

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

**FOR
INSTILLING GOODNESS
DEVELOPING VIRTUE SCHOOL**



2001 Talmage Rd.

Ukiah, CA. 95482

March 17-19, 2025

Visiting Committee Members

Dr. Chris E. Smith, Chairperson
Head of School, Brookfield School

Mr. LaRon Gordon
Woodland Christian, Dean of Students

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Registrar, Paradise Adventist Academy

NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

Introduction

- **Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.**
- **Summarize the involvement and collaboration of stakeholders/education partners in the self-study process.**

Brief Background of School

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.

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.

Summary Description of Programs offered and Intervention Systems

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:

1. Have gained a deep appreciation of their own inherent spiritual wisdom through meditation and other spiritual practices and teachings.
2. Express a multinational, global awareness and understanding; and show an appreciation and respect for a variety of cultures and religions.

Summarize the involvement and collaboration of stakeholders/education partners in the 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.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

All instructional staff and educational partners at the school participated in discussions regarding the school's effectiveness, including its perceived strengths and areas for growth.

Chapter 1: Progress Report

- **Synthesize any significant developments since the last self-study visit and their impact on student learning.**
- **Briefly describe the action plan implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan that incorporated all schoolwide growth areas from the last self-study and all intervening visits.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to increase high achievement for all students and why identified growth areas may not be identified in the current schoolwide action plan.**

Synthesize any significant developments since the last self-study visit and their impact on student learning.

Since the last full visit, the school has experienced significant developments that have notably impacted its programs. The implementation of the Gradelink Student Information System schoolwide for K-12 has streamlined student management. Additionally, the COVID EANS grant has facilitated a new partnership with Catapult to enhance Teacher Professional Development. The approval of the IGDVS Teacher Credential Scholarship supports both salaried and volunteer teachers in pursuing their multiple or single subject credentials. Furthermore, the integration of K-8 WASC into the 9-12 accreditation process has fostered increased teacher collaboration, promoting both teacher growth and student learning. Lastly, the school has established the IGDVS DRBU Teacher Scholarship in collaboration with Dharma Realm Buddhist University, offering opportunities for a Masters of Arts in Buddhist Classics and a Graduate Certificate in Buddhist Translation.

Briefly describe the action plan implementation process and how the school monitors progress.

IGDVS implemented their action plan using a clear and logical approach. They focused on recruiting, mentoring, training, and assessing both volunteer and paid teachers and staff. Additionally, they provided professional development opportunities and evaluated their effectiveness. All stakeholders in the school will continue to work together to plan, support, and develop the curriculum and student services in alignment with the school's mission and the expected outcomes for student learning. As a non-profit, private K-12 school, IGDVS takes pride in how it allocates and utilizes its resources. The school is committed to enhancing student learning to prepare the next generation for purposeful and meaningful lives in an increasingly complex and rapidly changing world. Furthermore, IGDVS has developed a comprehensive character education curriculum and assessment based on the Eight Core Virtues.

The school is monitoring this progress through curriculum enhancements, meetings, and evidence collection.

Summarize the school's progress on the action plan that incorporated all schoolwide growth areas from the last self-study and all intervening visits.

The school has established the following critical learner needs for improvement. Students will continue to advance in their learning, both in and out of the classroom, fostering a commitment to life-long learning through 2-3 school-wide challenges each academic year. By the end of the school year, success will be measured by achieving at least 80% student participation in a minimum of one challenge.

Furthermore, students will apply their learning to address real-world issues and challenges by engaging in fieldwork and internships in Mendocino County and beyond. Enhanced advisory support will be provided by IGDVS teachers and alumni, with success evident when at least 80% of seniors complete 10 hours of a meaningful experiential learning opportunity during the academic year or over the summer between their junior and senior years.

Additionally, students will cultivate intrinsic motivation and curiosity through their involvement in the IGDVS spiritual and social-emotional curriculum. Success will be demonstrated by the end of each academic year through student work produced by at least 80% of the student body, showcasing their life-long learning journey, with work displayed in various mediums.

Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to increase high achievement for all students and why identified growth areas may not be identified in the current schoolwide action plan.

IGDVS aims to systematically monitor student progress toward critical learner outcomes. Key strategies include identifying and addressing yearly challenges across subjects in alignment with Expected Schoolwide Learning Results (ESLRs), encouraging students to explore opportunities beyond the classroom with support from college and career counselors and community stakeholders, and enhancing engagement in spiritual, social, and physical activities to help students realize their full potential for balanced well-being.

<p>The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.</p>

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

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.

Chapter 2: School and Student Profile and Supporting Data

- Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.
- Include the school’s vision, mission, schoolwide learner outcomes, and 2-3 identified major student learner needs.

Instilling Goodness Developing Virtue School is a K-12 private institution, comprised of predominantly Asian students (63%), located within the expansive grounds of the City of Ten Thousand Buddhas (CTTB), a prominent Buddhist training monastery and international community spanning over 400 acres in the serene outskirts of Ukiah. The Developing Virtue Secondary School (DVSS) offers separate education for boys and girls, fostering an environment that promotes both academic excellence and personal growth. The school is accommodated in several two-story buildings throughout the campus.

