



Desert Valley High School

SELF-STUDY REPORT

Submitted to the Western Association of Schools and Colleges

104 Magnolia Street
Brawley, CA 92227

Brawley Union High School District

March 20 - 22, 2017





Brawley Union High School District
480 North Imperial Ave, Brawley, Ca 92227

Superintendent – Simon Canalez
Director of Curriculum and Instruction - Bonnie Munguia
Director of Business Services – Jennifer Layaye
Director of Human Resources - Jennifer Alvarez
Director of Special Education – Marco Miramon

Board of Education
President – Ralph Fernandez
Vice President – Carol Sassie
Clerk – Patti Wilson
Trustee – Gabe Contreras
Trustee – Rusty Garcia

Desert Valley High School Site Administration
Principal – Antonio Munguia



TABLE OF CONTENTS

Chapter I: Student/Community Profile and Supporting Data and Findings	4
Chapter II: Progress Report	23
Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress	30
Chapter IV: Self-Study Findings	34
A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources	35
B: Standards-based Student Learning: Curriculum	54
C: Standards-based Student Learning: Instruction	62
D: Standards-based Student Learning: Assessment and Accountability	71
E: School Culture and Support for Student Personal and Academic Growth	82
Prioritized Areas of Growth Needs from Categories A through E	96
Chapter V: Schoolwide Action Plan	97
Glossary of Terms	112
Appendices	113



Chapter I: Student/Community Profile and Supporting Data and Findings





Chapter I: Student/Community Profile and Supporting Data and Findings

Desert Valley High School (DVHS) serves as the alternative education (continuation) high school for the Brawley Union High School District that also includes a comprehensive high school and a community day school. Desert Valley High School is located in the northern portion of the Imperial Valley in the city of Brawley, CA. The Brawley Union High School District serves the cities of Brawley and Westmorland, as well as unincorporated county territory. The school is located 70 miles south of Palm Springs and 121 miles east of San Diego. The total population of the city of Brawley is approximately 24,953 as of the 2010 Census.

The community make-up according to the United States Census indicates that the most prevalent occupations in the community are related to agriculture, social service work (including education) and government agency work (including law enforcement agencies). The community has a relatively high unemployment rate that hovers around 26%, compared to the national average of 6.6%, and the state average of 8.3%. The income per capita is \$18,089. The median household income is \$40,075. Currently 54% of the population of Brawley lives in a household with an income of less than \$35,000. Roughly 42% of Brawley residents live at or below the current poverty line for a family of five.

DVHS operates as a school-wide Title I program which receives state and federal funds to ensure that all students receive additional support to achieve both state and federal mandates. Brawley Union High School District is currently in program improvement year 3 status. An advisory group from Pivot Learning worked with the District during the 2012-2013, 2013-2014 and 2014-2015 school years and provided an extensive evaluation and recommendations for improving student achievement that DVHS incorporated into the current WASC cycle. After our partnership with Pivot ended, the District contracted with Imperial County Office of Education (ICOE) to provide extensive professional development for improving student achievement and engagement. DVHS staff is participating in all professional development being offered by ICOE.

In 2011, E-Rate funding to improve the technology infrastructure within the District was acquired, and our current technology plan is evolving to bring more opportunity for classroom engagement with this improved implementation. An emphasis has been placed on upgrading our network hardware and providing district wide WIFI. Additionally, teacher computer stations have been upgraded as well as all computer labs. An emphasis has been placed on providing LCD projectors, document cameras, and student engagement software.

In the 2015-16 academic year the District began its 1:1 device initiative with the implementation of Chromebooks on Wheels (COW). The District currently has over 1200 chromebooks in use with 140 being located at Desert Valley High School.

Desert Valley High School was established in 1968; as an alternative to the comprehensive high school located in Brawley, California. The school has been located at the current site since November, 1991. DVHS operates on a traditional calendar, serving grades ten through twelve, with a 2016-2017 enrollment of 168 students. Ninety-four percent of the student population classify themselves as being of Hispanic or Latino heritage.

Desert Valley High School is a Schoolwide Title 1 school. 75% of the student population is eligible for free and reduced lunches. Our Special Education program is currently serving 23 students who are either



RSP, SDC, SED or Autistic students. There are 49 students listed as English Learners attending Desert Valley High School. Desert Valley High School is an academic rather than a behavioral intervention. All students at Desert Valley High School are here by voluntary transfer. Most transfers are prompted by credit deficiencies and are recommended by their counselor at the comprehensive high school. Prior to being transferred a meeting is held with the student, their parent, counselor of record, DVHS counselor and a BUHS administrator. This meeting is held so the parents and the student completely understand the transfer is voluntary and what the expectations are of the student and parent, if the transfer is made. As with most continuation schools, Desert Valley's student population is highly transient. Desert Valley High School is committed to providing a safe and secure environment for the staff and students during their time on campus. DVHS has a School Safety Plan in place that the BUHSD Board of Trustees has approved.

The staff at Desert Valley High School seeks to empower all students to become productive citizens. This is accomplished through an evolving educational platform that utilizes effective teaching strategies and programs that benefit today's continuation high school students. The staff engages in and fosters a learning environment that is both effective and meaningful to each student.

DVHS values parent involvement and understands the importance of our parents' role in improving student achievement. DVHS continues to try to improve parent and community involvement at the school. Parents may access student grades and communicate with school personnel via the Aeries Parent Portal. DVHS also posts meaningful information on its school website under www.brawleyhigh.org/dvhs. The College and Career Center will house a Chromebook cart which will be utilized to assist students and parents in career preparation research and college entrance requirements including the submission of admission and financial aid applications. Parents/Guardians are also invited to participate in the school's student recognition assemblies which are held three times a year.

In its previous accreditation cycle, Desert Valley High School earned a 6-year accreditation with a 3 year follow-up review. The follow-up review was conducted in the spring of 2014.

Enrollment

Desert Valley High School enrollment for the 2016-2017 school year is currently at 168. The actual enrollment will vary between 165-180 students throughout the year. This is due to the fact that DVHS accepts transfers at the beginning of every grading period, of which there are six. Over the past six years the District was in declining enrollment with a low enrollment of 1808 during the 2011-12 school year. The decline in the economy halted economic growth in the area. During the last three years, enrollment has been on the rise again, with 1878 in 2014-15, 1885 in 2015-16 and 1846 in 2016-17.



Student Enrollment by Grade Level						
Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
10th	1	1	0	0	0	
11th	67	59	66	56	71	67
12th	102	111	108	123	107	101
Total	170	171	174	179	178	168

Student Ethnic and Gender Distribution

The current ethnic breakdown of Desert Valley High School is 86.4% Hispanic, 13.1% White, 1.5% African American; Asian, American Indian, and Filipino make up the remaining percentage of students on campus.

Percentage of Students for Each Race by Year						
Race	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Hispanic	93.53	94.15	94.83	92.18	94.38	94.1
Asian	0.0	0.58	1.15	0.56	0.0	0.0
African American	1.76	0.58	0.0	0.0	0.56	0.60
White	4.12	3.51	3.45	6.70	5.06	5.39
Other	0.59	1.16	0.57	0.0	0.0	0.0

Enrollment by Gender						
Gender	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Male	93	97	99	100	109	114
Female	77	74	75	79	69	54
Total	170	171	174	179	178	168



English Language Learners

Students classified as English Language Learners based on a home language survey and the CELDT receive special support services at Desert Valley High School. DVHS English learner's primary language is Spanish.

English Learner by Grade						
Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
10th	0	1	0	0	0	0
11th	13	24	19	15	23	21
12th	37	31	36	33	30	28
Total	50	56	55	48	53	49

Number of English Learners for Brawley Union High School District						
Classification	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
English Learner	386	379	385	407	464	419
Fluent-English Proficient	609	613	641	625	592	620
Redesignated FEP	17	34	29	410	387	440

Special Education

The Special Education program provides students individualized educational services based on student needs. The Special Education teacher belongs to all content areas and collaborates with the teachers at BUHS and Renaissance. The teacher provides specialized instruction while ensuring that access to content standards is available to the students. The program offers academic support in the general education and special education settings. The students' progress is monitored by their assigned case manager and the Director of Special Education, who provides teachers with assistance to better serve the needs of students. The program monitors and evaluates the student's progress and evaluates the services provided. The SPED teacher conducts Individual Education Program (IEP) meetings according to specific timelines to ensure students continue to grow, advance toward graduation, and prepare for their postsecondary goals. Each special education student also has an Individual Transition Plan to establish preparation for his/her career and/or post-secondary education. While involving outside agencies such as Imperial Office of Education, Special Education Local Plan Area, Department of Rehabilitation, San Diego Regional Center, Imperial Valley Behavioral Health, Imperial Valley Regional Occupational Program, and Imperial Valley College, the Special Education program strives to exit students prepared to



enter the college setting and/or pursue their career of interest. Confidential information sheets that include present levels of performance, accommodations, and modifications are given to all teachers who teach students with special needs.

Number of Special Education and 504 Students						
Classification	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Special Ed	25	18	22	20	29	23
504	4	3	6	7	13	13

Title I

The school operates on a Schoolwide Title I program and receives state and federal funds to ensure that all students receive additional support to achieve both state and federal mandates.

Students Receiving Free and Reduced Lunch (Socioeconomically Disadvantaged)						
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Students	139	152	110	143	146	149
Percentage of Students	82%	89%	63%	80%	82%	89%

Career Technical Education

DVHS additionally offers opportunities for students to explore various career options in order to make a smooth transition from high school to productive, rewarding employment and become lifelong learners. The classes continuously connect students to business options. They participate in career exploration, job shadowing, guest speakers, field trips, and many more work-based connecting activities.

The Imperial Valley Regional Occupational Program (IVROP) is a public education service which provides free, practical hands-on training, career guidance, job placement assistance and other supportive services to youth and adults. IVROP, one of 74 ROP's in California, is a joint powers entity formed by the Brawley Union, Calexico Unified, Calipatria Unified, Central Union, Holtville Unified, Imperial Unified and San Pasqual Valley Unified School Districts, and the Imperial County Office of Education.

IVROP provides training to acquire entry-level jobs, update/improve job skills, prepare for advanced training and education, prepare for a college major, earn credits towards high school graduation, and earn a certificate of demonstrated competencies. There are no fees or tuition for instruction. All IVROP classes are open to any Imperial County resident regardless of race, sex, religion, national origin, handicap, or income level.



The ROP classes offered at BUHS and DVHS vary slightly each year. Many of the core programs remain in place and offer rewarding opportunities to students who seek experience in certain career paths. Students also have opportunities to experience IVROP programs offered at different locations via the public transportation system. Below is a listing of current IVROP courses at BUHS and DVHS:

COMMUNITY OFFICE OCCUPATIONS – This course prepares students for entry-level positions such as office clerks, data entry clerks, customer service clerks, and administrative assistant aides. Through a combination of classroom instruction and volunteer workplace placement, students learn office skills and procedures. Students create an Employment Portfolio, and this class is articulated with Imperial Valley College.

COMPUTERIZED OFFICE SYSTEMS – This course prepares students for entry-level jobs in word processing and computer operations. Students receive training in word processing, data entry, electronic spreadsheet and database management applications. Specifically, students learn Word, Excel, PowerPoint, Quickbooks, and other programs. The 540 hour course is articulated with Imperial Valley College.

GENERAL CONTRACTING – This course is an introduction to the construction and building technology program. Instruction includes safety, tools, and machines, terminology, specialized skills, planning and design, blueprints reading, construction and manufacturing standards.

CONSTRUCTION AND BUILDING TECHNOLOGY – This course provides instruction in construction and building technology occupations. The hands-on training includes all components of building a house. Employment possibilities include construction laborer, carpenter and maintenance.

GRAPHIC DESIGN – This course teaches students to create digital imagery utilizing industry standard programs and equipment. In addition to becoming proficient in Adobe Photoshop, Adobe Illustrator, and In Design, software. Students also receive a strong foundation in digital photography and studio lighting.

GRAPHICS/DESKTOP PUBLISHING – This course provides entry-level skills in publishing and graphic communication. Instruction includes state-of-the-art typesetting, designing with type, paste-up and print shop techniques.

LANDSCAPE DESIGN – This course trains students in practical experiences which involve locating, planting and maintaining turfs, plants, shrubs, trees, and other devices which help beautify residential and/or commercial grounds. Students learn techniques of landscape design, ground preparation, ornamental horticulture, design installation and maintenance of automated water and light systems.

NURSING ASSISTANT – This course trains students for entry-level placement in health service occupations. Students study a broad curriculum in medical occupations, prevention, treatment, and rehabilitation practices. Students are taught professional ethics and patient relationship skills in a classroom setting and practical application in a medical facility. Students who successfully complete the course have the opportunity to take the state exam for certification as a Certified Nursing Assistant.

RETAIL TRADES/MARKETING – This course provides students with an opportunity to develop communication skills for personal success in the retail industry. Students develop good work habits and attitudes. Students are taught to be good cashiers, how to handle shipping and receiving issues, how to stock inventory, and improve customer relations.



STAGING AND THEATER TECHNOLOGY – This course includes instruction in set construction, tools, technology and techniques. Topics include set/scenery design, lighting, sound, stage management, front of house and box office duties, and use of computer technology. Topics include safety rules and regulations, use of hand and power tools, basic set construction, general understanding of theater as collaborative art forms, understanding of the elements of running a show, basic lighting, and basic sound equipment operations.

WELDING – This course prepares students with the skills necessary for entry-level position within the welding field. The training emphasis is on safe practices in welding, knowledge of welding equipment and supplies, and welding procedure in oxy-acetylene welding. Training is given in basic math concepts and blueprint reading. Skill tests are given at the end of each phase.

CORRECTIONS – This course exceeds the minimum requirements of the California Board of State and Community Corrections (BSCC) Standards and Training for Corrections division (STC) training hours for entry level corrections officers in local adult detention facilities (county and city jails). This course covers the roles and responsibilities of a correctional officer in the California criminal justice system and includes physical conditioning and exercise.

Attendance, Mobility, Scheduling and Graduation Data

DVHS is on a traditional daily, 6 period schedule with class periods lasting 40 minutes. DVHS staff are available for tutoring and class support every day after the regular school day from 1:15pm - 3:00pm. Each passing period is 2 minutes in length and a 5 minute break is allowed, after 3rd period. School begins at 8:10am and ends at 12:25pm.

The 2012-2013 implementation of the new CALPADS system forced DVHS to take a look at our truancy rates. The data showed DVHS had one of the highest truancy rates in the county. Upon further evaluation of the data, it was determined that more assistance was needed from the parents/guardians in getting their students to school on a daily basis and DVHS needed to be more active in contacting them. DVHS now notifies parents if their student is absent or tardy twice a day through our parent notification system (ParentLink). DVHS also utilizes a truant officer who visits the homes of students that are absent on a regular basis. These measures have resulted in a significant drop in our truancy rate and an increase in the overall attendance rate.

