Statement Standards for 	Fall 2025 and ongoing

<p>new ideas that define each virtue, including examples and their relevance to students' daily lives.</p> <ol style="list-style-type: none"> 2. Ask students to provide their definitions, examples from their lives, and how they see these values in action. 3. Revise the existing definitions based on teacher and student input. 			<p>Students 弟子規</p>	
<p>ii. Add Signs and Touchstones Around the School</p> <ol style="list-style-type: none"> 1. Create visually appealing designs that include the core values, definitions, and relevant images or icons. 2. Encourage students to submit their own designs for the signs, fostering creativity and engagement. 3. Determine strategic locations for the signs and touchstones such as hallways, classrooms, playground, and dining hall. 	<ul style="list-style-type: none"> ● One sign and touchstone website posting per semester. 	<ul style="list-style-type: none"> ● Administrators ● Teachers/Staff ● Students 	<ul style="list-style-type: none"> ● Examples of signs and touchstones from other schools 	<p>Fall 2026</p>
<p>iii. Develop Curriculum Guides</p> <ol style="list-style-type: none"> 1. Define learning objectives: Establish specific, age-appropriate objectives for each core value, detailing what students should understand and practice. 2. Develop Frameworks: Outline the overarching themes and focus areas for character education in each grade level or age group (e.g., K-2, 3-5, 6-8, 9-12). 3. Develop Units, Lesson Plans, and Activities 4. Design Assessment Methods: 	<ul style="list-style-type: none"> ● Curriculum guides and lesson materials updated on school Website annually ● Report card with student reflections 	<ul style="list-style-type: none"> ● Administrators ● Teachers/Staff 	<ul style="list-style-type: none"> ● CSED National Guidelines ● Lesson Plan Ideas ● Core Virtues Rubric ● Moral Character Questionnaire ● Grit Scale ● Laws of Life Essay 	<p>Spring 2027 Fall 2027</p>

<p>Develop formative and summative assessment strategies to evaluate student understanding and application of character values. Include Reflection Opportunities: Provide opportunities for students to reflect on their learning and personal growth related to the core values.</p> <p>5. Evaluation: Integrate a section of the K-12 report card that reflects character development.</p>				
<p>4. Establish Home, School, and Community Partnerships</p> <p>a. Communicate with PTO by providing families with resources to support the development of core virtues at home.</p> <p>b. Reach out to community organizations to create partnerships that support character education and global awareness initiatives.</p>	<ul style="list-style-type: none"> ● PTO Minutes: One parent virtue guide and/or activity sent home with the child per semester. ● Outreach Minutes: 2 community partnerships per semester. 	<ul style="list-style-type: none"> ● PTO members ● Community Partners 		<p>Fall 2025 and Ongoing</p>
<p>5. Apply to be a School of Character through Character.org</p>	<ul style="list-style-type: none"> ● Application and report ● Feedback from Character.org 	<ul style="list-style-type: none"> ● IGDVS Stakeholders 	<ul style="list-style-type: none"> ● Schools of Character 	<p>Fall 2028</p>
<p>6. Monitor Progress and Evaluate Impact</p> <p>a. IGDVS stakeholders will regularly monitor progress towards goals and evaluate the impact of character education on student outcomes semesterly.</p> <p>i. Review the 11 Principles Self-Assessment Tool and scoring guide</p> <p>ii. Revise yearly action plan based on the results from the assessment</p>	<ul style="list-style-type: none"> ● 11 Principles Self-Assessment Scores: 4 point scale rubric. IGDVS will move 1-point for each 11 progress indicators. 	<ul style="list-style-type: none"> ● IGDVS Stakeholders 	<ul style="list-style-type: none"> ● 11 Principles Self-Assessment Tool and Scoring Guide ● 5 Year Plan Draft 	<p>Yearly, Dec. 2025, Dec. 2026, Dec. 2027</p>

GOAL #2: Promote increased physical and collaborative activities to enhance student social-emotional learning.

Major student learner need addressed by this goal:

[1] Students will *participate in school, county, and/or national-wide challenges individually and collaboratively in multiple areas of studies that expands their academic potential and talents in the humanities, sciences or arts; balanced well-being; and fosters global awareness. Through participation in challenges, students will develop the ability to communicate respectfully, critically, and analytically.* Success will be seen with at least 80% student participation in at least *two challenges*.