At Developing Virtue Secondary School, students typically enroll in an average of six academic courses each semester, encompassing English, mathematics, history, science, foreign language, Buddhist studies/world religions, and fine arts. In addition, students engage in an average of four co-curricular activities. Notably, some seniors pursuing multiple Advanced Placement (AP) or Honors courses may be limited to five academic classes.

In conjunction with their academic curriculum, students partake in dedicated periods for Meditation and Physical Education. The institution also facilitates daily after-school tutoring for one hour, which is coordinated by a tutoring coordinator and conducted by both peer tutors and faculty members. Tutoring services may also be available at various times throughout the day, depending on the needs of both teachers and students.

Furthermore, Developing Virtue Secondary School actively supports visual and performing arts, co-curricular athletic teams, student leadership through government, and various clubs and activities, thereby promoting a well-rounded educational experience.

Mission Statement

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

Expected Schoolwide Learning Results.

Graduates of Developing Virtue Secondary School:

1. Manifest the core virtues of kindness, filial piety, respect, trustworthiness, fairness,

citizenship, integrity and humility.

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

Major Learner Needs as identified by the school.

1. More attention and improvement in the ELA curriculum.
2. Completion of moving forward with the CCSS in mathematics.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

IGDVS took significant responsibility in their decision-making process, engaging in self-reflection and collaboration to support continuous academic improvement. Through discussions in meetings and various communication methods, staff members commit to ongoing reflection, providing resources and guidance to assist students in their learning. The results of the self-study and the site visit provided evidence of the collaborative efforts among

staff to synthesize and visualize data. This allows them to identify both areas for growth and the strengths of students, ultimately helping them achieve higher levels of success.

Chapter 3: Quality of the School’s Program

Based on the school’s self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school’s effectiveness in addressing each of the *criterion and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength
 - Highlight the growth areas for continuous improvement
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths, and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC FOL Accreditation Status Determination Worksheet*).

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, SCHOOL CONTINUOUS IMPROVEMENT PROCESS, AND RESOURCES

A1: Vision and Purpose

To what extent has the school established a clearly stated vision and purpose reflecting students’ needs, current educational research-based practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

To what extent is the school’s purpose further defined by schoolwide student goals and academic standards, supported by the governing board and the school goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1 Vision and Schoolwide Learner Goals: The school has established a clear, coherent vision and purpose and schoolwide learner goals based upon high-quality standards, congruent with research and school practices, and aligned with school goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

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.

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.

Visiting Committee Comments

The school’s vision, mission, and schoolwide learner outcomes are comprehensive, inclusive, and meaningful. IGDVS values every student’s innate potential for learning and supports their holistic development. The schoolwide learning outcomes focus on academic achievement, spirituality, core virtues, and globalism, all of which contribute to the growth of the whole child. Ongoing discussions about interpreting, teaching, and implementing the Expected Schoolwide Learning Results (ESLR) aim for optimal student achievement.

There is a deliberate effort to provide equitable access to all students through open-access Advanced Placement (AP) courses, multicultural celebrations connected to the curriculum, additional academic support, and family and community events that promote diversity, equity, and inclusion. The Educational Board members possess extensive experience in both education and the DRBA community. They regularly attend and present at conferences as part of their professional development. Each member of the Educational Board has approximately 20 to 30 years of experience as teachers and/or administrators.

The communication about our mission and schoolwide learner outcomes has been an ongoing effort within our school community. Discussions have been held during in-service meetings, involving all IGDVS stakeholders in reviewing the Expected Student Learning Results (ESLRs) through the ESLR Museum process, which has been active since 2021. The ESLR Museum provides a comprehensive and systematic review of student achievement related to the ESLRs.

From 2022 to 2024, we conducted surveys for students, teachers, parents, and community members to gather valuable data on ESLR coverage, identifying both strengths and areas for improvement. The primary areas of focus are ESLR 1, which emphasizes core virtues, and ESLR 4, which promotes global awareness development. These focuses aim to prepare students to navigate complex ethical and social contexts on a global scale.

It is crucial for all stakeholders to continue this dialogue centered around universal virtues, which serves as the foundation for fostering compassionate global citizens.

Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner goals and academic standards.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

In light of the criterion outlined to support the compilation of the self-study, along with the level of accountability demonstrated by the administration and the in-depth reflection on what IGDVS identifies as the necessary vision and purposes to be integrated into the current focus and documentation, it is clear that the school's current vision is being implemented with dedication. The staff and student embody the true mission and vision in their daily walks.

A2: Governance

To what extent is school's purpose aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

Members of the Education Board possess extensive experience in both education and the Dharma Realm Buddhist Association (DRBA) community. They regularly attend and present at

professional conferences. Each member has approximately 20 to 30 years of experience working as teachers or administrators in educational institutions.

The Board of Education supports and aligns with the policies set by the parent organization. The roles, responsibilities, and communication procedures of the Board of Education are outlined in the Faculty/Staff and Parent/Student Handbooks. School administrators communicate frequently, and the Board of Education meets each semester and as needed. They serve as a sounding board for refining the school's vision, mission, and educational outcomes.