Truancy Rate				
	13-14	14-15	15-16	16-17
Truancy	50.74	47.75	25.76	N/A

Attendance Rate**				
	12-13	13-14	14-15	15-16
Percentage	82%	83%	87%	89%

** Calculated by DVHS staff



State accountability measures report the graduation rates for DVHS as the same as the district graduation rate. For this reason DVHS calculates our own internal DVHS graduation rates. Over the past 3 years, there has been a steady increase in the graduation rate at DVHS, currently at 89% for the 2015-16 school year.

State School-Wide Graduation Rates				
	12-13	13-14	14-15	15-16
DVHS	75	73	87	N/A
BUHSD	93	93	96	N/A
California	80.4	81	82.3	N/A

DVHS School-Wide Dropout Rates				
	12-13	13-14	14-15	15-16
DVHS	12.1	9.4	4.5	N/A
BUHSD	5.9	5.34	2.9	N/A
California	11.4	11.5	10.7	N/A

DVHS Transfer Rates back to BUHS				
	12-13	13-14	14-15	15-16
# of transfers	26	36	26	23
% of those who graduated	96	100	96	100

Student Behavior:

From 2012-2015, the rate of suspensions at DVHS saw a significant decrease. There was an increase in suspensions during the 2015-16 school year. In addition, the number of expulsions have dropped for the past 4 years.



Discipline Data				
Criteria	2012-2013	2013-2014	2014-2015	2015-2016
Total #'s Expulsions	6	6	3	1
Total #'s Suspensions	41	34	15	48

Staff Demographics:

DVHS staff consists of 8 teachers, 1 administrator, 1 counselor, and 3 classified and support staff. Of the certificated staff, 1 is National Board Certified and 6 have master's degrees. Desert Valley High School's staff includes 7 Hispanic and 6 White employees. All the instructional staff are fully credentialed.

No staff members at DVHS have less than 10 years of teaching experience.

Criteria	2013-2014	2014-2015	2015-2016	2016-2017
Administrators	1	1	1	1
Teachers	8	8	8	8
Counselors	1	1	1	1
Classified Staff	3	3	3	3

Staff Criteria	2016-2017
Total Certificated	10
Hispanic	4
White	6
Filipino	0
African American	0
Male	5
Female	5



Despite the budget cuts that occurred six to seven years ago, the BUHSD continued to allocate funds for continuous improvement through professional development programs. The Brawley Union High School District is now in a partnership with the Imperial County Office of Education to provide certificated staff with professional development. The staff at DVHS has been included in all professional development opportunities.

The DVHS staff also participated in professional development opportunities that were provided by our previous consultants, the Pivot Learning Partners. The District has established a Liaison Team, to analyze District data and information for the overall improvement of the District as a whole. This instructional leadership team focuses on site based strategies to improve instruction across the curriculum. Professional development trainings that have been implemented over the last few years include:

- 21st Century Skills
- Explicit Direct Instruction
- Depth of Knowledge
- Literacy is Everyone's Business
- Content Area Language and Literacy (Literacy Team Members)
- Kate Kinsella- English Learners and the Common Core Training (Literacy Team Members)
- California League of High School Conference
- California Science Teachers Association Conference
- PLC Training for Administrators
- CPR, and First Aid Instruction
- CELDT Training
- Common Core State Standards Training
- Individual Transition Plan Forms Training
- Don Johnston Learning Literacy
- Crisis Prevention
- Autism Training
- Next Network 30/30 Rigor and Relevance Training
- Google Apps for Education

DVHS staff have the opportunity to participate in all relevant district professional development activities in addition to participating in other opportunities specific to the needs of working in an alternative education setting.

Safety Conditions and School Facilities

Desert Valley High School provides a safe, clean environment for students, staff, and volunteers, which promotes productivity and stimulates learning. Desert Valley High School was built in 1968. Its facilities include 8 classrooms, 2 computer labs, an outside patio area, and a Counseling/Career & College Center, which are all up-to-date and provide adequate space for students and staff.

All visitors are required to check in at school entrances and report to the office for permission to be on campus. Students are to remain on campus during school hours. Desert Valley High School employs one campus supervisor who assists the administrator and staff with campus supervision before, during, and after school.

A team of a custodian and groundskeepers ensures classrooms, restrooms, and campus grounds are cleaned on a daily basis. The District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well maintained and in good repair. When necessary, the District takes appropriate actions to ensure campus facilities are in good working



order and provide a clean and safe environment. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The ROP Landscaping class has done significant campus beautification work on the DVHS campus over the last two years. This work includes installing, repairing and maintaining the sprinkler system inside and outside of the DVHS campus.

Currently DVHS is in the process of having a camera surveillance system approved that will provide coverage for the inside and outside of DVHS and across the street at Renaissance.



Data Results

DVHS participated in CAASPP testing during the 2014-15 and 2015-16 school years.

2015-2016 Desert Valley Results

ELA	District	BUHS	DVHS
# of students enrolled	508	392	114
# tested	490	378	110
Standard Exceeded	9%	12%	1%
Standard Met	27%	29%	20%
Standard Nearly Met	34%	34%	31%
Standard Not Met	30%	24%	48%
Mean Scale Score	2546.9	2560	2503

MATH	District	BUHS	DVHS
# of students enrolled	508	392	114
# tested	494	382	110
Standard Exceeded	2%	3%	0%
Standard Met	13%	17%	0%
Standard Nearly Met	24%	28%	11%
Standard Not Met	61%	52%	89%
Mean Scale Score	2516.3	2535.9	2450.6**



ELA	District		BUHS		DVHS	
	Female	Male	Female	Male	Female	Male
# of students enrolled	234	274	197	195	36	78
# tested	226	264	191	187	34	76
Standard Exceeded	11%	8%	13%	11%	0%	1%
Standard Met	30%	25%	31%	27%	24%	18%
Standard Nearly Met	40%	28%	41%	28%	32%	30%
Standard Not Met	19%	39%	15%	34%	44%	50%
Mean Scale Score	2566.2	2530.4	2576.1	2543.6	2510.4	2499.8

MATH	District		BUHS		DVHS	
	Female	Male	Female	Male	Female	Male
# of students enrolled	234	274	197	195	36	78
# tested	228	266	193	189	34	76
Standard Exceeded	1%	3%	2	5%	0%	0%
Standard Met	11%	15%	14	21%	0%	0%
Standard Nearly Met	30%	19%	33	22%	9%	12%
Standard Not Met	58%	63%	52	53%	91%	88%
Mean Scale Score	2519.9	2513.2	2535.4	2536.4	2432.7	2458.6**



ELA	2016-2017		2015-2016	
	District	DVHS	District	DVHS
# of students enrolled	508	114	442	112
# tested	490	110	417	92
Standard Exceeded	9%	1%	6%	1%
Standard Met	27%	20%	24%	12%
Standard Nearly Met	34%	31%	37%	35%
Standard Not Met	30%	48%	33%	51%
Mean Scale Score	2546.9	2503	2534.7	2495.1

MATH	2016-17		2015-16	
	District	DVHS	District	DVHS**
# of students enrolled	508	114	442	112
# tested	494	110	406	95
Standard Exceeded	2%	0%	2%	0%
Standard Met	13%	0%	11%	0%
Standard Nearly Met	24%	11%	32%	33%
Standard Not Met	61%	89%	55%	67%
Mean Scale Score	2516.3	2450.6	2522.9	2458.3

** Only 3 valid scores



2013 Growth Academic Performance Index (API) Report

Met Growth Targets

Schoolwide: Yes

All Student Groups: Yes

All Targets: Yes

Groups

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	49		565	531	13	34	Yes
Black or African American	0	No					
American Indian or Alaska Native	0	No					
Asian	1	No					
Filipino	0	No					
Hispanic or Latino	45	No	577	530			
Native Hawaiian or Pacific Islander	0	No					
White	2	No					
Two or More Races	1	No					
Socioeconomically Disadvantaged	43	No	565	549			
English Learners	27	No	562	518			
Students with Disabilities	4	No					

Performance Data Conclusion

The 2012-2013 school year was the last time DVHS students participated in CST exams. At that time DVHS had increased its API by 31 points and was not in program improvement. DVHS continues to participate in the 10th grade Life Science CST exam but less than 7 students per year take the exam.

DVHS students began participating in the California Assessment of Student Performance and Progress (CAASPP) System during the 2014-2015 school year. During the initial year only the Language Arts exam met the 95% participation requirement. Due to administration timing errors only 3 students completed the math portion that year. The baseline CAASPP data for DVHS is the 2015-2016 school year.



DVHS had 21% of its students meet or exceed standard on the ELA portion of the CAASPP during the 2015-16 administration, with 31% nearly meeting standard. No students met or exceeded standard on the math portion of the CAASPP, with 11% nearly meeting standard.

State accountability testing remains a struggle for DVHS as the entire student population is attempting to recommit themselves to improving their academic standing after struggling at the comprehensive high school. CAASPP testing is restricted to 11th grade students and as an academic intervention school we are attempting to prepare the students for state testing, while also attempting to recapture academic skills that the students have not developed before arriving to us. This is especially true in the area of mathematics where many of the students come to us without completing the first level of Integrated Math I (Algebra 1).

An overall analysis of classroom observations demonstrates that DVHS students are becoming effective communicators. This is being accomplished through the increase in writing across the board that is happening at DVHS; the many oral and group presentations that are completed in DVHS courses; the emphasis on informational text in English courses and the increased use of technology in all courses. As we update our curriculum and increase our use of local and district benchmarks, communication skills being developed by our student body will continue to improve.

By transferring to DVHS students are beginning the process of understanding and becoming life-long learners by recommitting themselves to improving their academic, personal and career standing. Students are utilizing DVHS as an academic intervention where they can progress towards earning a high school diploma and preparing themselves for their post-secondary plans. With the help of a dedicated and caring staff, students at DVHS are learning what is required, and why it is important, to become life-long learners.

The following is the results of surveys that parents and students were asked to complete in relation to DVHS. Although there were only 56 parent surveys submitted the results were consistent.

Parent Survey

	A	B	C	D	E	F
My Student enjoys coming to DVHS	0	0	3	3	27	23
Students feel a sense of belonging at DVHS	0	0	4	5	26	19
I feel valued as a parent at DVHS	0	0	0	16	21	19
I am familiar with the DVHS expected learning Outcomes	0	19	21	4	6	6
I have talked to the DVHS counselor about my student	8	0	8	5	23	11
I am aware of HS graduation requirements for my student	0	0	4	10	20	22
DVHS is well maintained and keeps in good condition	0	0	0	3	20	23



My students feels respected at DVHS	0	0	0	4	25	27
If I have questions or concerns, I know who to contact.	2	0	2	2	16	34
My student has a close relationship with one adult at DVHS	2	0	0	17	18	19
My student feels academically challenged at DVHS	0	0	12	16	16	12
My student participates in an afternoon ROP class	12	0	0	6	0	38

A - Not Applicable B - Strongly Disagree C - Disagree
D - Neutral E - Agree F - Strongly Agree

Student Survey

	A	B	C	D	E	F
I enjoy and feel comfortable coming to DVHS	0	0	5	5	19	112
I am sure I can make up my credits and GPA to graduate	0	0	3	5	52	81
I know the DVHS expected learning outcomes	31	96	0	12	2	0
I have talked to my DVHS counselor at least twice	0	17	0	9	61	54
I know how many credits I need to make up to graduate	0	32	5	0	72	42
There is at least one adult I can talk to at DVHS	14	6	2	11	37	71
I know what is academically expected of me in my classes	0	48	37	11	37	8
I have given at least 2 presentations since coming to DVHS	2	22	13	4	23	76
I have written at least 2 essays since coming to DVHS	3	31	12	2	19	74
DVHS is well maintained and usually looks nice	0	0	0	8	49	84
I feels academically challenged at DVHS	21	16	18	11	34	41
I am currently taking or am interested in taking a ROP class	2	0	0	12	57	70

A - Not Applicable B - Strongly Disagree C - Disagree
D - Neutral E - Agree F - Strongly Agree



Mission Statement

To provide a learning environment in a safe and supportive setting, which encourages positive and responsible relationships so students can re-establish their academic, personal, and career objectives, which will enable students to identify and achieve their current and post-secondary goals.

Vision Statement

Desert Valley High School embraces the belief that we must endeavor to create an educational climate in which all students are given the opportunity to develop their full academic and personal potential.

Desert Valley High School provides a structured academic program that enables students to obtain a high school diploma and prepare for their post-secondary choices. The school focuses on individual needs, provides standard-based curriculum, and the building of a positive self-concept. Students are encouraged to improve their attendance, stretch their academic limits, and develop a positive attitude.

Schoolwide Learner Outcomes

DVHS has added one School-wide Learner Outcome which encompasses Career and College Readiness preparation for all students.

STUDENTS WILL BECOME EFFECTIVE COMMUNICATORS:

- Demonstrating proficiency in written, oral and visual communications
- Receiving and interpreting information through reading and listening
- Contributing and functioning in various group settings
- Communicating effectively through the appropriate use of multimedia and technology

STUDENTS WILL BECOME RESPONSIBLE INDIVIDUALS:

- Understanding and respecting diversity
- Making a positive contribution to school and community
- Demonstrating honest, ethical and courteous behavior
- Making wise choices that promote a healthy lifestyle

STUDENTS WILL BECOME SELF-DIRECTED LIFE-LONG LEARNERS

- Setting priorities and achievable personal, academic and career goals
- Seeking and utilizing resources to demonstrate mastery of content
- Utilizing critical thinking to solve problems
- Recognizing personal needs and utilizing supplemental services

STUDENTS WILL BECOME PREPARED FOR POST-SECONDARY OPPORTUNITIES

- Acquiring employability skills
- Researching personal interest, skills and abilities
- Utilizing research to plan and prepare for post-secondary options
- Prioritizing and monitoring progress towards personal goals



Chapter II

Progress Report





Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

Comment on the original critical areas for follow-up not in the current plan.

Significant School Changes and Developments

Staffing: Since the last full WASC visit there have been significant staffing changes at Desert Valley High School. The principal at the time of the last visit retired and has been replaced by Mr. Munguia. Mr. Munguia came to DVHS from within the BUHSD and has served the BUHSD for twenty four years as a counselor, vice principal, principal and superintendent.

The teaching staff at DVHS has seen two changes since our last full WASC visit. A social studies teacher retired and was not replaced and our special education teacher retired during the 2012-2013 school year. The retired Special Education teacher had served DVHS for over twenty years. This Special Education teacher was replaced and DVHS still provides full special education services to its students.

The Brawley Union High School District has had three superintendents since the last full visit. BUHSD is now under the direction of Mr. Simon Canalez. Mr. Canalez took the superintendency in January of 2016. Mr. Canalez was previously the principal of Brawley Union High School. There has also been three new board members elected to office since the last full visit and there continues to be great support for DVHS under this new leadership. Mr. Canalez at one time was a Social Studies teacher at DVHS.

Student Recognition: DVHS has increased its efforts to recognize students for their success in the areas of academics, testing, citizenship and attendance. Students are now rewarded with an academic letter the first time they earn honor roll status and an academic patch insert every honor roll grading period thereafter. Students with perfect attendance are rewarded with an attendance patch insert. Students are also recognized for their performance on the CAASPP exam. All honor roll, perfect attendance and students of the month are rewarded with a gift certificate to a local restaurant. During the past five years the parent attendance at our student recognition assemblies has grown from approximately 10-12 parents to over 70 parents per assembly. This is due to changing the format from an isolated activity before school, to an open campus celebration during school hours.