[3] Students will continue to develop intrinsic motivation and curiosity through their engagement in the IGDVS 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. Work can be displayed via multiple mediums.

VC SPECIFIC GROWTH AREAS THAT NEEDS TO BE ADDRESSED
<p>★ Student Voice and Agency Development [6]</p> <ul style="list-style-type: none"> ○ Task 2: Establish Home, School, and Community Partnerships to promote school pride, mission, and values ○ Task 3: Gather facilities and resources needs
<p>★ Nature-Based and Hands-On Learning Integration [7]</p> <ul style="list-style-type: none"> ○ Task 1: Organize Professional Development for stakeholders

VC GROWTH AREAS FOR CONTINUOUS IMPROVEMENT
<p>Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, School Continuous Improvement Processes and Resources</p> <ul style="list-style-type: none"> ● Continue to gain input, communication of, and reflection upon the schoolwide learning outcomes, vision, and mission statements at the student and parent levels by reviewing them in class as well as at various parent and community meetings. (Task 1c-d, 2a-c) ● Continue to update and modernize the facilities to promote school pride, student motivation, and a valued school culture. (Task 3)
<p>Category C: Learning and Teaching</p> <ul style="list-style-type: none"> ● Students would like more athletic opportunities and facilities. (Task 3)
<p>Category E: School Culture and Support For Student Personal, Social-Emotional, and Academic Growth</p> <ul style="list-style-type: none"> ● Engage parents/volunteers in supporting clubs, sports, and events to boost inclusion. (Task 2c)

Task	Progress Indicators & Reporting	Person(s) Responsible	Resources	Timeline
<p>1. Organize Professional Development for stakeholders</p> <ul style="list-style-type: none"> a. Re-Engage teachers with Universal Design for Learning 3.0 & crosswalk with Danielson model. b. Engage teachers and students to design class/school projects following the UDL “engagement, representation, and action & expression” framework with an emphasis on nature-based and hands-on learning integration. c. Present UDL projects in ESLR Museum to stakeholders. d. Publish on school website. 	<ul style="list-style-type: none"> ● Teacher sign-in sheets and PD resources ● 3 Learning Snapshots Website posting per semester ● ESLR Museum connecting UDL themes to IGDVS ESLRs. 	<ul style="list-style-type: none"> ● Administrators ● Teachers/Staff ● Students 	<ul style="list-style-type: none"> ● UDL Guidelines 3.0 	<p>Fall 2025, 2026, 2027 (August)</p>
<p>2. Establish Home, School, and Community Partnerships to promote school pride, mission, and values</p> <ul style="list-style-type: none"> a. Set goals and objectives for physical and collaborative activities to create a culture of movement and nature learning with all stakeholders. b. Support student council to engage students to lead movement and nature activities. c. Collaborate with PTO to motivate parents and volunteers to support and mentor students in service, club, sports, and other activities. 	<ul style="list-style-type: none"> ● In-service meetings notes ● Student council meeting notes ● PTO minutes 	<ul style="list-style-type: none"> ● All Stakeholders 	<ul style="list-style-type: none"> ● Association for Environmental & Outdoor Education 	<p>Fall 2025 and ongoing (September)</p>
<p>3. Gather facilities and resources needs</p> <ul style="list-style-type: none"> a. Gather feedback from stakeholders on needs e.g. athletic activities b. Administrators deliberate, access feasibility, and prioritize facilities and resources needs. c. Present to the Education Board and monastic campus facilities committee d. Secure funding to cover the cost of the facilities and resources upgrades. e. Project implementation by phases. 	<ul style="list-style-type: none"> ● Facilities and resources needs list & implementation progress 	<ul style="list-style-type: none"> ● All Stakeholders 		<p>Spring 2026 and ongoing</p>

GOAL #3: Develop and implement a comprehensive outreach program that enhances local and global engagement for students, teachers, and community members.