An annual report is provided to the Board of Education, which is subsequently shared by the Education Board with the parent organization, the Dharma Realm Buddhist Association. During meetings with the Board of Education, school administrators present information from the yearly WASC (Western Association of Schools and Colleges) reviews.

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Based on the criterion provided in support of IDGVS governance supporting the achievement of all students as exhibited in the documentation, the visiting committee's suggested rating is Effective.

A3: Leadership for Learning

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions, and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability for implementing practices and programs, and providing services based on the school's purpose, student needs, and the schoolwide action plan goals aligned with the school goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

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.

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.

Visiting Committee Comments

In recent years, teachers at IGDVS have engaged in in-service meetings to review benchmark data related to mathematics and language arts. These practices are continually refined to effectively meet student needs. To ensure effective communication, benchmark dates are

included in the school calendar. An administrative calendar has been established to regularly assess benchmark results and monitor student learning, promoting continuous improvement. Interventions are implemented as necessary to address learning gaps, with additional support, such as tutoring, available to assist students

At IGDVS, administrators and faculty participate in shared decision-making and collectively assume responsibility for our practices and programs. We hold regular meetings to discuss student performance, school planning, and other pertinent issues. On teacher in-service days, we dedicate time to curriculum articulation, benchmark planning, and end-of-semester reviews to align our efforts and reflect on our progress.

Annually, IGDVS undertakes the School Review Process, during which the Board of Education, administrators, teachers, the student council, and the Parent-Teacher Organization (PTO) convene three to five times a year. In addition, ongoing informal conversations and check-ins enhance our culture of communication, ensuring that all voices are heard and considered in our commitment to student learning and improvement. In May 2024, IGDVS stakeholders will review the status of the school-wide action plan, addressing critical learner needs while identifying strengths and areas for growth. Parents and students also actively participate in celebrating student achievements at the annual ESLR Museum.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Insights gathered from the self-study and discussions with the school stakeholders demonstrate that IGDVS is committed to encouraging all students to achieve excellence. The institution provides comprehensive support aimed at fostering their success.

A4: Qualified Staff and Professional Development

To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

The staff comprises individuals who have dedicated 5 to 30 years to teaching at the school. Since the last WASC Self-Study, about 80% of teachers have maintained their credentials and advanced degrees. Inspired by the founder's spirit of volunteerism, the school seeks candidates committed to making meaningful contributions to their students. Our teaching population includes both lay individuals and monastics from diverse backgrounds and experiences.

An annual teacher evaluation team, made up of experienced administrators and teacher leaders, supports, evaluates, and mentors educators in their subject areas. The school aims to foster growth in content knowledge, pedagogy, and spirituality through this process. Efforts are ongoing to strengthen support for teachers as lifelong learners.

Through in-service training and mentoring, teachers receive new content and pedagogical strategies. Senior teachers and administrators guide new educators alongside support from Catapult coaches during the 2022-2023 academic year. A recent workshop by Character.org in August 2024 has revitalized teaching methods related to the eight core virtues, aligning with IGDVS ESLR 3 and enhancing IGDVS ESLR 4 on Global Awareness. The Character.org model, featuring an 11 Principles Framework for School, supports the development of IGDVS ESLRs 1-4, serving as an integrated outcomes matrix for student achievement.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The IGDVS staff has continued to go above and beyond to get additional certifications and classifications to be able to better accommodate the needs of their student body and uphold the framework of all ESLR's.

A5: School Continuous Improvement Process

To what extent does school leadership facilitate continuous and innovative school improvement to guide the work of the school through: (a) implementation of a schoolwide action plan focused on quality learning for all students; (b) involvement of the school community; and (c) collective accountability for implementing and monitoring the schoolwide action plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

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.

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.

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.

Visiting Committee Comments

IGDVS is committed to improving student learning through its School Improvement Process, which includes semesterly WASC reviews and a comprehensive self-study report every three years. During these reviews, stakeholders—teachers, staff, administrators, students, parents, and the Education Board—come together to evaluate student learning and well-being.

School administrators regularly discuss key processes and policies, while the Finance Office provides quarterly profit and loss reports to manage the budget effectively. The Student Council meets weekly to plan events and address student and faculty concerns.

A key focus for IGDVS over the next five years is a Character Education plan centered on global awareness, aiming to promote holistic student development. As part of the preparations for the school's 50th Anniversary Celebration in 2026, alumni and board members will revisit the founder's vision and strategize to enhance fiscal support for student growth, teacher compensation, and facility improvements.

IGDVS maintains a sustainable, non-profit budget supported by tuition, fees, and parent organization contributions, consistently achieving a balanced budget. The school's culture of generosity among stakeholders has led to the successful implementation of its previous action plan.

School Continuous Improvement Process that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

IGDVS has established a comprehensive strategy for advancing the ongoing educational improvement process. This strategy is implemented through a series of meetings, the formulation of key policies, and the promotion of a sustainable and effective tuition framework that is supported by its stakeholders.

A6: Resources

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the schoolwide learner goals, academic standards, and college and career readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

A6.2 Practices and Procedures: Transparent school procedures are in place to develop an annual budget, conduct audits, and follow quality accounting practices.

A6.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, and instructional technology, manipulatives, and laboratory materials are effective.

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.