Schoolwide Action Plan Progress (Critical areas - 2011 WASC visit)

1. Use curriculum-embedded instruction to drive instruction to demonstrate congruence between what is taught and what is learned.

DVHS has a mixture of traditional courses and courses that have been developed to address the initial stages of common core standards and 21st century skills. Traditional courses such as math and science present standards based curriculum and assess the student as they go through the material and at the end of the grading period to determine if the student is understanding the material taught. As we transition into common core and 21st century skills instruction we are developing courses where the emphasis will be expository reading and writing and project based instruction. For example, we developed a senior portfolio course where the students spend a grading period creating a digital portfolio that they can take with them after they graduate. The portfolio is the product at the end of the course. In this course the student are not given a formal assessment but the students research character education, self-reflect on their high school careers, write an essay, create a resume, and give a formal presentation in front of a panel which may include school staff, community members, board members and the superintendent. At the end of the course the teacher determines their acquisition of knowledge through their portfolio and presentation. We will continue to modify course content to address common core and 21st century skills. Utilizing either one of these models ensures that students are being assessed on the instructional material being presented.

2. Incorporate and implement writing within and across the curriculum.

DVHS continues to strive to infuse more writing into the everyday curriculum. Seniors at DVHS complete a formal essay as part of their Senior Portfolio requirement. This essay is completed in their senior English class. Juniors also complete a writing assignment in their English class. Courses other than English, are utilizing more writing in their subject areas. Elective courses require written reports prior to completion of physical projects. In Speech class, students must research and write their speeches prior to presenting them to the class. The new online credit recovery program courses have an essay and project component which counts as 25% of the final course grade. As a school we continue to find ways to include writing in the curriculum in every course. Progress continues to be made in this area.

3. Ensure that all subject areas incorporate a variety of strategies.

The instructional staff at DVHS is encouraged to utilize different instructional strategies in their classes. The staff is provided with release time, when requested, to participate in instructional strategy training. DVHS has such a diverse student population that multiple instructional strategies are necessary to assist the students in finding academic success. In DVHS classrooms you will find direct instruction, group discussions, pair work, and internet based instruction. The instructional staff utilizes overhead projectors, ELMO docucams, Chromebooks, online curriculum, hands on projects, speeches, and Google Apps For Education.

4. Improve teachers' ability to analyze student data through professional development.

Progress in this area is being made based on the fact that DVHS staff members are now active participants in district-wide professional development trainings. Many of the professional development activities in the district have dealt with reviewing and interpreting student data and modifying instructional practices based on the examined data. DVHS now has a representative on the district planning committee that will



ensure that our professional development needs are taken into consideration. Although progress in this area has been slow in coming it will continue to be more evident as DVHS begins analyzing CAASPP scores and increases its implementation of district-wide and local course benchmark assessments.

5. Explore ways to provide more Algebra instruction to students.

DVHS has implemented more opportunities for Algebra instruction as the school moved from offering Algebra 1 and Geometry to offering Algebra 1 and Algebra 2 courses. This change in curriculum offering was due to the lack of success DVHS students were having in Geometry and to stay aligned with the comprehensive high school's math course sequencing. Some students come to DVHS with previous exposure to Algebra 2. DVHS tried implementing a two year Algebra course that gave students a more in-depth understanding of Algebra 1 and better prepared them for Algebra 2. The online credit recovery program provides Algebra 1 and Algebra 2 courses that students can use as supplemental instruction. Beginning with the 2016-17 school year, DVHS has begun the transition to the Integrated Math sequence of courses that is now the sequence at our comprehensive high school.

Provide on-site technological support to quicken response time for site trends.

On-site technology support is now available at DVHS as the DVHS Principal also serves as the Director of Technology for the district. Along with the principal, the DVHS science teacher assists in making sure that the technology being used at DVHS remains in working order. This technology support has led to the following:

1. The upgrade of the DVHS computer lab with all brand new computers
2. The integration of LCD projectors and docucams in classrooms
3. The use of the internet and internet based programs on a daily basis
4. The use of YouTube and Teachertube for supplemental instruction
5. The conversion to Aeries.Net for attendance, gradebook and grades
6. The use of an online credit recovery program
7. The utilization of Google Apps for Education and Chromebooks

Due to this sustained technological support, the staff at DVHS continues to seek new technology to supplement instruction.

Ongoing Follow-up Process

The main responsibility of the WASC follow-up process for Desert Valley High School has fallen on the school's school site council. DVHS is such a small school that a decision was made to have the school site council as the advisory body for all academic and instructional decisions. The school site council is composed of the principal, teachers, a counselor, parents and students. The school site council is responsible for the Single Plan for Student Achievement. All academic decisions and changes being implemented at DVHS are driven by the Single Plan for Student Achievement. Over the last few years the Single Plan for Student Achievement has been aligned to the priorities that BUHSD has set forth in its LCAP. All staff at DVHS are invited to school site council meetings to receive information and provide input on the academic and instructional direction that the BUHSD and DVHS are moving towards. The entire instructional and support staff meet to discuss district initiatives and how we can best implement these initiatives at DVHS.

The entire instructional and support staff at DVHS were involved in the review of data and preparation of the WASC Self Study report. The Self Study report was divided up into sections that were then reviewed



and completed by staff members. After doing individual work on the Self Study report sections, the entire staff was brought together to discuss the report in its entirety.

An attempt to involve parents and students in the preparation of the Self Study report was also made. We did not have very much success in bringing parents together in a group setting to discuss the Self Study report but we did have input provided through surveys and individual conversations with parents. Students also provided input on the academic, instructional and support services that are provided by DVHS. The majority of the input from parents and students centered on the support services that are provided by the staff at DVHS.

The BUHSD governing board receives regular updates on the major decisions, changes and accomplishments that are occurring at DVHS. These updates keep the governing board informed and up-to-date with DVHS. The Self Study report will have been reviewed by the governing board before the WASC visit occurs.

Schoolwide Action Plan Progress

Over the last six years the school wide action plans have been modified to remain in line with the new priorities and goals set forth by the district governing board and the needs of the students at DVHS.

Original WASC Action Plans 2010-2011

1. Students will increase reading levels by 2 grade levels annually until they are reading at the 7th grade level

This action plan was embedded into the 2013-2014 Action Plan #1 that included reading, writing and public speaking. When this action plan was written the Accelerated Reading Program was being used to track reading level increases. This method of assessment was proving unreliable due to the limited AR book selection at DVHS. Students were reading less because they did not find the AR books interesting. At the beginning of the 2012-2013 school year DVHS began utilizing expository reading. Several magazines such as Upfront, Scope and Junior Scholastic were incorporated into classroom instruction. The students responded positively to these magazines and not only did they read more but they found they became more interested in current events. We also began reading informational texts in our English, Civics and Special Education classes and are now branching out to History and Science. This switch to expository reading coincides with the District's goal of implementing Common Core Standards and instruction into our classrooms. Increasing 2 grade levels has no longer been our focus, as we have been concentrating on CCSS.

2. Students will show an improvement in basic paragraph and essay writing

This action plan was also embedded in the 2013-2014 Action Plan #1 that addresses writing, reading and public speaking. This new action plan evolved due to the deficiencies that DVHS students had in the three basic skills of reading, writing and public speaking.



3. Student knowledge of algebra will be expanded by additional opportunities for exposure and mastery.

This action plan was fully implemented when the district began moving towards the math sequence of Algebra 1, Algebra 2, Geometry instead of Algebra 1, Geometry, Algebra 2. We no longer offer Geometry at DVHS. It has been replaced with Algebra 2. Some students now come to DVHS with prior exposure to Algebra 2. DVHS also created a two year Algebra course that gave students a more in-depth understanding of Algebra 1 and will better prepare them for Algebra 2. The online credit recovery program provides Algebra 1 and Algebra 2 courses that students can use as supplemental instruction. We replaced this action plan because it was already being addressed in our normal sequence of classes.

WASC Action Plans 2013-2014

Action Plan #1: Increase the reading, writing and public speaking skills of all students

Rationale:

- DVHS students are not reading at or near grade level
- DVHS students lack the writing skills necessary to be successful in their post-secondary endeavors
- DVHS students lack opportunities in performing public speaking

Goal: Students at DVHS will be given the opportunity to increase expository reading, on an individual or group basis, in their classes

Goal: Students will have to make at least one presentation before a panel each year

Goal: Students will write at least one formal paper per year.

Progress: An increase in reading, writing and speaking had been embedded into courses during the last few years. Student presentations are a common occurrence in courses, as well as written projects on material that has been read and discussed by students. Reading informational text has increased with the addition of scholastic magazines and the use of chromebooks. Written assignments have also seen an increase in courses due to the addition of chromebooks in each class. Seniors create an electronic portfolio and give a presentation as part of their Senior English class. Writing has also seen an increase in lower level English classes.

Action Plan #2: Increase academic success of all students through the connectedness and engagement of all students by utilizing academic and behavior interventions

Rationale:

- Students transferred to DVHS lack academic goals for their future
- DVHS students need the sense of belonging to be academically successful



All DVHS students are lacking credits with low GPAs required for graduation.

Goal: Improve the communication between students, staff and parents on an academic and personal level

Goal: Increase recognition of DVHS students for academic, attendance and testing success

Goal: Build relationships with DVHS students through continuous academic and personal counseling

Progress: There has been an increase in the graduation and attendance rates over the last five years, while the truancy and dropout rates have decreased. Student recognition has seen an increase to over 100 students being recognized at each assembly. DVHS has developed a support system which assists students on an academic, career and personal level. Students transferring back to the comprehensive high school still receive counseling and support services from DVHS personnel. DVHS has developed relationships with the local community college, trade school recruiters and the military to the point where they regularly come on campus to give presentations to the students. The increase of parents attending conferences with the staff has also increased over the last five years. Parents understand their role of assisting the students in earning their high school diploma.

Action Plan #3: Provide professional development and training for improved student learning delivered by a high quality staff

Rationale:

DVHS needs to implement district-wide academic priorities for all students

DVHS staff requires professional development in understanding and teaching the Common Core Standards and 21st Century skills

DVHS staff were not participating in professional development trainings with the comprehensive high school staff

Goal: DVHS staff will be presented with the same professional development training as comprehensive high school staff

Goal: Staff will implement instructional strategies being presented at professional development trainings in their classes at DVHS

Goal: Implementation of relevant staff development that addresses curriculum, instruction, and assessment aimed at improving student academic performance

Progress: DVHS staff have the opportunity to participate in all staff development that is implemented by the district. The certificated and classified staff also participate in staff development opportunities that are geared directly to the curriculum and students at DVHS. An example of professional development focused on Alternative Education is the California Continuing Education Association (CCEA) conference. Technology professional development has been, and will continue to be, provided to the DVHS staff. Data analysis professional development will be the focus of future professional development as we move towards district and local benchmark assessment.



Chapter III

Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress





Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

The process of identifying, collecting, and analyzing data indicating Desert Valley High School's academic performance and growth is continuously being developed and modified based on the student population and the direction set forth by the district and specifically the LCAP. Review and discussion of student school data is beginning to take place during professional development (PD) opportunities for staff members before the school year begins in August and throughout the year during staff and individual meetings. Desert Valley High School is making the transition to using additional measures such as course and district benchmark assessments, in assessing student achievement. Over the last few years some of the measures used to assess student achievement incorporated the results from statewide standardized assessments: the California Content Standards Test, the CAHSEE, CELDT results, grades, graduation, dropout, attendance and truancy rates and transfer rates of students returning to the comprehensive high school. As DVHS moves forward we will continue to use standardized state assessments (California Assessment of Student Performance and Progress (CAASPP) System) along with previous measures but we will expand to the use of district and local course benchmark assessment results to assist us in updating course curriculum. Also new to our accountability reporting will be the Career Technical Education completer rates. We will also research and create new local assessments to use in planning courses and the DVHS master Schedule.

CAASPP results showed an increase of 8% in students meeting standards in Language Arts from 2014-15 to 2015-16. Even with this increase DVHS had 79% of its students scoring below standard met in Language Arts. The CAASPP showed 100% of the students scoring below standard met in math with 89% scoring Standard Not Met. The 2015-2016 CAASPP results in mathematics serve as the baseline year for DVHS since DVHS only had 3 students finish the math SBAC in 2014-2015. Increasing state assessment results continues to be a challenging task with our student population who have previously been academically unsuccessful and are re-establishing their academic success while at DVHS. Beginning with the 2015-16 school year, an elective class was created to prepare juniors for state testing.

The following are the results during the last two CAHSEE March census testing days (March, 2014 and March 2015): 2014 (12/28) 43% in math and (11/21) 52% in English Language Arts scored proficient or above. In 2015 (15/35) 43% and (4/27) 15% scored proficient and above. A class period of CAHSEE Language Arts and math prep classes were being taught to assist seniors who had not passed the CAHSEE.

The 2012-2013 school year was the last time DVHS students participated in CST exams. At that time DVHS had increased its API by 34 points from 531 to 565. DVHS continues to participate in the 10th grade Life Science CST exam but less than 7 students per year take the exam.

The DVHS graduation rate continues to increase every year. The official graduation rate in the state of California for continuation schools was the district graduation rate, but an official graduation rate is now kept by the state for DVHS. Since 2012-13 the official graduation rates have been: **75%, 73%, and 87%**. The unofficial graduation rate for 2015-16 is **89%**. This graduation rate does not include the seniors who transfer back to the comprehensive high school the 2nd semester of their senior year. The number of seniors transferring back to the comprehensive high school at mid-year, since the 2012-13 school year were : 2012-13 (**31**), 2013-14 (**35**), 2014-15 (**26**), and 2015-16 (**23**). Of these transfers all but two (98%) graduated from BUHS during these same four years. As our graduation rates have increased, our dropout rates have decreased during this same period. The DVHS dropout rates for the last three years reported are: 2012-13 (**12.1%**), 2013-14 (**9.4%**), and 2014-15 (**4.5%**).



Over the last few years DVHS, as well as all school districts in the Imperial County, have made a concerted effort to increase student attendance rates. All districts in the Imperial County have formed an attendance consortium and are implementing attendance strategies such as radio PSAs, billboard announcements and television commercials across the county instead of on an individual district basis. Since the state of California does not keep official attendance rates for schools, DVHS does track attendance rates. Over the last four years the attendance rates at DVHS have increased steadily: 2012-13 (**82%**), 2013-14 (**83%**), 2014-15 (**87%**) and 2015-16 (**89%**). As the attendance rates at DVHS have increased over the last four years, the truancy rates have also decreased. The truancy rates for DVHS have been: 2013-14 (**50.74%**), 2014-15 (**47.75%**), and 2015-16 (**25.76%**). Student attendance will remain one of the highest priorities at DVHS.

Overall parents are satisfied with the education and support services that their students are receiving at DVHS. Parents stated that they know or have talked with someone about what their student needs to do to graduate. Parents are also satisfied with the interaction that occurs between the staff and students; the smaller environment and/or class sizes; and the flexibility/understanding of the DVHS staff. Parents do state that they would like more support and/or guidance in the transition of their student to a post-secondary education and more communication from the staff via email and/or the parent portal. Overall the parents do not know the expected learner outcomes of the school.