Major student learners need to be addressed by this goal: [2] *Students will enroll in college summer programs, volunteer positions, and internships in Mendocino County and/or beyond to manifest the core virtues and to explore ethical livelihood. Success will be seen with at least 80% juniors and seniors enrolled in these experiences during the school year and/or summer break.*

VC SPECIFIC GROWTH AREAS THAT NEEDS TO BE ADDRESSED
<p>★ College and Career Readiness Expansion [5]</p> <ul style="list-style-type: none"> ○ Task 1a-c: Develop outreach networks to connect and support students in their college and career exploration as part of expanding 21st century college and career readiness. ○ Task 3a: Develop local, bay area, out-of-state, and international outreach events.
<p>★ Student Voice and Agency Development [6]</p> <ul style="list-style-type: none"> ○ Task 1a: Develop outreach networks to connect and support students in their college and career exploration as part of expanding 21st century college and career readiness. ○ Task 2a: Increase the school’s presence on social media platforms like Facebook, Instagram, LinkedIn, and Wordpress. ○ Task 3a: Develop local, bay area, out-of-state, and international outreach events.

VC GROWTH AREAS FOR CONTINUOUS IMPROVEMENT
<p>Category C: Learning and Teaching</p> <ul style="list-style-type: none"> ● Continue to provide leadership opportunities for the students in the classroom and other situations such as service projects, clubs, and student council. (Task #1a)
<p>Category E: School Culture and Support For Student Personal, Social-Emotional, and Academic Growth</p> <ul style="list-style-type: none"> ● Engage parents/volunteers in supporting clubs, sports, and events to boost inclusion. (Task 2 & Task 3)

Task	Progress Indicators & Reporting	Person(s) Responsible	Resources	Timeline
<p>1. Develop outreach networks to connect and support students in their college and career exploration as part of expanding 21st century college and career readiness.</p> <p>a. Gather students’ and parents’ interests and expand internship, volunteer, and leadership opportunities through outreach pathways.</p> <p>b. College and Career focused field trip opportunities</p> <p>c. Host talks, workshops or webinars that focus on college and career readiness.</p>	<ul style="list-style-type: none"> ● Student council minutes and PTO minutes. ● At least 3 college and career focused field trips per year. School website posts. ● At least 3 talks, workshops or webinars that focus on college and career readiness per year. 	<ul style="list-style-type: none"> ● ASB student council ● Administrators and counselor ● Professional Guest speakers (including alumni and community members) 	<ul style="list-style-type: none"> ● Community partnerships ● Alumni network ● Guest speakers ● LinkedIn ● Transportation ● Career Fairs 	<p>Fall 2025 and ongoing</p>
<p>2. Increase the school’s presence on social media platforms like Facebook, Instagram, LinkedIn, and Wordpress.</p> <p>a. Gather students’ ideas for posts and organize social media campaigns that highlight global awareness and or club initiatives by students.</p> <p>b. Encourage PTO to follow and share the school’s social media pages with others.</p>	<ul style="list-style-type: none"> ● Semesterly social media analytics to develop school presence and increase enrollment. 	<ul style="list-style-type: none"> ● Social media personnel ● ASB student council ● PTO members 	<ul style="list-style-type: none"> ● Social media platforms: Facebook, Instagram, LinkedIn, and Wordpress 	<p>Spring 2025 and ongoing</p>
<p>3. Develop local, bay area, out-of-state, and international outreach events</p> <p>a. Explore and expand network collaborations.</p> <p>b. Engage teachers, students, parents and alumni to participate in outreach events.</p> <p>c. Post events and activities on social media.</p>	<ul style="list-style-type: none"> ● Log of outreach events. ● Semesterly social media analytics to develop school presence and increase enrollment. 	<ul style="list-style-type: none"> ● Social media personnel ● Teachers/Staff ● Administrators ● Parents/Alumni 		<p>Fall 2026 and ongoing</p>

GOAL #4: Continue to strengthen the K-12 benchmark process to inform teacher practices, set department goals, and enhance school wide student learning outcomes.

VC RECOMMENDATIONS: IGDVS needs to implement various strategies to demonstrate growth for all students, including specific measures for identified student subgroups based on their primary learning needs, academic standards, and overall school outcomes. It is essential that all stakeholders recognize the importance of ongoing improvement to ensure that students are equipped with creative and critical thinking skills, effective communication skills, and other 21st-century skills and global competencies.

REVISED GOAL#4: Continue to strengthen the K-12 curriculum articulation, benchmark and metrics process to inform teacher practices, set department goals, resource allocations, and enhance school-wide student learning outcomes for development of 21st century skills.