Visiting Committee Comments

The IGDVS Board of Education and the Dharma Realm Buddhist Association (DRBA) Board of Directors, in collaboration with teachers, parents, and community stakeholders, play an integral role in resource planning and allocation based on the identified needs of students and staff.

The institution is committed to sustainable resource planning and aims to enhance outreach efforts to establish an endowment fund. This initiative is intended to support innovative development and improve student learning experiences.

The school has consistently maintained cost-effective operations that align with its overarching vision and mission. While expenditures per student have incrementally increased, these adjustments have remained manageable within the framework of the annual budget, which ensures the employment of qualified personnel and provision of essential resources for enriching the educational environment.

School administrators diligently monitor the annually approved budget, supported by quarterly financial reports to the principal. Mid-year reviews facilitate discussions regarding actual expenditures in relation to the established budget. The Board of Education offers robust financial support for the institution's ongoing development.

As a nonprofit entity, the Dharma Realm Buddhist Association employs a rigorous financial oversight process designed to mitigate the risk of fund mismanagement. The budget allocates resources for the procurement of library, science, and technology equipment, thereby enhancing the educational experiences of students.

While the institution adopts a conservative approach to technology integration, it ensures that students receive a well-rounded educational experience that adequately prepares them for success in higher education and beyond. Additionally, notable improvements in internet stability and speed have been achieved, supported by an IT team dedicated to servicing the campus community.

Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The Resources are conducive to supporting student achievement. However, additional mapping and program metrics may help to establish a linear path for all students.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, SCHOOL CONTINOUS IMPROVEMENT PROCESSES AND RESOURCES

Areas of Strength

- IGDVS goals and action plans clearly align with and are supported by the supervising Buddhist Community
- The professional growth opportunities and professional development opportunities are clearly supported by both the site administration and the staff, especially in the area of SEL, SADIE integrated ELA instructional methods as well as Project Based Learning curricula, and cycles of inquiry as supported through the Danielson Model

- The site administration and community at large listen and attentively respond to both student-expressed needs and staff-expressed needs.
- Administration seeks out student feedback and enhances course offerings to further support student interest, engagement, and achievement.

Growth Areas for Continuous Improvement

- 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.
- Continue to update and modernize the facilities to promote school pride, student motivation, and a valued school culture.
- Continue to provide a variety of course offerings and teachers to provide diverse offerings especially in terms finance and economics.
- Working toward lessening the teacher workloads; while providing teachers with professional and whoo are experts in their areas of speciality.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Syllabi, Chinese Orchestra II, AP Computer Science, National Board

Certificate Min Zhang, Teacher Resumes, Alumni Survey, College & Career, Seminars Flyers

CATEGORY B: CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals, academic standards, and the college and career readiness indicators in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide student goals, academic standards, and the college and career readiness indicators.

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.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

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.

Visiting Committee Comments

IGDVS focuses on fostering students’ academic and character growth through a curriculum aligned with the Common Core Standards, emphasizing writing and communication skills since 2013. A systematic assessment of Expected Schoolwide Learning Results (ESLRs) is being developed, with teachers collecting student work in binders to showcase lessons and assessments related to the ESLRs. Evaluations of this collected work have been conducted by department chairs and administrative staff at the end of multiple school years. Additionally, ESLR surveys have been distributed to teachers for personal evaluation of their efforts in addressing these results over the years.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.
Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective
Narrative Rationale:
 IGDVS has made significant improvements since the last visit to enhance the alignment of its curriculum. The focus is on providing courses that honor student voice and choice regarding their education and future college or career paths. Through the implementation of common core standards, collaboration, and partnerships with community resources, IGDVS continues to support academic rigor and deliver a relevant curriculum that promotes high achievement for all students.

B2: Equity and Access to Curriculum

To what extent do all students have equal access to the school’s entire program and to what extent does the school prioritize opportunity and advancement for all students?

To what extent do students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and be prepared for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

IGDVS offers a diverse range of programs and educational options, ensuring that all students can make informed choices and explore college, career, or other pathways. It provides opportunities for career exploration, postsecondary preparation, and career technical options for every student. The curriculum is rigorous, relevant, and accessible to all, incorporating real-world applications across various courses and programs that reflect the school's diverse student body. Additionally, there is a strong collaboration among parents, students, and staff, fostering a sense of belonging and shared responsibility in developing and monitoring each student's personalized learning plan and educational goals.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

IGDVS effectively delivers an equitable and accessible curriculum designed to promote high achievement among all students through various pathways. It is clear that the staff, administration, and community work well together to ensure equitable access to the curriculum, while also providing essential resources and support for diverse subgroups.

CATEGORY B: CURRICULUM

Areas of Strength

- The teachers are highly effective at delivering the contents, expectations, and ideologies of the course materials.
- The teachers set very high expectations for the students and the students continue to rise to the challenge.
- IGDVS students are aware of the expectations of the courses and course materials for the year in advance. They are also aware of the expectation on retaining and maintaining a full working understanding of the lessons being presented each day.

Growth Areas for Continuous Improvement

- To improve in the physical updating of the school curriculum each year!