The students at DVHS feel a sense of belonging at DVHS and know what they have to complete to earn their high school diploma. The students feel they are supported and have a staff member they can go to whenever they have a question. Overall the students did not know what the expected learner outcomes were or what was expected of them in each class when the class began.

Implications of the data

Overall, Desert Valley High School has shown significant increases in graduation and attendance rates, and a significant decrease in dropout, truancy and expulsion rates over the last few years. Other than an increase in 2015-16, the total number of suspensions had also been declining over the last four years. DVHS has brought forth a culture of inclusivity and success to its student body, which they have not experienced before in high school. DVHS has seen an increase in its recognition of student success in academics, attendance and behavior. DVHS recognizes over 100 students at every student recognition assembly for their accomplishments. DVHS has also had a significant increase in the number of parents who are attending student recognition assemblies, as well as an increase in parent participation in academic intervention conferences. This culture of recognition and success is one of the key ingredients in the success that Desert Valley High School is experiencing.

The data disclose that, as a school, DVHS has not been successful in the early stages of the new California Assessment of Student Performance and Progress (CAASPP) System. Seventy nine (79%) percent of juniors scored in the Standards Nearly met or below in Language Arts and one hundred (100%) percent scored Standards Nearly met or below in math. In 2015-16 there was an 8% increase in the students scoring Standards Met and above in Language Arts from the previous year. DVHS was having success during the final testing cycles of the CSTs when our school's API was on an upswing, showing that with more exposure to these new assessments and adjustments in the curriculum and instruction, DVHS has the potential to progress in the CAASPP as well but it will take time. Under the new state accountability structure it is imperative that DVHS prepares its students to perform successfully on the CAASPP assessments. This will be a major undertaking considering the majority of our student population has not experienced academic success in high school and is re-establishing its commitment to academics.



With the encouragement and support of the school administration, DVHS staff has tried multiple curriculum and instructional strategies, in an effort to engage the students and increase their academic achievements. Although we have seen an increase in graduation rates and credits being recuperated, there is no curriculum and/or instruction follow-up assessment data that show which strategies are producing the highest success. As a staff, DVHS is constantly looking to adjust its curriculum and instructional practices so it remains imperative that we develop and utilize district and local course assessments to gauge our success.

Critical Learner Needs

- 1. Implement and evaluate curricular and instructional practices, strategies and assessments that result in increased academic achievement for all students.**
- 2. Develop and implement a data analysis system to drive improvement in student achievement, college and career readiness and stakeholder involvement.**
- 3. Increase the number of students who are college and career ready.**
- 4. Increase communication efforts in order to foster awareness and parental and community involvement**

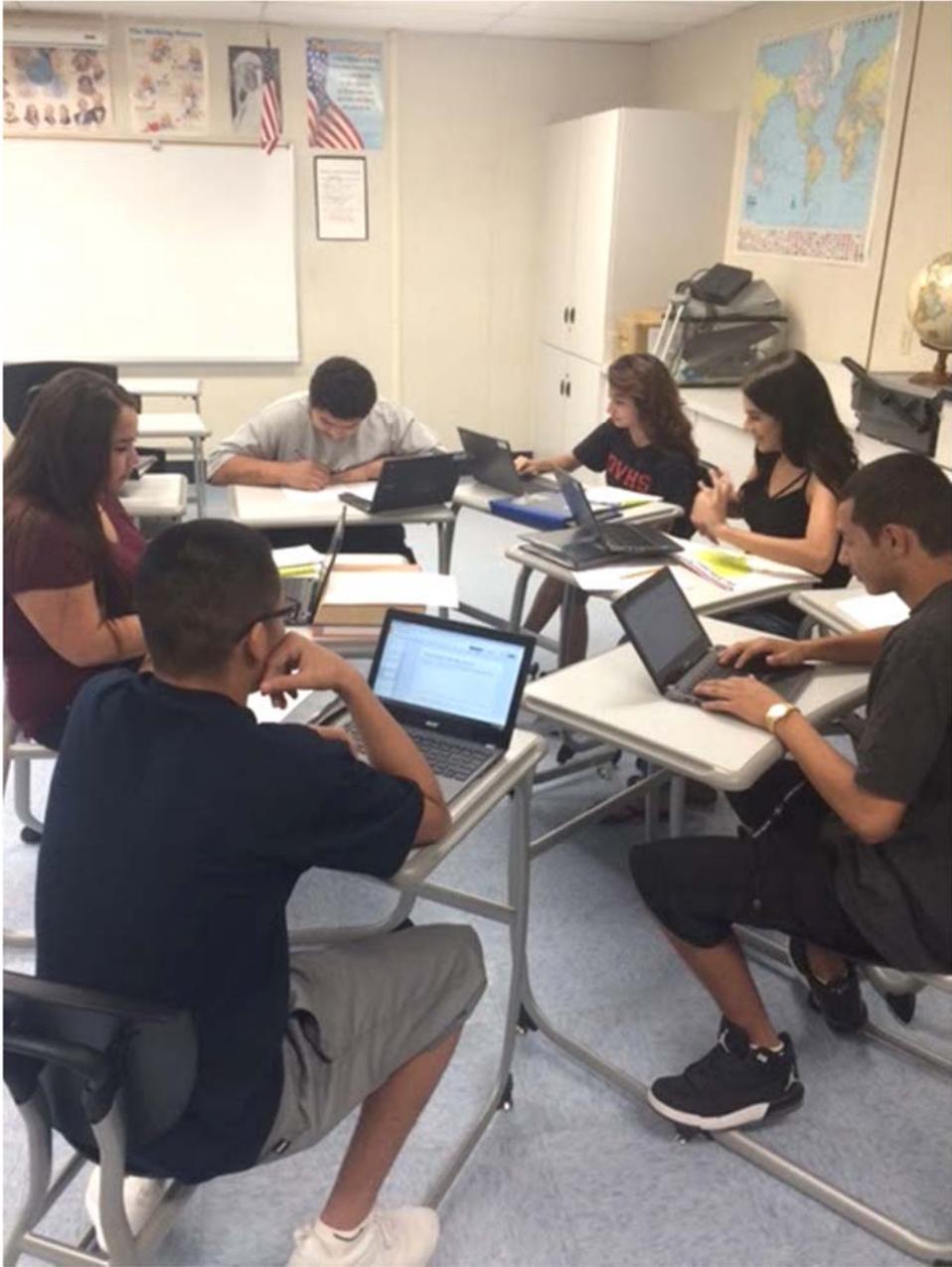
Important Questions Raised by Analysis of the Data

1. What can DVHS do across all subject areas to increase CAASPP proficiency rates for all students?
2. What support and intervention programs need to be implemented to continue the high rate of academic success at DVHS and increase the postsecondary enrollment rates of our graduates?
3. What professional development activities will best benefit the DVHS instructional staff to better assist our student population to be successful.
4. How can DVHS increase its parental involvement beyond attending academic conferences, open house nights and awards assemblies?
5. How do courses at DVHS implement the common core standards and better prepare students for state assessments while backfilling the academic skills our students lack?



Chapter IV

Self-Study Findings





Chapter IV: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>The mission, vision and expected learner outcomes were adjusted in the Spring/Fall of 2016 to reflect the current shift in the structure and goals of Desert Valley High School. We recognize that we live in a diverse community, and that students need assistance in completing high school and becoming responsible citizens and lifelong learners.</p> <p>The mission and vision statements now recognize the value of responsibility, life-long learners and being college and/or career ready in their post-secondary endeavours.</p>	<p>DVHS Vision and Mission Statements</p> <p>School-wide Learner Outcomes</p>

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>During various staff meetings throughout the year the Expected Learner Outcomes, and Mission/Vision statements are reviewed to determine their relevance. A decision was made that these statements needed updating and this updating would be done during the current WASC cycle. Input from parents and students was sought related to the changes being proposed.</p>	<p>DVHS Staff</p> <p>Expected Learner Outcomes</p> <p>Parent/Student Surveys</p>



Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>DVHS makes a wholehearted effort to contact parents and the community to provide accurate information about the purpose of DVHS, student achievement and academic expectations.</p> <p>The Mission/Vision and Expected Learner Outcome statements and posters in classrooms are shared with School Site Council/ELAC committees and at academic functions. The DVHS statements are posted on the school's registration packets and website. However, there is not a widespread effort to ensure that students, parents, and other stakeholders either understand or are committed to the DVHS statements.</p>	<p>Imperial Valley Press Articles</p> <p>ParentLink, parent portal</p> <p>BUHSD Board Presentations</p> <p>Initial Transfer meetings</p> <p>Parent/Student Orientations</p> <p>Student Recognition Assemblies</p> <p>Open House</p> <p>Classroom posters</p> <p>Parent Mailings</p>



A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>Board members are elected by the public and serve four year terms. The BUHSD board consists of 5 members whose terms are staggered so that approximately half of the members will be elected at one time. As required by law, the board holds an annual organization meeting to elect a president and clerk from its members.</p> <p>The specific duties of the governing board, including the frequency and regularity of board meetings, are adhered to according to State law.</p> <p>The BUHS District website posts information regarding the dates, agendas, and minutes for the board meetings. Meeting notices and agendas are posted outside the main entrance to DVHS, as well as the DVHS marquee.</p> <p>The District supports the school’s statements through the District’s advocacy of high quality teaching and learning in a safe and secure environment. District policy requires a school status report to the governing board on a yearly basis. The organization spells out the hierarchy of responsibilities for every governance and administrative body.</p> <p>The board and district administration support DVHS through their approval of the site budget and professional development opportunities.</p>	<p>BUHSD Board policies</p> <p>Board meeting agendas and minutes</p> <p>Board policies online at Brawleyhigh.org</p> <p>DVHS board meeting presentations</p> <p>Professional Development Summary</p>



Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
<p>BUHSD Board policies state that the Superintendent has responsibility for overseeing District personnel. The Superintendent nominates and recommends personnel for employment to the Board, and the Board approves only those persons so recommended.</p> <p>Board policies further state: “The Superintendent or designee shall assign and supervise the work of all employees and shall evaluate their work in accordance with effective accountability systems approved by the Board. The Superintendent or designee also shall recommend disciplinary action which the Board may take against employees when warranted pursuant to Board policy, administrative regulations and/or state or federal law.</p> <p>The Board recognizes that every employee has a stake in the District's successful operation. The Board encourages all District employees to express their ideas, concerns and proposals related to the improvement of working conditions and the total educational program. The Superintendent or designee shall establish procedures whereby he/she will receive and consider employee suggestions and submit them, when appropriate, for consideration by the Board.”</p>	<p>BUHSD Board policies</p> <p>BUHSD Hiring Practices</p> <p>BUHSD Organizational Chart</p> <p>BUHSD Employee Handbook</p>

Governing Board and Stakeholder Involvement

A2.3. Indicator: *Parents, community members, staff and students are engaged in the governance of the school.*

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
<p>Due to its control of a block of funds, parents and community members involved in School Site Council have some indirect involvement in school governance. Parents are notified of SSC openings via ParentLink phone calls home, flyers sent home, along with an advertisement in the local newspaper, the <i>Imperial Valley Press</i>, as well as Back to School Night.</p> <p>Students participate in the Student Leadership committee which assists in planning school activities and running assemblies.</p> <p>Parents and students are invited to participate and give their input in district LCAP informational meetings and online surveys.</p>	<p>LCAP Surveys</p> <p>School Site Council Meetings and agendas</p> <p>Student Committee Member interviews</p> <p>LCAP Meeting Notices</p>



Board’s Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
<p>Every year the Board of Education approves a report which includes the Vision, Core Values, Beliefs and District priorities. In August, 2016, the District established priorities for 2016-2017 to increase student achievement.</p> <p>Several times a year the DVHS Principal, staff and students make presentations to the governing board on progress being made towards site/district goals,</p> <p>The site principal reports to the superintendent on a weekly basis through individual meeting and/or weekly management meetings.</p> <p>The superintendent also holds two evaluation sessions with the site principal to insure that all goals for the school are being addressed.</p> <p>The DVHS principal participates in all LCAP planning and implementation meetings as part of the district administrative cabinet.</p>	<p>BUHSD Board Presentations</p> <p>DVHS Principal Evaluations</p> <p>District Management Team Meetings</p> <p>District Policies on Website</p> <p>BUHSD Meeting Agenda and Minutes</p> <p>LCAP Document</p> <p>Graduation Board Reports.</p>

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school’s complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
<p>The Governing Board recognizes that the District has primary responsibility for insuring that it complies with state and federal laws and regulations governing educational programs. The District does investigate and seek to resolve complaints at the local level. The District shall follow uniform complaint procedures pursuant to state regulations when addressing complaints alleging unlawful discrimination or failure to comply with the law in consolidated categorical aid programs, migrant education, vocational education, child care and developmental programs, child nutrition programs and special education programs. The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures, such</p>	<p>Student/Parent Handbook</p> <p>BUHSD Board Policies</p> <p>BUHSD Website</p>



participation shall not in any way affect the status, grades or work assignments of the complainant. The Governing board designates the Superintendent or Designee to receive and investigate complaints and ensure District compliance with the law.

The student handbook and school website have information available regarding uniform complaint procedures.

DVHS follows the district complaint procedures as approved by the board of trustees. These complaint procedures are provided to parents and students in several ways that include: the yearly student handbook and are posted on the district and site websites. These procedures are also found in the main office at DVHS.