Major student learner need addressed by this goal: [1] Students will *participate in school, county, and/or national-wide challenges individually and collaboratively in multiple areas of studies that expands their academic potential and talents in the humanities, sciences or arts; balanced well-being; and fosters global awareness. Through participation in challenges, students will develop the ability to communicate respectfully, critically, and analytically.* Success will be seen with at least 80% student participation in at least *two challenges*.

VC SPECIFIC GROWTH AREAS THAT NEEDS TO BE ADDRESSED
<p>★ Student Voice and Agency Development [6]</p> <ul style="list-style-type: none"> ○ Task 2: Strengthen assessment of student learning: Benchmark and metrics ○ Task 3: Organize Professional Development for stakeholders
VC GROWTH AREAS FOR CONTINUOUS IMPROVEMENT
<p>Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, School Continuous Improvement Processes and Resources</p> <ul style="list-style-type: none"> ● Continue to gain input, communication of, and reflection upon the schoolwide learning outcomes, vision, and mission statements at the student and parent levels by reviewing them in class as well as at various parent and community meetings. (Task 3a-d) ● Continue to provide a variety of course offerings and teachers to provide diverse offerings especially in terms finance and economics. (Task 1a)
<p>Category B: Curriculum</p> <ul style="list-style-type: none"> ● To improve in the physical updating of the school curriculum each year! (Task 1c)
<p>Category D: Assessment and Accountability</p> <ul style="list-style-type: none"> ● Strengthen benchmark analysis to guide student growth and resource allocation. (Task 2f) ● Continue to integrate real-life learning and performance assessments to apply knowledge. (Task 2e)

Task	Progress Indicators & Reporting	Person(s) Responsible	Resources	Timeline
<p>1. Review K-12 curriculum articulation</p> <ul style="list-style-type: none"> a. Engage teachers by departments to review curriculum articulation, new courses, materials, and resources. b. Department chairs present summary data, yearly departmental goals, and resource needs to the administrators. c. Publish and communicate updates on the school website of curriculum changes to the stakeholders. 	<ul style="list-style-type: none"> ● Department meeting minutes ● Summary data and resource needs to administrators ● School website posts 	<ul style="list-style-type: none"> ● Department Chairs 		<p>Spring 2025, 2026, 2027, 2028, 2029 (April)</p>
<p>2. Strengthen assessment of student learning: Benchmark and metrics</p> <ul style="list-style-type: none"> a. Standardized mid-semester benchmark and analysis. b. Department chairs support teachers to identify subgroups for intervention. c. Teacher guides students to create measurable learning goals referencing anchor standards and rubrics. d. Teacher communicates student development on measurable learning goals with parents mid-semester. e. Teacher reflections on by connecting to Danielson framework (Teaching Important Content: The Case For Implementing High-Quality Instructional Materials): “planning for coherent instruction (1d), “designing and analyzing assessment (1f), and “using assessment for learning (3d)”. f. Administrators view benchmark scores to evaluate schoolwide learning outcomes, to inform resource allocations, and to drive teacher professional development and support. 	<ul style="list-style-type: none"> ● Envision online benchmarks ● Rapid Online Assessments of Reading (ROAR) through Stanford University: Semesterly analytical reports from ROAR. ● Semesterly SMART Goals student folder review. ● Yearly teacher reflections on Danielson framework rubric with student evidence. ● Mid-semester school review notes 	<ul style="list-style-type: none"> ● Teachers ● Department Chairs ● Administrators 	<ul style="list-style-type: none"> ● ROAR Stanford ● SMART goal templates ● Danielson Framework Rubric 	<p>Fall/Spring 2025, 2026, 2027, 2028, 2029 (October & February)</p>

<p>3. Organize Professional Development for stakeholders</p> <ul style="list-style-type: none"> a. Organize a forum on 21st century skills. b. Collaborate with teachers, alumni, students, parents, and community members on defining 21st century skills for IGDVS in connection with schoolwide learning outcomes. c. Plan courses, workshops, and activities with teachers, parents, and students to engage with IGDVS 21st century skills. d. Feedback with reflective survey on participation e. Publish on school website. 	<ul style="list-style-type: none"> ● Website invitation ● Website posting ● Events calendar: Jubilee Events ● 80% Reflective survey participation 	<ul style="list-style-type: none"> ● All stakeholders 	<ul style="list-style-type: none"> ● Comprehensive Guide to 21st Century Skills 	<p>Spring 2026</p>
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