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Teacher Evaluation Folders, Teacher Evaluator, Resumes, ELA 2-year Plan, ELA Training PPT (Aug 23 2017; Oct 30 2017) Pilot Schedule, Pilot Timeline, Textbook Review Pilot & Recommendation for Adoption, In-service Agenda, Evidence NGSS PD Agenda 3.22.2018 NGSS PD Agenda 11.2.2018 Cert. of Attendance; Evident during the WASC team visit.

CATEGORY C: LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an equity-centered learning environment and to what extent are students involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

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.

Visiting Committee Comments

All students are actively participating in challenging and relevant tasks within a learning environment that prioritizes equity. Every student, regardless of background or circumstances, has access to the necessary resources and support to succeed. The focus on an equity-centered environment ensures that each student’s individual needs are met, promoting fairness and equal opportunities for all. Students have a clear understanding of the academic standards and expected performance levels in each subject area. This clarity enables students to know what is required to demonstrate their learning effectively. By being aware of these expectations, students are better equipped to achieve success and meet the benchmarks for college and career readiness, ensuring they are well-prepared for future academic and professional challenges.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

IGDVS students have opportunities to engage in rigorous courses. and relevant interactive learning experiences throughout classes on campus. Many students take advantage of the opportunities to earn college credits through the dual enrollment program with their on-campus college and AP courses, academically challenging themselves as they prepare for post-secondary life. the staff has successfully implemented the use of Danielson Model benchmarks and CCC cycles of inquiry to analytically design an appropriately challenging curriculum to support student learning through standards.

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

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving, and application of learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

Teachers play a crucial role in facilitating learning by utilizing a range of evidence-based instructional methods, ensuring that their teaching strategies are grounded in research and proven to be effective. These methods are applied in a way that promotes student agency, where students are encouraged to take ownership of their learning in an equity-centered environment. This approach ensures that all students, regardless of their backgrounds, are given the tools and support to succeed and become active participants in their educational journey.

IGDVS recognizes the importance of student voice and agency. It asserts that every student, regardless of their identity or circumstances, has an equal opportunity to be involved in decision-making regarding their own learning. This empowerment allows students to engage in strategic thinking and problem-solving, fostering independence and critical thinking skills that will serve them well beyond the classroom.

In addition, the role of digital learning tools and technology in the classroom is emphasized. Teachers are encouraged to use these tools to enhance the learning experience, providing students with the opportunity to engage with content in innovative ways. Technology also plays a key role in helping students tackle real-world problems, allowing them to apply what they have learned to practical, meaningful situations.

Teachers are not only focused on textbook knowledge but also provide opportunities that connect classroom learning to real-world applications. These experiences deepen students' understanding and better equip them for the demands of both college and future careers. By extending learning beyond traditional methods, teachers ensure that students are not just ready for academic challenges, but are also prepared for the professional world.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

IGDVS provides constant opportunities to not only learn, but also reinforce / live the experiences of what they have just learned in classroom.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength

- Teachers are providing field trips and other resources to supplement what is being taught in the classroom on a regular basis.
- Student ideas and creativity are open and supportive in helping students take the reigns in creating new course content and experiences for their peers.

Growth Areas for Continuous Improvement

- Continue to provide leadership opportunities for the students in the classroom and other situations such as service projects, clubs, and student council.
- Students would like more athletic opportunities and facilities.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Academic Calendar 2016-2017, 2017-2018, 2018-2019, Alumni Survey, Student Survey 2017-2018, 2016-2017, Resumes, New-Teacher Orientation Guide, Science PLC Summary, DVS Library Resources, Library Acquisition, Sample List 2016-2018 Lab Inventory for Science

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders/educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan aligned with the school goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

Visiting Committee Comments

Based on the WASC Self-Study Report for Instilling Goodness Developing Virtue School (IGDVS), the school demonstrates effective assessment processes and data-driven decision-making in the following ways:

The school leadership and instructional staff use multiple assessment approaches to collect, analyze, and report student performance data. They employ standardized assessments including PSAT, SAT, and AP tests, with results reported to all K-12 teachers during annual in-service meetings. Teachers collaboratively analyze these results, comparing them to national and global benchmarks. The school has implemented Gradelink Student Assessment System since 2020 as a schoolwide platform to publish assessment standards, collect grades, and report term results to students and parents, ensuring transparency and consistency.

Beyond standardized testing, the school uses benchmark assessments across various subjects (writing, math, reading, and haiku writing/speaking) to measure student progress, foster teacher reflection, and guide instructional adjustments. The school has established a collaborative framework for consistent grading and assessment that adheres to Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), AP curriculum requirements, and the school's Expected Schoolwide Learning Results (ESLRs).

The analysis of assessment data significantly guides school programs, resource allocation, and action planning. Assessment results directly inform targeted professional development initiatives, as evidenced by teacher workshops offered between 2022-2024 focusing on Project-Based Learning, Academic Vocabulary and Writing, Development of Rubrics for Writing Across the Subjects, and individualized coaching. Resource allocation is data-driven, with

equitable distribution across subject areas, classes, professional development, and extracurricular activities.

The school has established teacher and peer tutoring programs based on identified student learning needs from assessment results. Curriculum evaluation and improvement are ongoing processes, with assessment data guiding textbook and material selections across K-12 grade levels. The yearly ESLR Museum engages all stakeholders to reflect on student and schoolwide accomplishments, demonstrating a commitment to sharing student performance data with the broader school community.