A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>DVHS ensures that its Single Plan for Student Achievement (SPSA) is annually revised as a result of a thorough analysis of student achievement data as it relates to academic standards. State assessment results, CELDT assessment results, pass/failure results, GPA’s, graduation, attendance, and suspension rates are all taken into consideration while determining direction for the development of appropriate schoolwide instructional objectives and practices.</p> <p>While the SPSA revision process involves representatives from multiple stakeholder groups, a relatively small group of people actually participate in the process itself, due to the size of the school, staff and student body.</p> <p>The school utilizes full staff development days as well as entire staff and individual meetings to analyze and disaggregate student achievement data in order to develop and/or revise school goals and strategies that promote all students achieving academic standards.</p> <p>These goals and strategies change as there is a transition of students throughout the year.</p> <p>Areas of academic focus are discussed and updated, if necessary, as determined by the school staff as a whole or based on new district/state/national priorities or changes based on the needs of students.</p> <p>Yearly district priorities are discussed, developed, and implemented in school site plans</p>	<p>DVHS Staff Interviews</p> <p>Single Plan for Student Achievement</p> <p>BUHSD Priorities</p> <p>Regular Staff Meetings</p> <p>Colleague to Colleague Collaboration</p>



Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>The school's planning process attempts to involve all shareholders. Feedback is gathered from staff meetings, parents, students, student support teams, and District and site administration. These groups have input into specific, but not all, sections of the plan. This feedback is then presented to the SSC, who then uses the information to make any necessary adjustment to the SPSA based on data analysis and level of accomplishment of the critical areas for follow-up. Summaries of the accomplishment of the action plans are presented to all shareholder groups throughout the school year as well as being presented to the school board. The SSC has served as the central body that has gathered information, ascertained progress, and made any adjustments to the action plans. The SPSA is updated annually based on data analysis, including student academic achievement, graduation and attendance rates and feedback from all shareholders.</p>	<p>Single Plan for Student Achievement</p> <p>SSC Minutes and Agenda</p>

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>The instructional staff is actively involved in selecting courses to offer at DVHS.</p> <p>The DVHS staff is consulted in determining the academic and student engagement activities that are offered at DVHS.</p> <p>DVHS staff participates in the planning of student recognition activities throughout the year.</p>	<p>DVHS Staff and Student Interviews</p> <p>Student Recognition Assemblies</p> <p>Grading Period Master Schedules</p> <p>Staff Meeting agendas</p>



Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>DVHS staff meets either individually or as a staff to discuss the needs of the staff. These needs may be professional or personal in nature.</p> <p>DVHS Principal and BUHSD superintendent have open door access for staff members to discuss their needs and/or differences with staff, parents or students</p> <p>Staff has union and district policy protocols which are followed when the need arises.</p>	<p>DVHS Principal Interview</p> <p>BUHSD Superintendent Interview</p> <p>DVHS Staff Interviews</p> <p>BUHSD Board Policies</p> <p>BUHSD Employee Handbook</p>



A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
<p>When the need to hire new personnel arises, a newspaper and/or online advertisement/flyer is created stating the qualifications, credentials, and requirements needed for such position. Applications are collected in the Human Resources Office. After the deadline to apply passes, the HR Manager gives the applications to the administrator in charge of the position.</p> <p>The administrator screens the applications and picks the candidates who meet the criteria. A panel of 3 people interview prospective candidates and score their responses from one to five, with five being the highest. The candidate with the highest score is recommended for hire after their references have been verified. The candidate must also be Board-approved.</p> <p>BUHSD Human Resources Department ensures all staff assignments meet legal requirements.</p> <p>DVHS principal ensures all teaching assignments meet legal and professional requirements.</p> <p>DVHS staff is provided with professional development opportunities (ICOE, state/national conferences) to better prepare them for any assignment they are given.</p>	<p>Announcement/Flyers</p> <p>EdJoin Website</p> <p>BUHSD Hiring Procedure</p> <p>BUHSD Certificated Notice of Employment</p> <p>BUHSD Professional Development Schedule</p>

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*



Findings	Supporting Evidence
<p>With certificated staff, the site principal places teachers in the appropriate subject area in which they are credentialed to teach. However, the school may look beyond a teacher’s credential in determining assignments. At times, a teacher may teach outside of his or her subject area, with teacher consent and board approval.</p> <p>New teachers are given a one-day orientation prior to the start of the school year. New teachers are provided with information specific to the school’s policies and procedures, primarily within a printed teacher handbook that is updated annually. New teachers are also paired with a veteran teacher for support.</p> <p>Returning teachers who are given a new teaching assignment are not necessarily provided with an orientation, but are provided with any necessary materials and professional development for the new assignment. Training for extra duty assignments, such as Credit Recovery classes, are provided to teachers new to the assignment.</p> <p>With respect to classified staff, the school does not provide them with any type of formal orientation prior to commencing their duties but a new hiree does meet with their assignment head and/or principal of the school.</p> <p>Site principal makes teaching assignments with the consultation of the site counselor and instructors.</p> <p>DVHS principal discusses course outcome expectations with course instructors.</p>	<p>Master Schedule</p> <p>Staff Handbook</p> <p>Principal and/or Staff Interviews</p> <p>Human Resources Letters of Consent</p>

Defining and Understanding Practices/Relationships

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

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Staff members receive a staff handbook at the beginning of each school year that contains the school’s policies and procedures regarding grading, discipline, and similar issues. In addition, an emergency procedures manual that outlines the procedures for different emergencies is also distributed to staff.</p>	<p>Faculty Handbook</p> <p>Emergency Procedures Manual</p> <p>Job descriptions</p> <p>Collective Bargaining Agreements</p>



<p>Collective bargaining agreements for both certificated and classified personnel outline some of the responsibilities of staff members. In addition, these agreements also provide commentary regarding administration-staff relationships, including the right of association representatives to consult with administration with respect to certain personnel policies.</p> <p>The human resources department has job descriptions that are used when it becomes necessary to fill a vacant assignment. These descriptions outline the qualifications and job duties for a particular position.</p> <p>Site principal meets with staff as a group or individually to discuss the operation of the site on a regular basis.</p>	<p>Staff Meeting Agenda</p>
--	-----------------------------

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>DVHS staff is provided the opportunity to participate in all district sponsored professional development activities.</p>	<p>BUHSD Professional Development Schedule</p>
<p>DVHS staff is provided the opportunity to attend professional development that is specific to our student population.</p>	<p>BUHSD Testing Coordinator</p>
<p>Instructional staff is provided with CAASPP training to better prepare in the use of interim and block assessments.</p>	<p>GAFE Google Summits and District Led Technology Training</p>
<p>Site staff is provided with opportunity to participate in technology based professional development such as Google Apps for Education.</p>	<p>Director of Curriculum Interview</p>



Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Evaluations focus on our goals to enhance student learning and academic achievement. Assigned supervising administrators actively observe all staff, offer suggestions to improve instruction, and teaching strategies. Newly revised evaluation procedures allow the staff member the opportunity to self-evaluate, and reflect for the purpose of improving instruction.</p> <p>Site principal performs both certificated and classified employee evaluations as required by contracts.</p> <p>Site principal meets with site staff to discuss instructional and non-instructional recommendations for improvement.</p> <p>Site Principal/Superintendent/Board classroom walk throughs</p>	<p>Certificated/Classified Employee Contracts</p> <p>Teacher Observations/ Evaluations</p> <p>Teachers' Personal Professional Growth Documents Staff Meeting Agenda</p> <p>Site Principal and Staff Interviews</p> <p>Non Evaluative Classroom Walk Throughs</p>



A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Categorical funds are allocated to school sites (less indirect costs) based on each school’s annual CBEDS enrollment, so decisions related to allocation of funds are made at the discretion of the site administrators with input from site-level personnel. Some programs are co-funded with categorical funds from multiple sources. District expenditures are being scrutinized to ensure they meet compliance requirements. The adopted budget aligns with expenditures as described in the LCAP and the Single Plan for Student Achievement (SPSA).</p> <p>Site critical needs and goals are aligned to district priorities and priorities set forth in the district LCAP.</p> <p>The Single Plan for Student Achievement is continuously being updated to address current site achievement goals.</p> <p>Resources are being allocated to DVHS to continue to improve it’s College and Career Readiness Program.</p> <p>Site staff are actively involved in the expenditure decisions concerning DVHS through staff meetings and School Site Council.</p>	<p>BUHSD LCAP</p> <p>DVHS Single Plan for Student Achievement</p> <p>DVHS College and Career Readiness Center</p> <p>Categorical funding expenditures</p> <p>School Site Council Minutes</p> <p>District Adoption Cycle</p> <p>Funds/Licenses for supplemental web based interventions.</p>

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this*



may be more district-based than school-based.)

Findings	Supporting Evidence
<p>Each year, the Chief Business Officer from the District Business Office, develops a budget for the year, allocating the monetary resources in accordance to the recommendations provided by the site principal and staff and based on student need and school-wide goals. Categorical and discretionary funds are each outlined in a separate budget. The School Site Council approves the budget and any other related categorical expenditures.</p> <p>An annual audit is conducted. The audit is performed to obtain reasonable assurance about whether the financial statements are free of material misstatement and includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements and includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation.</p> <p>The District also has procedures and controls in place to ensure that all expenditures funded by federal programs have the proper documentation on file to support the allocation of federal sources.</p> <p>The annual budget for DVHS is approved by the superintendent and school board.</p>	<p>District CBO Interview</p> <p>Financial Site Budgets</p> <p>BUHSD Superintendent Interview</p> <p>Purchase Order Procedures</p>

Facilities

A5.3. Indicator: The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>The school’s technology facilities have undergone recent upgrades to better meet the needs of the students. With the implementation of a new technology plan and the implementation of Google Apps for Education district-wide, staff is encouraged to apply technology-based resources to enhance curriculum and instruction.</p> <p>All DVHS classrooms are connected to the district network and have access to wireless, with four teachers having and using classroom sets of chromebooks almost daily.. In addition, there are two site computer labs. The school’s mission to provide a safe environment for learning is addressed in the school safety plan.</p> <p>DVHS has undergone a beautification process which has converted the campus into a warm, welcoming and safer environment.</p>	<p>Technology Plan</p> <p>Safety Plan</p> <p>GAFE Plan</p> <p>Site Walk Around</p> <p>New Desks in All Classrooms</p> <p>Campus Landscaping</p> <p>Campus Supervisor</p> <p>New Lighting in Classrooms</p>



Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>DVHS currently has 125 chromebooks available in five charging carts along with two full computer labs. The two district full time computer technicians come to DVHS when necessary to repair equipment and/or train staff.</p> <p>Textbooks and technological needs are usually evaluated and selected during adoption periods by school consensus. DVHS participates in textbook adoption cycles along with BUHS. DVHS also utilizes other textbooks which are solely used to raise student achievement at DVHS.</p> <p>The site principal and instructional/support staff discuss additional instructional and counseling materials to be utilized. Purchases of additional instructional/counseling materials is a site based decision and is aligned to district and site priorities.</p>	<p>Chromebook Carts</p> <p>Computer Labs</p> <p>Interviews with Site Personnel</p> <p>Instructional Materials and Classroom Visitations</p> <p>Williams Act Compliance</p> <p>Google Apps For Education</p> <p>Book Depository</p> <p>New Curriculum</p> <p>Supplemental Instructional Materials</p>

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
<p>Brawley Union High School District provides ongoing professional development in curriculum, instruction and assessments as aligned to District goals to improve student achievement.</p>	<p>BUHSD Professional Development Schedule</p> <p>CTE Training Schedule</p>



<p>District administrators are encouraged to participate in leadership training and ongoing professional development in transitioning to CCSS provided through the Imperial County Office of Education.</p> <p>DVHS staff participate in BTSA, Student-Teaching, and are provided support through mentor teachers. The District sets aside appropriate funds for professional development.</p> <p>Professional Development funding is made available for Career Technical Education course instructors to align and implement standards in their courses.</p> <p>Funds are made available if additional instructional staff is necessary.</p>	<p>BUHSD Budget</p> <p>CTE Grant</p> <p>SSC Agenda</p> <p>ICOE Trainers</p>
---	---

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>Several processes are in place to ensure proper placement and long range planning to support students. They include Academic Intervention parent meetings, Section 504 plans, and IEP's for review and proper placement. Instructor recommendations for proper placement in core classes, as well as CELDT results are used for proper placement of students.</p> <p>Currently, the focus is on developing 21st Century Skills for all students in all courses, with particular emphasis on writing, informational and expository text, and speech. These skills are addressed in our Student Learner Outcomes, critical learner needs and the CCSS. A significant amount of resources is allocated toward PD in these areas.</p> <p>Flexibility in creating and modifying courses based on student need.</p>	<p>504 Forms</p> <p>IEP Forms</p> <p>Professional Development Schedule</p> <p>BUHSD LCAP</p> <p>Master Schedule</p>



ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

The vision, mission and expected learner outcomes have been modified to address the current purpose and needs of DVHS and are readily accessible through the school website, the Single Plan for Student Achievement and in every room at DVHS. The vision, mission and outcomes were modified with stakeholders input and with the intent of addressing our changing curriculum and needs of our clientele. The BUHSD governing board and district administration are very supportive and attempt to be present at all DVHS activities. The governing board and District administration are kept abreast of DVHS through board meeting presentations done by the staff and DVHS student board representative. The governing board and district administration are always responsive to our needs and requests.

Throughout the year the DVHS staff meets and collaborates with the comprehensive high school staff during professional development days. This collaboration includes reviewing District goals for the school year and the dissemination of the prior District/school year's data. The DVHS staff also meets throughout the school year to discuss, plan and implement the schoolwide goals that are to be addressed in relation to the specific needs of our data and student needs. The schoolwide goals are in line with priorities set forth by the District LCAP. Input on schoolwide goals and activities is solicited from all stakeholders but minimal input is provided from outside school and District personnel.

The DVHS staff is fully credentialed, well qualified in their areas of instruction and very stable, all teachers except one have been at DVHS more than 10 years. The staff works well together planning for the success and future long term goals of the school. The District provides full financial support for all educational resources, deemed necessary by the staff.



Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Board and school policies and procedures are clear, much is available online and compliant with applicable laws.
- Strong support and oversight of DVHS by District Superintendent and Board of Trustees
- DVHS facilities are adequate, functional, and generally well-maintained,
- DVHS has adequate technology and support
- Significant resources are devoted to PD to increase student academic achievement
- Stability and experience of instructional staff
- High level of communication and collaboration between staff and administration
- Mission and Vision alignment to the purpose and goals of school and District
- Adequate resources, in and out of the classroom, provided to DVHS

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Develop processes and/or procedures to improve the understanding and involvement of students, parents and other stakeholders in the governance of the school.
- Maintain ongoing professional development for staff within their specific areas of curricular expertise and focused on our student population, along with the means to measure the effectiveness of the professional development.
- Develop communication system to promote understanding of DVHS to community
- School personnel participation and input on District LCAP process



Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Desert Valley High School is committed to using current educational research to develop a meaningful instructional program for all students. The instructional staff is transitioning to Common Core State Standards with the assistance of outside professionals bringing research-based strategies to the district as a whole in professional development.</p> <p>DVHS staff has participated in professional development provided by PIVOT Learning, up to and including the 2015-16 school year and by the Imperial County Office of Education during the current 2016-17 school year. These professional development opportunities have been provided to all content area teachers.</p> <p>DVHS staff has also participated in technology based professional development activities provided by the national EdTech team, the Imperial County Office of Education and district personnel.</p>	<p>Professional Development Schedule</p> <p>Journals</p> <p>Attendance Records of Professional Development</p>

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>DVHS is in the initial stages of implementing the new book adoptions in English and math. Lesson plans with the new common core standards are being developed and implemented in these courses. DVHS students participate in district CTE/ROP courses</p>	<p>English and Math Pacing Guides and Block Assessments.</p>



<p>where the new career readiness standards are being implemented.</p> <p>DVHS is in the process of researching the procedure needed to become A-G certified.</p>	<p>Pearson ELA Curriculum</p>
---	-------------------------------

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Time limitations (decreased hours of instruction at alternative education) require a decrease in breadth of mathematical topics considered; however, the topics are selected with an eye to college and career applicability and are part of the established statewide mathematical standards. Probability, systems of linear equations, quadratic equations, and ratio, proportion and percentage, are typical math topics. Additionally, DVHS strives to instruct these topics inasmuch as possible.</p>	<p>Classroom Observation</p>

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>Senior Portfolios projects (written and presentation) are completed across several disciplines with each taking on a different aspect of the portfolio.</p> <p>Big History Project collaboration between Science and History classes, was started in the 2016- 2017 school year.</p>	<p>Senior Portfolios</p> <p>Classroom Observations</p>



Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>Parent conferences are held for every student that transfers from BUHS to DVHS where academic, attendance and behavioral expectations are discussed.</p> <p>DVHS students participate in the district’s higher education week presented by the Imperial County Office of Education.</p> <p>During the current year DVHS has started to solicit formal survey information from former students for the purpose of examining our programs. Before this year information was gathered on an informal basis through conversations with former students.</p> <p>DVHS staff articulates informally with the comprehensive high school, however no articulation exists with the local community college. Staff members from the local community college come to Desert Valley to assist DVHS students with registration and financial aid. At various times throughout the year different trade schools will send representatives to speak to our students regarding the types of education they have to offer.</p>	<p>District Transfer Form</p> <p>ROP Survey</p> <p>UTI, Spartan College</p> <p>CET Brochures</p> <p>Transcript Verifications</p>



B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: 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 pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Transcript evaluations are conducted and shared with students every grading period to insure students are taking required courses for graduation.</p> <p>The DVHS counselor meets with every student and his/her parents or guardians to discuss educational opportunities and postsecondary preparation and technical training throughout students’ time at DVHS.</p> <p>Students can enroll in a number of ROP/CTE courses which explore a variety of careers, ranging from the agriculture industry, to criminal justice, to nursing to construction and landscaping.</p> <p>Students are exposed to university opportunities and information through a Career Day every two years and College & Career Fairs during their junior and senior years.</p> <p>Beginning with the 2015-16 school year students complete the COPSystem Interest/Skills/Value Inventories which provides career research for them.</p> <p>Students have access to the Odysseyware, the district’s credit recovery program, which offers over 50 CTE elective classes.</p>	<p>Graduation Checklist</p> <p>DVHS Counselor</p> <p>ROP Course Descriptions</p> <p>COPSystem Online Assessment</p> <p>Odysseyware CTE Courses</p> <p>Career Day Schedules</p>

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*



Findings	Supporting Evidence
<p>Students have access to all courses at DVHS. Enrollment depends on which courses must be repeated due to failure in previous years and which courses are required for graduation.</p> <p>Elective and ROP courses provide real-world applications for students such as speech, nursing, construction, graphic design, landscaping and computer information systems.</p> <p>Scholastic magazines expose students to real world experiences while engaging informational text</p>	<p>Scholastic Magazines</p> <p>Master Schedules</p> <p>ROP Course Descriptions</p> <p>Student Recognition Awards</p>

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.

Findings	Supporting Evidence
<p>Counselor/Parent/Student conferences on student academic status</p> <p>Aeries Parent portal is used for monitoring grades and graduation status and is available to parents and students 24/7.</p> <p>Instructional staff monitors student enrollment in courses and assists in determining if students are in the right class.</p> <p>Counselor/Parents/Student review and go over graduation check list on a regular basis.</p>	<p>Aeries.Net Student Database</p> <p>Graduation Checklist</p>



Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Site counselor meets with students to discuss post-secondary plans and advises the students accordingly.</p>	<p>IVC Financial Aid Technicians Interview</p>
<p>Local community college personnel visits seniors at DVHS to assist the with placement exams, provide orientation and assist in completing the FAFSA.</p>	<p>IVC Admissions Counselors Interview</p>
<p>Trade school recruitment presentations are provided to students, along with opportunities for individual discussion.</p>	<p>Spartan College Presentations UTI Presentations</p>
<p>The ASVAB is provided on the DVHS campus on a yearly basis, along with opportunities for individual discussions with recruiters.</p>	<p>IVROP Job Readiness Certificates One Stop Workshops Posting</p>
<p>Students participate in a College and Career day at the local community college on a yearly basis.</p>	<p>DVHS Bulletin</p>



ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Curriculum is an ongoing development priority at DVHS. Each course curriculum has been effective in addressing the schoolwide learner outcomes in the past, but moving forward they must now also address the change to a Common Core State Standards based curriculum. Additionally we must create a specific College and Career Readiness curriculum.

DVHS staff is participating in professional development opportunities and are working on methods of application of new curriculum to our diverse clientele. All students have access to courses at DVHS which include those they may need repeat for graduation and electives that are focused on developing career readiness skills. Enrollment in courses is based upon a graduation checklist that is developed for each student by the site counselor.

There is a need for developing a courses with specific postsecondary preparedness curriculum however, up to this point our focus has been addressing the CCSS in our courses and assuring relevance and rigor in our core classes. We have a need to incorporate college and career readiness lessons in all disciplines until an actual course is created.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Professional Development opportunities for DVHS staff
- 6 week grading schedule flexibility of adjusting courses throughout the school year
- Courses available to any student when needed
- Instructional staff willingness to adjust curriculum to the needs of our diverse and changing student population
- Graduation checklist for all students



Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Increase understanding of relationship between academic and career readiness standards
- Develop course pacing guides in all courses
- Develop curriculum that addresses new CCSS and CR standards, yet assists students in acquiring skills they have not developed prior to DVHS
- Creation and implementation of a College and Career readiness course



Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<p>Effective communicators, responsible individuals, self-directed learners, and preparedness for future career choices are all schoolwide learner outcomes from every teacher at DVHS. In an effort to meet CCSS for each grading period, each teacher is working on creating a pacing guide aligned with the CCSS and modified from the BUHS framework.</p> <p>Efforts are being made through professional development to train teachers and administrators about the demands of the CCSS and 21st Century Skills.</p> <p>DVHS teachers are working collaboratively with BUHS and Imperial County Office of Education (ICOE) professional development specialists to incorporate CCSS into the curriculum.</p> <p>DVHS participated in the BUHSD writing program and is committed to a school wide writing improvement program.</p> <p>Student work is comprised of written work, projects, and traditional assessments. In the ninth, tenth, and eleventh grade English courses a new textbook adoption along with supplemental materials was made and DVHS teachers are starting to use the technology and materials this adoption provides.</p> <p>Students in Social Science class as well as Speech class complete projects, and conduct research for presentations.</p> <p>DVHS Math classes use a non traditional form of instruction as the students are required to work out their answers on the whiteboard</p>	<p>Master Schedule</p> <p>Class Presentations and projects</p> <p>Teacher/Administration Collaboration</p> <p>Instructional Staff Collaboration</p> <p>Staff Interviews</p>



<p>collaborating with other students, in lieu of paper and pencil desk work.</p> <p>Science at DVHS is currently making a complete transformation in curriculum, delivery and assessment. This is in response to two events: 1) the change in standards with the implementation of the NGSS and the change in assessments that are being piloted. 2) the data has shown that the past “drill and kill” methods of the past have become ineffective as grades and student effort have been a significant concern over the last 3 years. Students have become unengaged and the independent study method has lost its effectiveness. We now have a collection of Science World magazines to have more contemporary and expository evidence to lead learning. Forensic Science has grown into a full 18 week course instead of just a 6 week placeholder.</p> <p>Special Education students receive core instruction in English, social studies and math in a traditional classroom environment. They are fully included in general education classes for other subjects, based on their Individual Education Program (IEP) goals and placement. Instruction is standards-based and utilizes curriculum materials from the general education classes, supplemented with standards-based materials at students’ achievement level. In all cases materials from general education are utilized and adapted, with differentiated instruction occurring with support from the teacher.</p> <p>Through observation and evaluation of student work, teachers are able to determine which students are being challenged and meeting the SLOs, which students are struggling, and what adjustments might need to be made, Whenever and wherever a teacher sees that a student is not being successful, the counselor is notified and specific interventions are immediately made to correct or help the student be successful in the class.</p>	
--	--

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>This is an area where DVHS is a work in progress. In some classes at the beginning of each grading period, students are provided with a description of what is going to be addressed in the class. In some courses, teachers help students to establish learning goals based on class expectations. Throughout the year, some teachers state</p>	<p>Professional Development</p> <p>Aeries.Net Student Database</p>



<p>objectives as they begin lessons and units and review objectives with students throughout each unit. In some instances rubrics and examples of prior student work are provided to deliver expectations on assignments. These strategies are consistent and are not done on a schoolwide basis.</p> <p>Some departments is working with ICOE creating pacing guides along with their colleagues at the comprehensive high school. While it is not feasible for DVHS to be working at the same pace as the comprehensive high school, we want to be cognizant of the CCSSs the District is building a framework around and our departments are hoping to work within those same guidelines. Furthermore, our Language Arts department has adopted the same basic curriculum as the comprehensive high school adjusted to our 6 week grading schedule.</p> <p>With the creation of new pacing guides the staff is becoming more familiar and hands on with the CCSSs being presented each 6 weeks to the students. As the staff develops pacing guides they are able to disseminate the purpose and the value of the CCSS with the students and the students are beginning to understand the standards of expected performance levels that they must achieve to demonstrate proficiency. Pacing guide creation is in the beginning stages and is not schoolwide. This is an area of focus and ongoing growth.</p> <p>Desert Valley High School uses Aeries Student Information System, an online grading and attendance program. It has a parent portal that allows families access to students' progress.</p>	
--	--

Differentiation of Instruction

C1.3. Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning..*

Findings	Supporting Evidence
<p>Differentiated instruction takes on many forms. These include presenters, review games, use of technology (including document cameras, LCD projectors in all classrooms), clickers, whiteboards, mathematical manipulatives, thinking maps, graphic organizers, group and pair collaboration, group and individual responses, and videos and oral presentations.</p>	<p>Classroom Resources</p> <p>Classroom Observations</p> <p>Senior Portfolios</p>
<p>Due to the small size of our school DVHS staff is able to efficiently</p>	



<p>and effectively communicate with each other to determine if a student is successful with one type of instruction over another. The small class size and family like atmosphere allows for adjustments to student instruction.</p> <p>Students do not need to make an appointment to see their counselor and the counselor can immediately share what accommodations or modifications need to be made for student success.</p> <p>The staff is aware that traditional forms of instruction have not been successful for these students so we have worked hard to find ways to incorporate technology and multimedia into as many lessons as possible.</p> <p>In English the adoption of the Pearson textbook series has provided alternatives to non traditional forms of instruction because the program has a large technological support system. English and Social Studies also use Scholastic magazines such as Scope, and UpFront which have online support activities as well, with objectives, readings and assignments that are all aligned to the CCSS.</p> <p>In 2015-2016 DVHS committed the year to having the students focus on public speaking skills. Every class encouraged the students to stand up and speak at least once a week. The impact on improved student speaking skills was noticed, not only by the students themselves at the end of the year when they were more comfortable speaking in public, but also by teachers at the comprehensive high school when our students transferred back at the semester. Our students also utilized their public speaking skills by leading our awards ceremonies as the masters and mistresses of ceremonies in front of almost one hundred parents, family members, school board members, and students.</p> <p>During 2016-2017, DVHS committed to offering a 4 week elective class to producing an electronic portfolio, which in the past had been a tangible notebook. Also, this year the students were required to give a public presentation, which had been dropped last year due to the emphasis on school wide public speaking.</p>	<p>Hands on Manipulatives</p> <p>Awards Assemblies</p> <p>Master Schedule</p>
--	---



C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>The use of technology and multimedia for instruction is widespread at Desert Valley High School. Technological tools are used to engage students and to further develop higher order thinking skills. All classrooms have internet access and LCD projectors to present lessons.</p> <p>DVHS instructors make use of various audio and visual technologies to serve the needs of our diverse student population. Instructors use online videos and document cameras (like ELMO) during instruction.</p> <p>Students are allowed to demonstrate mastery of concepts in several non traditional ways. Students are encouraged to create graphic organizers, powerpoint presentations, speeches, or projects to demonstrate mastery of a concept or concepts.</p> <p>Discussion questions are created to evoke critical thinking skills and establish a relevance for learning</p>	<p>Google Apps for Education</p> <p>Google Classroom</p> <p>Classroom Resources</p> <p>Classroom Observations</p> <p>Rocket Projects</p>

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>The DVHS instructional staff is able to incorporate coaching strategies to facilitate learning for all students due to flexible scheduling, smaller class sizes, and extended advisory period allowing students time for tutoring. Project based learning can be observed in most courses. All teachers use equitable questioning</p>	<p>Senior Portfolios</p> <p>Google Slide Presentations</p>



<p>strategies taking into consideration taking the diverse socio-economic and cultural backgrounds of our students. Non-didactic techniques are frequently implemented to reteach lessons or to create new lessons to share with peers.</p>	<p>Fine Arts Projects</p> <p>History Project</p> <p>Classroom Speeches</p>
---	--

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Students have access to the internet and have the opportunity to gather information from primary sources to complete research projects and integrate findings into various formats for class projects.</p> <p>Students made presentations, written and/or verbal, with this acquired knowledge in classes.</p>	<p>Google Chromebooks</p> <p>Scholastic Magazines</p> <p>Graphic Organizers</p> <p>Classroom Observations</p> <p>Odysseyware Projects</p>

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Samples of student work created are digital student portfolios, student folders, work posted on bulletin boards, projects displayed in classrooms such as rockets, ceramics, art, posters, forensics and work stored in student Google accounts can be used as evidence that students at DVHS are able to think, reason and problem solve.</p>	<p>Senior Portfolios</p> <p>Art, Aviation Science, Forensics Projects</p>

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes..*



Findings	Supporting Evidence
Students at DVHS successfully turn in assignments using Google classroom in core and elective classes. Students have school email accounts and are encouraged to communicate with teachers and their counselor through this medium. Students use Chromebooks and desktops during core, elective and after school tutoring classes to achieve academic standards, career readiness and school wide learner outcomes.	<p>Google Accounts</p> <p>Computer Labs</p> <p>Chromebook Carts</p> <p>Odysseyware Software</p>

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>Students use News ELA informational text with current news stories, UpFront, Scholastic Scope, Scholastic Science, Writing 3D, all aligned to CCSS. Students have digital portfolios, school assigned individual emails, Google classroom to communicate with staff, access to Aeries, and a Public Speaking class.</p> <p>Students utilize chromebooks, desktops and digital cameras to complete assignments.</p>	<p>Digital Portfolios</p> <p>Student Email Accounts</p> <p>Aeries Portals</p> <p>Google Classroom</p> <p>Scholastic Magazines</p>

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>COPSystem, Career Locker, Student Digital Portfolio, IVROP, On the job training, One Stop training, Workability program through IVROP, Career Day, Job Corps., College and University Day sponsored by IVC, Transition Fair for SPED students, Applied Sciences Fair, resume creation, mock interviews.</p> <p>Students enroll in ROP courses that are all focused on career preparation such as Nursing, Construction, Graphic Design, Office Occupations and Welding.</p>	<p>Job Placement</p> <p>College and University Day</p> <p>Completed Resumes</p> <p>Senior Portfolio Presentations</p> <p>ROP Course List</p>



ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

DVHS is updating curriculum in its courses that is rigorous, and relevant. BUHSD's commitment to providing professional development opportunities for all departments has begun aiding in the increase of student engagement and academic success. DVHS instructors incorporate a wide variety of instructional practices that not only assist the students in developing the academic skills that they are lacking while also challenging them with relevant learning experiences. This commitment to updating the curriculum is a critical need to ensure that the students receive relevant learning experiences that best prepare them for their postsecondary opportunities. Another area of need is the students understanding the academic expectations of each course through a course syllabus and/or pacing guide. There is however, a wide variety of differential instruction happening at DVHS which is good due to the diversity of the student population.