Overall, IGDVS demonstrates a comprehensive approach to assessment and accountability, using data effectively to drive continuous improvement in student learning and school programs while maintaining clear communication with all stakeholders.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The supporting evidence includes their use of multiple assessment measures (PSAT, SAT, AP, subject benchmarks), systematic data sharing during annual K-12 teacher meetings for collaborative analysis, and implementation of Gradelink since 2020 for transparent grading consistency. The school established a collaborative framework aligning performance standards with rigorous external criteria while using assessment data to drive targeted professional development workshops (2022-2024) and create teacher/peer tutoring programs based on identified learning needs. Their annual ESLR Museum event further demonstrates commitment to stakeholder engagement and transparent communication about student achievement.

D2. Using Student Assessment Strategies to Monitor and Modify Learning Progress

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide learner goals, academic standards, and college and career readiness expectations.

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.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Visiting Committee Comments

IGDVS teachers actively monitor student growth and progress toward meeting schoolwide goals, academic standards, and college/career readiness expectations. They track students' academic development and skill acquisition across various subject areas and grade levels through ongoing assessment and observation. For grades 9-12, core teachers and school counselors meet regularly with students to monitor progress toward graduation requirements, college applications, and career internship opportunities.

Teachers provide constructive feedback tailored to individual student needs through class interactions, tutoring sessions, and comments on homework and test papers. This feedback helps students understand their strengths and areas for improvement while guiding them toward deeper understanding. 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.

Teachers analyze both formative and summative assessment results to guide their instructional practices. The real-time feedback from formative assessments allows teachers to identify areas needing improvement promptly and adjust their instructional strategies accordingly. The more comprehensive insights from summative assessments help teachers evaluate the overall effectiveness of their curriculum and teaching approaches. This analysis culminates in quarterly grade reports to parents and students, maintaining a regular communication cycle about student achievement.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

IGDVS teachers monitor student learning through balanced formative and summative assessments across all subjects. Regular meetings between teachers, counselors, students track progress towards graduation and college readiness. The strong feedback system provides individualized input through various channels, enabling instructional adjustments based on student needs.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength

- 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.

Growth Areas for Continuous Improvement

- 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.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

The evidence supporting the Instilling Goodness Developing Virtue School's assessment strengths includes the implementation of Gradelink Student Assessment System since 2020, which facilitates transparent communication of student progress, alongside teachers providing individualized feedback through various channels. Students actively engage in the learning process through diverse formative assessments and dialogue that informs instructional adjustments, with the yearly ESLR Museum serving as a showcase for student accomplishments. The school demonstrates commitment to equitable assessment opportunities through administering PSAT, SAT, and AP assessments, with results compared to national standards and analyzed collaboratively across grade levels. Regarding growth areas, the self-study acknowledges the need to develop assessment systems for character, spirituality, and ethical growth that align with the school's mission, as current tools primarily measure academic achievement. While professional development has begun addressing Project-Based Learning (2022-2024), there remains limited documentation of authentic performance assessments that connect to real-world applications. The school has established resource allocation mechanisms based on assessment results, including tutoring programs and equipment purchases, but recognizes the need for more systematic benchmark analysis beyond the annual teacher in-service to directly guide curriculum modifications and resource decisions. This evidence demonstrates a solid foundation in traditional assessment practices with clear recognition of areas requiring further development to fully align with the school's mission.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1: Family/Guardian and Community Involvement

To what extent does the school leadership employ a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Visiting Committee Comments

IGDVS has established a comprehensive support system for students' personal, social-emotional, and academic growth. The school implements culturally sensitive strategies through various awareness events and community engagement activities that educate students about diverse cultures. Strong family-school connections are fostered through active parent involvement in PTO meetings and open communication channels, including parent roundtables that honor cultural heritage while discussing effective parenting. The school environment prioritizes safety through student participation in maintaining clean facilities and internet safety policies that prevent cyberbullying. Small class sizes enable teachers to provide personalized learning experiences and individualized support for students facing academic or social-emotional challenges. A notable strength is the peer leadership system, where older students mentor younger peers through tutoring and various leadership roles, creating a supportive community atmosphere. The school also benefits from alumni who return to share college and career experiences and regularly assesses its effectiveness through anonymous student surveys. Throughout all these initiatives, IGDVS maintains an atmosphere of trust, respect, and equity that honors individual differences while aligning with their core virtues.

Family/Guardian and Community Involvement that supports high achievement for all students.
Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective
Narrative Rationale:
 IGVDS demonstrates family involvement through cultural events, active PTO participation, and community partnerships with Mendocino College and Native American groups, while its small school environment facilitates close family-teacher communication evidenced by positive School as a Caring Community Profile Survey results.

E2. School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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.

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.

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.

Visiting Committee Comments

IGDVS has cultivated a positive school culture and environment through several intentional strategies. Students take ownership of maintaining a safe and clean campus, with secondary students actively participating in these responsibilities and elementary students supported by volunteers. At the beginning of each academic year, both students and parents review and commit to school policies designed to ensure a conducive learning environment. Internet safety is prioritized through restricted usage that specifically addresses cyberbullying concerns while promoting healthy development, with a "Whitelist" request system that balances protection with educational access. The small class sizes are particularly effective in fostering personalized education, allowing teachers to develop deep understanding of each student's strengths and weaknesses and provide targeted support for academic or social-emotional challenges through supplemental materials and individualized approaches. The school's value system serves as the foundation for a robust peer leadership program where student leaders not only organize activities through the student council but also create a mentorship dynamic where older students guide younger peers through tutoring and specific operational roles. This comprehensive approach creates a culture of trust, respect, and equity that aligns with the school's core values and supports high achievement for all students.

School Culture and Environment that supports high achievement for all students.
Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective
Narrative Rationale:
 IGDVS's school culture includes student ownership of campus cleanliness, clear shared policies, a "Whitelist" system for internet safety, small classes enabling individualized support, and strong peer leadership through student council activities and cross-age mentoring, creating an environment where students take academic risks while feeling supported.

E3. Personal, Social-Emotional, and Academic Support

To what extent do all students receive appropriate academic, social-emotional, and personal supports to help ensure student learning, college and career readiness, and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1 Support: School leadership implements personalized, academic support and alternative instructional approaches to meet student needs.

E3.2 Support Effectiveness: School leadership assesses the effectiveness of support for students' social-emotional learning needs.

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, academic standards, and college and career readiness.

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.

Visiting Committee Comments

IGDVS provides robust academic, social-emotional, and personal support systems that effectively prepare students for college, careers, and overall success. Their peer tutoring program at the secondary level has proven highly effective, with academically strong students supporting classmates in subjects where they excel, fostering both academic growth and positive peer relationships. The school benefits from alumni who return to share valuable college and career experiences, offering practical advice that bridges classroom learning with real-world applications. Small class sizes enable teachers to develop deep understanding of each student's unique strengths and challenges, allowing for targeted support through supplemental materials and extra online classes. When students face difficulties, teachers provide individualized assistance with both academic and social-emotional challenges within a value system that prioritizes a supportive, caring environment. The school's mentorship approach, where older students guide younger peers as "big siblings" while taking on specific leadership roles like IT support or class representatives, creates multiple pathways for students to develop their talents and receive appropriate support. This close-knit community, characterized by ongoing communication between students, parents, and teachers, ensures that individual needs are recognized and addressed while students develop essential self-advocacy skills through active participation in student council and leadership opportunities.

Personal, Social-Emotional, and Academic Support that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

IGDVS self study shows evidence of comprehensive support systems. Peer tutoring provides academic help while building student relationships. Small classes allow teachers to personalize education with targeted interventions. The mentorship program creates leadership opportunities for older students while supporting younger ones. Alumni connections offer authentic college and career guidance. Together, these interconnected supports ensure all students receive appropriate challenges while developing self-advocacy skills in a caring community focused on high achievement.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength

- 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.

Growth Areas for Continuous Improvement

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

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

IGDVS demonstrates strong school culture and comprehensive support systems as evidenced by several key elements from the self-study. The school implements culturally sensitive strategies through diverse awareness events that educate students about various cultural traditions while maintaining strong family-school connections through active PTO participation and meaningful parent roundtable discussions. Students actively participate in maintaining a safe campus environment, guided by clear policies that families commit to annually, while internet safety is thoughtfully managed through a balanced "Whitelist" system. The small class sizes are particularly effective, enabling teachers to understand each student's unique profile and provide personalized support with appropriate supplemental materials. A well-developed peer leadership structure exists where student council members organize activities and older students mentor younger peers through tutoring and specific leadership roles. This is complemented by valuable alumni connections that provide authentic college and career guidance. The School as a Caring Community Profile Survey confirms positive perceptions of the school climate, while community partnerships with organizations like Mendocino College extend learning beyond the classroom and foster social responsibility. Together, these elements create a supportive environment that promotes personal, social-emotional, and academic growth for all students.

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

Based on the WASC Self-Study Report for Instilling Goodness Developing Virtue School: syntheses can be made for the following schoolwide strengths:

1. **Supportive School Culture:** The school community (administrators, teachers, students) have created a caring, inclusive culture with high expectations where students thrive academically and socially. This is evidenced by the positive peer relationships, mentorship programs, and the School as a Caring Community Profile Survey results, which fosters student achievement and well-being.
2. **Cultural Appreciation and Diversity:** School leadership and faculty actively value diverse cultures through structured awareness events, community partnerships, and opportunities that foster inclusive cultural understanding. This comprehensive approach helps students develop global awareness and respect for different perspectives, preparing them for success in a diverse world.
3. **Small Class Sizes and Personalized Learning:** Teachers provide individualized attention through small class sizes, allowing them to understand each student's unique strengths and challenges. This personalized approach enables flexible support through supplemental materials and targeted interventions, resulting in high academic achievement, particularly at the secondary level.
4. **Peer Leadership and Mentorship:** Older students actively mentor younger peers through tutoring and specific leadership roles, while the student council organizes activities aligned with school goals. This tiered approach develops leadership skills, fosters positive relationships, and creates a supportive community that extends beyond the classroom.
5. **Family and Community Involvement:** Parents, alumni, and community partners actively participate in school activities, PTO meetings, and educational events. This collaborative approach, evidenced through documented parent roundtable discussions and community partnerships, strengthens family-school connections and provides students with authentic learning experiences.
6. **Sustainable Resource Management:** School administration maintains an economical and sustainable budget with effective operational expenditure, while steadily increasing personnel, physical, and material resources. This responsible financial approach ensures ongoing development of student learning in a well-resourced environment.
7. **Strong Assessment Practices:** Teachers provide timely, specific feedback to support student learning through active assessment strategies, while students in grades 9-12 participate in standardized testing (PSAT/SAT/AP), offering equitable assessment opportunities. This comprehensive approach to assessment guides instructional decisions and supports high achievement.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning.