Professional development activities provided to the staff have resulted in the use of a variety of instructional techniques and materials beyond the textbook. Some techniques utilized by the staff at DVHS include digital portfolios, oral presentations, student collaborative work, multiple students completing assignments at the whiteboard, and Google Classroom. DVHS also incorporates technology in the day to day instruction and learning process with the use of LCD projectors, docucams, computer labs and classroom chromebooks. Significant technology usage has required the implementation of Google Apps for Education. GAFE affords every student an email address, a cloud based drive to use for storage and a wide variety of apps, including Google Sites which are use to create portfolios.

Utilizing the combination of a variety of instructional strategies and a high use of technology has allowed the instructional staff at times to become coaches in their classrooms, thus increasing student engagement and achievement.



Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- High use of projects, presentations and technology.
- Differentiated instruction in all departments, providing students with real world experiences
- Staff is given the flexibility to deviate from traditional curriculum and incorporate current events into lessons to help students become aware of what is happening outside of the classroom.
- Teachers are moving away from teacher centered direct instruction to a coaching role with students becoming more self motivated learners.
- Professional Development activities

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Increase student understanding of learning expectations.
- Increase rigor of curriculum in all content areas.
- Increase implementation of career readiness standards in all content areas
- Motivating students to become actively involved in their education and preparedness for their postsecondary opportunities.
- Continue increasing the use of technology in all courses



Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Due to single teacher departments the use of common assessments is very limited. District benchmark assessments have also not been used at DVHS in the past but they will begin being incorporated in the 2016-17 school year. During the last couple of years as a graduation requirement CAHSEE results were used to develop CAHSEE exam preparation courses.</p> <p>CAASPP results are now being utilized in the development of courses at DVHS.</p> <p>Illuminate Data System and Aeries Analytics are available for DVHS teachers to utilize for collecting and dissecting student data but are not currently being used.</p> <p>Some teachers use projects as a form of assessment. Students may create a video, powerpoint, research project or presentation. The students like to connect their learning to the real world.</p>	<p>Benchmark Assessment</p> <p>Professional Development</p> <p>Past Test Data</p> <p>Aeries Gradebook</p>

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*



Findings	Supporting Evidence
<p>District and school staff make every effort to be responsive to parents and families, provide information and resources, and be part of decision-making. Information is provided to parents and families via electronic media, including the Aeries Parent Portal and school and District websites, telephone calls, and informational notices. Efforts continue to provide information in a timely manner.</p> <p>Parent conferences and meetings provide a forum for parents to be part of the decision-making process on a limited basis. This involvement is from the initial transfer meeting where a student academic status is determined to Senior year parent status reports. Site administration assumes the major role in making decisions about the instructional/counseling programs and budget decisions, with input from teachers, our counselor and input from a limited number of parents.</p> <p>DVHS holds an annual “Open House” event where parents, students and teachers can discuss course expectations. DVHS provides report cards and updated transcripts after every 6 week grading period.</p> <p>DVHS staff attempts to do parent surveys several times a year in English and Spanish via telephone, paper response or utilizing technology-based strategies such as Google Forms but parent response is very limited.</p> <p>Data is presented to the school board and general public at board meeting several times a year which review student achievement and DVHS non instructional goals such as graduation, transfer, truancy and attendance rates.</p>	<p>Aeries.Net</p> <p>Open House</p> <p>School Board Reports</p> <p>Parent Conference Calendar</p>



Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>All course grades at DVHS are performance based and are calculated based on the grading criteria set forth by each individual teacher. Grades are recorded and monitored using the Aeries Gradebook Program. The site principal and counselor have access to all student demographic and academic information which is updated in real time. Students and parents have access to the Aeries Parent/Student portal which provides class grades, overall transcripts and overall attendance data.</p> <p>Other than for student grades and credits DVHS does not have an all-encompassing system used to monitor the progress of all students meeting our academic standards and newly written Student Learning Outcomes but we have started working with the newly appointed Director of Curriculum and Instruction to develop and implement such a system.</p>	<p>Aeries Student Database</p> <p>Report Cards and Transcripts</p> <p>Director of Curriculum Interview</p>



D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>Essays, portfolios, individual/group projects, thinking maps, oral presentations, interviews, self-assessments, and formal and informal teacher assessments are some of the strategies used to measure student progress. These assessment strategies also analyze the body of knowledge mastered by each student.</p> <p>Teachers constantly monitor quizzes/tests, daily classwork, and oral/written/listening projects to assess students' growth and performance. This information is collected and analyzed to further assess the individual growth of each student. Student achievement information is shared with students, counselors and parents.</p>	<p>Aeries.Net</p> <p>IEPs</p> <p>Staff Meetings</p>

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
<p>DVHS has single teacher departments so individual subject collaboration is minimal but DVHS teachers collaborate across subject matters. Collaboration is done on school-wide initiatives such as writing and public speaking, along with discussions on student performance and strategies to assist students in increasing their academic and personal performance.</p> <p>Essays, portfolios, individual/group projects, thinking maps, oral presentations, interviews, self-assessments, and formal and informal teacher assessments are some of the strategies used to measure</p>	<p>SBAC Reports</p> <p>Grading Period Master Schedules</p>



<p>student progress. These assessment strategies also analyze the body of knowledge mastered by each student. Teachers constantly monitor quizzes/tests, daily classwork, and oral/written/listening projects to assess students' growth and performance. This information is collected and analyzed to further assess the individual growth of each student. Student achievement information is shared with students, counselors and parents.</p>	
--	--

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<p>Student interviews demonstrate that overall they are not familiar, or very concerned, with what standards and/or learner outcomes are being covered in their classes. Being in the position of having to recuperate credits to graduate they are 100% concerned with passing the class. Students understand that there is certain material that has to be learned in each class but not what standards this material falls under.</p> <p>Students understand that there are certain tasks that they are assigned that assist them in preparing for life after high school. Mentioned were public speaking, writing, group work, creating resumes, college orientations and guest speakers.</p>	<p>Student Interviews</p>



D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
<p>The BUHSD Board’s focus continues to be student achievement with accountability. The board regularly monitors the district/school’s performance on state assessments, such as the CAHSEE and CST passing rates, in the past, and currently the CAASPP proficiency rates, and other district achievement priorities. The District school board ensures that funds are allocated to DVHS to meet appropriate areas of need.</p> <p>Teachers monitor the progress of their own students and utilize the information when collaborating with other teachers and the school counselor. Teachers provide ongoing information to students in class concerning student academic progress.</p> <p>The DVHS counselor and principal regularly utilize academic progress data from teachers and discuss it with students/parent during conferences. These conferences are performed on a regular basis.</p> <p>The counselor also recommends students who are habitually truant to the Student Attendance Review Board (SARB). SARB links community members and Imperial County agencies students and their families in need of assistance. Imperial County Behavioral Health, Probation, and Social Services Departments as well as ,Imperial Valley Housing Authority, and Brawley Police Department all participate.</p> <p>Student academic progress is regularly monitored by both students and parents via the Aeries Parent Portal. The DVHS counselor makes every student set up an Aeries Portal account and provides this information to parents. Academic progress discussions are regularly initiated by information found on the Aeries Parent Portal.</p>	<p>Board Meeting Minutes</p> <p>Board Policy</p> <p>IEP meetings</p> <p>Classroom Observations</p> <p>Aeries Portal</p> <p>Aeries Database Interventions</p> <p>Possible Non-Grad Intervention Plan</p> <p>IVROP Landscaping, Construction, Stage & Theater Job Placements</p> <p>SARB Sign In Sheets</p> <p>SARB Calendar</p>



<p>Some community businesses and industry are actively involved in the monitoring process due to students who are placed at worksites through the IVROP Program and Workability, but overall community, business and industry are not involved in this process.</p>	
---	--

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
<p>There is an ongoing effort throughout the District to improve the effectiveness of standards-based curriculum-embedded assessments with relation to improving instruction and student performance. The focus at DVHS has recently been Common Core State Standards and the CAASPP.</p> <p>District benchmark assessments utilizing SBAC Interim and block assessments are beginning to be used to better prepare students for state accountability exams. These assessments are at the beginning stage with only several courses using them.</p> <p>Professional development activities, especially in English and math, are now concentrating on developing assessments that correlate to standardized testing and the Common Core State Standards.</p>	<p>Professional Development Calendar</p> <p>SBAC Training and DATA Collection</p> <p>Preliminary SBAC DATA</p> <p>Student Interim Assessments</p> <p>CELDT Results and Progress</p>

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>The direction of professional development activities is now tied directly to assessment results. Course offerings and content are determined by state and local achievement results.</p> <p>DVHS staff have access to the district data system, Illuminate, but</p>	<p>Professional Development Calendar and Budget</p> <p>Staff Meetings</p>



<p>rarely use it to analyze data. School academic and support program changes are based on the needs of the student population and their success in the classroom.</p> <p>School and program changes are discussed individually between the site principal and teachers based on the classes they teach and the overall academic priorities of the district and school.</p> <p>Benchmark assessments will begin being given at DVHS during the 2016-2017 school year which will be utilized to assess student academic progress and assist in the review of school and program instruction and curriculum.</p> <p>The BUHSD provides DVHS with the necessary funding, professional development and resources to implement the programs necessary to improve achievement</p>	<p>Preliminary SBAC DATA</p> <p>504 Accommodation Plans</p> <p>Purchase Orders</p> <p>SSC Meeting Minutes</p>
---	---

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>Curriculum assessment occurs in some classes and has been an integral part of the DVHS process to increase rigor, align with CCSS and develop relevance to our students’ needs. If we see a class or a group not being successful we get together and discuss what might be going wrong and options to improve. This is an ongoing process so we are able to adapt to changes at each 6 week block throughout the year. Graduation requirements are set by the school board. Homework is kept to a minimum due to the transient nature of our population but students do at times have homework they can complete on google docs and if they are in credit recovery classes, they can always work on credit recovery coursework from home.</p> <p>Math, and English are currently working throughout the school year with professional development trainers creating curriculum specifically aligned with CCSS. The curriculum development has been challenging due to our desire to increase rigor and relevance while recognizing that in the past traditional methods of pedagogy have not been successful with our students.</p>	<p>Professional Development Specifically for English Curriculum</p> <p>Graduation Requirements</p> <p>Transcript Evaluation Form</p> <p>Possible Non Grad Form</p>



D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>All standardized tests are proctored by full time credentialed teachers who have been through state mandated training to administer the tests. The principal is certified to proctor and administer state mandated tests</p> <p>All test materials are either on a secure browser for web based testing or stored in and distributed by the secure testing center at BUHS.</p> <p>Once tests are delivered to DVHS they are separated and counted by the principal and stored until they are signed in and out by each teacher. The principal stores the tests in a locked room until the BUHSD testing coordinator retrieves them or they are returned to the BUHSD testing center.</p>	<p>CAASPP Training</p> <p>Computer Lab/CAASPP Secure Browser</p> <p>Chromebook Secure Browser</p> <p>BUHSD Testing Coordinator</p>



ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Currently DVHS monitors and reports student progress through grades, credits earned, GPA, graduation and attendance rates and the SBAC assessment. Student progress is reported and analyzed every 6 weeks with transcripts and report cards being provided to students and their parents. Progress can be monitored throughout the grading period by students, parents and staff using the Aeries.net online system. The analysis and reporting of SBAC testing results is very limited and remains a high priority/need moving forward.

All courses at DVHS integrate summative and/or formative assessment to some degree in order to determine progress and achievement throughout each grading period. This assessment is developed by each instructor for each course they teach. At this time DVHS has no course benchmark assessments. Developing these district and course assessments is a major priority/critical need due to the new state accountability matrix. We also must modify our course curriculum and assessments in order to determine how best to proceed with the information the assessments provide.

Currently schoolwide student progress is determined based on graduation, truancy, attendance and discipline rates. These data are collected and reported to the district by the site principal. DVHS has a critical need to develop a schoolwide reporting system that takes into account the previously mentioned data along with State accountability assessments. This collection of data can then be used to report schoolwide achievement trends and strategies for improvement.



Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Course summative and formative assessments created by teachers
- Increased achievement reporting to parents due to more grading periods throughout the school year
- Ability to adapt due to small cohesive staff
- Dissemination of data through various means to stakeholders

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Development of assessments and data for the new Common Core curriculum
- Development and implementation of district and course benchmark assessments for all disciplines
- Development of a schoolwide assessment result reporting system



Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>DVHS uses the ParentLink phone system to communicate all school happenings to parents. Information via ParentLink is disseminated to families by phone in English and Spanish.</p> <p>All students and parents are provided with the information necessary to create an account on the Aeries Parent portal. The Aeries online portal displays academic and graduation communications from the school to students and parents. Teachers post class assignment scores and grades to the portal through the Aeries gradebook system. All teachers have been trained to use Aeries, and are required to use Aeries for grading and attendance. Board policies require teachers to update their grades regularly.</p> <p>Procedures are in place for teachers and parents to request parent conferences. All teachers have school emails where they can communicate with parents and parents have access to the contact information of every teacher. The DVHS counselor and principal regularly hold student and parent conferences that deal with grades, credits, gpa, graduation status and attendance. These conferences may be initiated by a teacher, the counselor and/or the principal.</p> <p>Parents surveyed state that DVHS does a very good job of keeping them updated on their student’s academic progress and any personal issues affecting their educational progress. The parent survey also indicates that parents feel that the site principal, the teachers and the counselor are individually responsive to hearing and responding to parent concerns and that there is at least one adult in the school environment that cares about the futures of their student.</p> <p>Before the start of each school year DVHS holds an orientation meeting for new students and their parents. This orientation is used to describe school procedures and processes and to have any</p>	<p>BUHSD website, Aeries.Net</p> <p>Transcripts, Grading Period Report Cards,</p> <p>Back to School Night Presentation</p> <p>IEP Meetings</p> <p>School Mailings (English/Spanish)</p> <p>Graduation Checklist Review</p> <p>Parentlink</p> <p>Parent Survey</p> <p>Aeries Parent Portal</p> <p>BUHS Board Policy</p> <p>School Site Council Meeting Minutes</p> <p>Aeries/Intervention Records</p>



<p>questions that parents may have answered before their student begins a new school. Individual orientation meetings are held for students/parents who transfer to DVHS during the school year.</p> <p>Every September, DVHS holds a Back-to-School night for parents and families. Teachers are required to be in attendance to describe their courses and answer parent questions.</p> <p>Parents are invited to attend the DVHS Student Recognition Assemblies. There are three assemblies held throughout the year where students are recognized for academics, attendance, and state testing achievements as well as being selected as students of the month.</p> <p>Attendance at our meetings and assemblies has been on a steady rise over the last few years. Back to School nights draw approximately 35-50 parents and the student recognition assemblies easily draw between 40-50 parents. Our individual parent conferences are very well attended, as are our IEP meetings. Our School Site Council meeting do not draw any parents as do other parent related meetings.</p> <p>This increase in parental involvement can be attributed to parents receiving positive calls from the school. Most parents of students in our school are used to receiving only negative calls from school.</p> <p>Non-English speaking parents are accommodated with school personnel that are bilingual. The principal, counselor, office secretary and some of the teachers all speak and understand Spanish. This makes it easier for parents to communicate their concerns with staff.d.</p> <p>Although DVHS has seen an increase in parental involvement we still have a long way to go in getting parents to participate in school sponsored meetings and events.</p>	
--	--