- **Confirm areas already identified by the school in the action plan sections.**
- **Confirm areas to be strengthened within the already identified areas.**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement.** (Note: Show the relationship to what the school has already identified, if possible.)

Based on the WASC Self-Study Report for Instilling Goodness Developing Virtue School: syntheses can be made for the following schoolwide strengths:

1. **Character Education Curriculum Development:** The school faculty and leadership team need to develop a more comprehensive character education curriculum and assessment based on the Eight Core Virtues. This will provide students with a structured approach to character development across all grade levels and ensure social-emotional growth is systematically supported, measured, and integrated with academic learning.
2. **Physical and Collaborative Activities Enhancement:** Physical education teachers and activity coordinators should promote increased physical and collaborative activities to enhance student social-emotional learning. This addresses parent feedback from PTO meetings requesting more physical activities and sports, and will support students' balanced well-being and provide opportunities for developing teamwork skills in authentic settings.
3. **Comprehensive Outreach Program Implementation:** School administrators and community liaison personnel need to develop and implement a comprehensive outreach program that enhances local and global engagement for students, teachers, and community members. This will expand students' global awareness, provide more authentic learning experiences, and strengthen recruitment of students and teachers while increasing the school's positive impact in the wider community.
4. **K-12 Benchmark Process Strengthening:** Department chairs and curriculum coordinators should continue to strengthen the K-12 benchmark process to inform teacher practices, set department goals, and enhance school-wide student learning outcomes. This systematized approach will better support instructional decision-making, resource allocation, and curricular articulation across all grade levels, resulting in more cohesive and effective teaching and learning.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

5. **College and Career Readiness Expansion:** The school counseling team should develop more college and career-focused field trip opportunities and formalized structures for internships and volunteer positions. This builds upon the school's identified need for students to explore ethical livelihood and will provide authentic experiences that help

students connect classroom learning to real-world applications while developing professional skills.

6. **Student Voice and Agency Development:** Teachers and administrators should implement structures to increase student voice and agency through expanded knowledge and community partnerships. This will empower students to take more ownership of their learning, develop critical thinking skills, and prepare them to be engaged citizens who can articulate their perspectives effectively.
7. **Nature-Based and Hands-On Learning Integration:** The curriculum committee is encouraged to continue to promote and systematically integrate more nature-based activities, hands-on projects, and kinesthetic skills across subject areas. This addresses the identified need for promoting collaborative activities and will provide diverse learning modalities that engage different types of learners while developing practical skills that complement academic knowledge.

Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**
- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
 - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
 - **The alignment of the schoolwide action plan to school goals.**
 - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

Include a brief summary of the schoolwide action plan

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

Evaluate the school improvement issues:

IGDVS plans to evaluate its accomplishments for each of the critical learning and support priorities; however, 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. To ensure that progress is appropriately monitored, IGDVS has implemented the following measures:

- Adherence to the Assessment Plan
- Maintenance of alignment with the Eight Core Virtues and Student Learning Outcomes
- Continuous dialogue with staff, the PTO, and various stakeholders
- Regular staff meetings to plan activities that reinforce and achieve these goals

Additionally, IGDVS will continue to promote academic excellence and growth, enhance both academic and socio-emotional development, and expand academically and logistically whenever possible.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

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.

The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

IGDVS has demonstrated its ability to implement and monitor its schoolwide action plan through diligence and thorough analysis of what is needed to build upon the existing foundation. However, challenges may arise due to the absence of formal assessments and evaluations of all programs, curriculum, and student growth on a yearly basis.

There is a shared focus and commitment to being a social, emotional, and spiritual institution for students who need an alternative to the pressures and stressors found in traditional school settings, where many students' needs may go unnoticed. IGDVS prioritizes the well-being of all its students, providing a safe haven and a flexible learning environment tailored to individual needs. This approach encourages students to strive for excellence and offers them multiple opportunities to thrive.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned schoolwide prioritized areas of strength and growth.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.		X		
Acceptable progress by all students	X			
Vision and Purpose (A1)	X			
Governance (A2)		X		
Leadership for Learning (A3)		X		
Qualified Staff and Professional Development (A4)	X			
School Continuous Improvement (A5)		X		
Resources (A6)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)	X			
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)		X		
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Process (D1)	X			
Using Student Assessment Strategies to Monitor and Modify Learning Progress (D2)		X		
Family and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Support (E3)	X			
Alignment of a schoolwide action plan to school's areas of greatest need			X	
The capacity to implement and monitor the schoolwide action plan		X		