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Desert Valley High School provides students with a variety of programs and community resources to support and extend learning.	IVROP Classes



<p>DVHS students participate in the Imperial Valley Regional Occupational Program (IVROP). IVROP courses are hands-on, skill building courses that enhance learning and occupational opportunities through business partnerships. IVROP courses also assist students in recuperating their credit deficiencies. Courses that are available through the IVROP program are: Nursing Assistant, Community Office Occupations, Welding, Stage and Theater Technologies, Construction, Landscaping, Graphic Design and Computer Applications. As part of several of the course requirements students are either placed in the public or private sector to work. All IVROP courses attempt to give the students hand-on, real life experiences.</p> <p>DVHS students participate in the district’s bi-annual “Career Day,” in which members of the Imperial County community, discuss their career fields, explain the qualifications necessary, and field questions students may have regarding their chosen profession. This is attended by the entire district student body, with students attending 3 different presentations through the course of the day.</p> <p>The local community college, Imperial Valley College (IVC) sends representatives to DVHS to assist students with the financial aid process to give the students an orientation of the college. The IVC representatives also give the DVHS students the IVC entrance exam ACCUPLACER at DVHS.</p> <p>DVHS seniors also participate in the IVC College and University Day. This event is held at IVC and includes representatives from various colleges and universities in Southern California and Arizona.</p> <p>DVHS has presenters meet with the student body. Regular presenters include the representatives from Spartan College, Universal Technical Institute and various branches of the armed forces. The armed forces also gives the ASVAB exam at DVHS.</p> <p>DVHS special education students participate in the workability program which finds them jobs at local establishments. The DVHS SPED program also works closely with the Department of Rehabilitation which assists students in college and career preparedness. These students also participate in a Transition Fair sponsored by Imperial Valley College. This fair allows them to become familiar with the campus prior to attending.</p>	<p>Master Schedule</p> <p>Career Day Invitation</p> <p>Career Day Flyer</p> <p>Financial Aid Flyer</p> <p>IVC College & University Day Flyer</p> <p>IVC Transition Fair</p>
---	---



E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school’s practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>Site administrator and campus security make safety a priority by being visible before, during, and after school. Campus security were added to the DVHS campus in the Spring of 2016. There is a campus security from 7:30am to 12:35pm daily.</p> <p>The addition of a School Resource Officer was reinstated in the winter of 2013. This position is funded through a coordinated grant between the district and the City of Brawley. The resource officer visits DVHS regularly and is available on call when needed.</p> <p>DVHS site principal and counselor participate in the District safety committee that is composed of administrators, certificated and classified staff members and representatives from the Brawley Police and Fire departments. Regular meetings are held to evaluate and discuss earthquake drills, lockdowns, evacuation plans and campus supervision at all district schools. Drills are held regularly, in accordance with State laws.</p> <p>The District has contracted with Interquest Canine Services to conduct up to ten random visits annually for the purpose of drug and weapon detection. During these visits the canine and the trained handler come to DVHS and walk through each classroom on campus.</p> <p>In the Fall of 2015, a security camera was installed in the front entrance of DVHS that only protected the front entrance of the school.. During the 2016-17 school year DVHS will get an additional camera surveillance system which will cover the entire campus.</p>	<p>Safety Committee Report</p> <p>School Resource Officer Interview</p> <p>School Safety Plan</p> <p>Interquest Canine Services Contract</p> <p>Safety Drills</p> <p>District MoU with Imperial County Behavioral Health</p> <p>Technology Use Agreements</p> <p>BUHSD Budget</p>



<p>Also in the Fall of 2015 all outside lights were replaced and/or fixed which allows the campus to be fully lit up in the evening and at night.</p> <p>Over the last few years, all classroom student desks have been replaced and all computers in both computer labs have been refurbished .. All lighting fixtures in instructional areas have been replaced with LED lighting.</p> <p>The ROP Landscaping class did a beautification project on the DVHS campus. The project has made the campus a very inviting and warm environment. DVHS has a full time custodial person, on campus, who keeps the campus clean while a district maintenance technicians that keep the campus in good working order.</p> <p>DVHS has a memorandum of understanding with Imperial County Behavioral Health to provide drug and alcohol counseling to DVHS students. Students are either referred by an adult or they self refer, to the counselor for services. These services are performed on campus in a private setting.</p> <p>All student and parents sign a technology use agreement at the beginning of each year which spells out the rules for using district technology. Correct technology usage is also reviewed in computer classes at DVHS. DVHS utilizes the LanSchool software to monitor student use in the computer labs. The site principal also reviews the GAFE admin console to review students use of the chromebooks.</p> <p>All safety and campus upgrades are done with funding provided from the District and Board of Education. District funding continues to provide a safe, secure and clean campus for our students.</p>	
--	--

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>DVHS recognizes students for academic achievement, good attendance and excellent citizenship at three student recognition assemblies throughout the year. Students are rewarded with DV</p>	<p>Student Interviews</p>



<p>patches, Outstanding Student patches, DVHS t-shirts, certificates and gift certificates to a popular local restaurant. Parents, the superintendent and board of education are all invited to participate in these recognition assemblies.</p> <p>The DVHS staff works hard to get talk to and get to know all students at DVHS. We want every student to have at least one adult that they can trust and talk to when needed. DVHS has a full time counselor and site principal available to students with an open door policy.</p> <p>All discipline at DVHS is done by the site principal. Over the last few years suspensions and expulsions, except under the influence of a controlled substance suspensions, have been reduced.</p> <p>Through more intensive counseling with the students and parent conferences, either with the parent in person or through phone calls, we are making a significant effort to keep students attending school regularly.</p> <p>The student leadership committee displays a personalized Happy Birthday sign on days when a student and/or staff member celebrates their birthday.</p>	<p>Staff Interviews</p> <p>Aeries/Discipline Records</p> <p>Student Recognition Assemblies</p>
--	--

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>The staff at DVHS feels that there is a high level of trust and respect among all members that work at DVHS. This goes for all certificated and classified employees. The instructional staff feels comfortable going to the counselor and/or principal with concerns they have about students.</p> <p>A survey of parents showed that parents also feel that they are treated fairly and feel respected by the staff at DVHS. The survey also shows that parents want to get involved in the academic progress of their student but not in the decision-making aspect of the school.</p> <p>All parents are invited to participate in the DVHS school site</p>	<p>Staff Interviews</p> <p>Parent Survey</p> <p>LCAP Meeting Announcements</p>



council but rarely do we get a volunteer. We are usually out trying to convince a parent to participate as the parent representative on the council.

Parents are invited to participate in District and/or school LCAP meetings and surveys but very few parents do.

All staff members are given the opportunity to give input into the Single Plan for Student Achievement and the LCAP goals and priorities. These two plans are discussed at staff meetings with the opportunity for follow-up with the site principal.

The DVHS instructional and counseling staff are given the opportunity to discuss courses that are taught at DVHS, along with instructional materials that are used in the courses.



E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student’s personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>DVHS provides a full time counselor and site principal, (who used to be a counselor in the district), to assist students with their academic, career and personal needs. The district has two full time school psychologists who offer academic and personal support to students as needed. One school psychologist is on the DVHS campus every Tuesday morning. The site counselor meets with all students to provide academic and motivational support. The counselor provides all students with a current summary of credits completed and GPA earned when they enroll at DVHS and continuously update the summary after each grading period. Site counselor provides access to an online database where students and/or their parents can review their grades, attendance and transcript. The site counselor shows students how to check their grades and encourages them to check them at least once a week on the Parent Portal. Teen parents are also supported by the school counselor and encouraged to enroll their infants in the District supported day care center directly across the street from DVHS.</p> <p>Imperial County Behavioral Health Services (ICBHS) meets with students on campus who are their clients. ICBHS provides case management (grade and attendance checks), medication support and Cognitive Behavior Therapy (CBT). ICBHS case managers collaborate with the school counselor and/or school psychologists to better assist students.</p> <p>The district’s Family Resource Center (FRC) is also available to DVHS students and their families. Students are referred to the Family Resource Center on an as needed basis. The FRC director and staff meet with parents and/or students and provide assistance referrals to local support agencies.</p>	<p>FRC Director Interview</p> <p>District MoU with Imperial County Behavioral Health Services</p> <p>Aeries Parent Portal</p> <p>BUHSD Infant Day Care Center Enrollment</p>



Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
<p>DVHS provides an Independent Studies (IS) option for students who are unable to attend during the regular day due to health and work, related reasons. IS students attend class once a week to submit work completed and take tests, although they may attend additional days as needed. In addition students are offered a credit recovery program Odysseyware which is web based and individualized to meet specific student needs. This options enables students to earn the maximum amount of credits possible while attending DVHS.</p> <p>At the beginning of the school year all members of the staff are given copies of 504 accommodation plans for each student whose parent has requested one, these plans are reviewed once a year or upon parent request.</p> <p>Due to the small size of our school and the closeness of our staff the instructional staff are in constant communication with our counselor and SPED teacher regarding what accommodations some students may need. The counselor reviews with the students if the accommodations are effective and gives the staff feedback. We offer afterschool tutoring and testing options.</p>	<p>Independent Study Rosters</p> <p>Monthly Attendance Reports</p> <p>Transfer Forms</p> <p>Master Agreement for Independent Study</p> <p>Counselor Interview</p> <p>SPED Interview</p> <p>Staff/Student Interviews</p>

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*



Findings	Supporting Evidence
<p>DVHS serves as an academic intervention for all students enrolled. Once transferred a student and/or parent meets with the site counselor and reviews their current credits and gpa and what needs to be accomplished in order to graduate with a BUHSD diploma.</p> <p>Every six weeks students are assigned classes that they need in order to meet graduation requirements. This includes classes that they have failed in the past and must repeat or electives needed to earn credits. Electives may include IVROP or computerized credit recovery classes taken after the regular school day. Students are provided with a current transcript once the six week grades are posted. Grades, gpa and transcripts can also be accessed through the student/parent portal.</p> <p>The benefit of a small campus is that teachers are in constant contact with the site counselor and/or principal about students who are struggling in their classes. This constant contact leads to immediate student conferences, telephone conferences with parents, or face to face parent conferences where solutions can be discussed.</p> <p>DVHS is a school-wide Title I school so academic, career and personal interventions are provided to all students. Special Education IEPs are held at DVHS with the site principal, counselor and SPED teacher always present.</p> <p>DVHS provides attendance interventions such as a truant officer who makes home visits when a student’s attendance becomes sporadic and the parent can’t be reached; parents of students that are absent or tardy throughout the day receive calls from our parent notification system (ParentLink) twice a day, at 9:00am and 6:00pm. DVHS participates in the district SARB process.</p> <p>All interventions are performed with the intention of having every student recuperate their credits, raise their gpa, become academically successful and eventually graduate from high school.</p>	<p>Master Schedule</p> <p>6 week Grades</p> <p>Transcripts</p> <p>SARB Agenda</p> <p>Home Visit Records</p>

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: Evaluate the school’s effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).



Findings	Supporting Evidence
<p>The DVHS master schedule is based on the needs of the current student population. The master schedule changes after every six week grading period. For example math class sections are offered depending on the need for Integrated Math 1 or 2, English classes sections are offered on the need for English 9, 10, 11 or 12. All students have access to the entire master schedule but their enrollment depends on their academic need.</p> <p>All DVHS teachers are available daily from 1:15pm to 3:00pm for tutoring, academic assistance or to have students come in and complete assignments or make up missed assignments.</p> <p>Students also have the opportunity to enroll in the district’s ROP program in the afternoon. DVHS students have access to the ROP classes at DVHS and BUHS.</p> <p>DVHS utilizes the Odysseyware software for online credit recovery courses. These online credit recovery classes can be completed everyday in the afternoons on campus or at home, if the student has access to the internet.</p> <p>Students who accelerate their credit recuperation have the option to graduate early in their senior year. Students who decide to graduate early have the option to concurrently enroll in the Independent Studies Program in the afternoon.</p> <p>All students at DVHS have access to all classes, interventions and alternative scheduling options.</p>	<p>Master Schedule</p> <p>ROP Attendance Sheets</p> <p>Odysseyware Daily Login Summary</p>

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>DVHS has a Student Leadership Committee that helps plan all activities at DVHS. These activities include spirit weeks, student recognition assemblies, birthday celebrations, staff appreciation days, extended break activities, senior panoramic picture day, graduation ceremony, and Grad Nite fundraisers. This committee</p>	<p>Attendance Sheets</p> <p>Yearbook Photos</p>



<p>work helps students develop responsibility and organization skills.</p> <p>The Aviation Science class has a rocketry club that participates in the National Aviation Rocketry competition. The students must qualify in the top 100 to attend the competition in Washington, D.C. The DVHS club has qualified for the competition four times in the last eight years.</p> <p>The afternoon ROP class at DVHS produces the DVHS yearbook. The class works with Jostens to develop the yearbook on a yearly basis. The students do everything from develop the cover to taking all the pictures and videos that are inserted in the book. The students learn to use the software and divide the yearbook assignments among students in the class.</p> <p>As part of teaching students to become effective communicators, responsible adults and life-long learners DVHS has attempted to instill in our students the desire to become active participants in their community by requiring 15 hours of community service as a graduation requirement. One of the events that many of our students have been involved with is Relay for Life. DVHS students have volunteered to assist with the activities and serve meals.</p>	<p>Panoramic Pictures</p> <p>Community Service Logs</p> <p>Activity Sign-in Sheets</p>
--	--



ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Although DVHS is successful at communicating with parents to attend awards assemblies, open house nights, graduation night, parent/teacher/counselor conferences, IEP and SARB meetings, parental involvement is still an area of growth for DVHS. This critical need is based on having more involvement in school planning and committees where parental input is crucial. DVHS uses a variety of strategies to promote involvement including the Aeries parent portal, our ParentLink phone system, the school website, school mailings, parent conferences and our marquee, however we have not achieved a level of parent participation we are satisfied with.

Through the use of our ROP classes and maintenance crew DVHS has undergone a significant facelift which includes lighting, cameras, beautification of the campus and upgrades in our classrooms. One of the school's greatest assets is the comfortable and safe environment that our students can enjoy everyday. DVHS is a place where students want to attend and do so on a regular basis. The staff at DVHS is also nurturing and truly cares about not only the academic success of each student but their well being also. With this safe, nurturing and productive environment DVHS is able to maintain high expectations of students' behavior and achievements which are celebrated and rewarded regularly.

DVHS does an excellent job of having students reach their academic success and graduate from high school. DVHS provides the academic and personal support the students need to accomplish their goal of a high school diploma. An area where DVHS has to grow is in the preparation of our students to become more college and career ready.



Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Strong academic and personal support for all students
- Caring and nurturing staff
- Variety of communication strategies
- Clean and safe campus
- Strong recognition of student achievements

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- College and Career preparedness of students
- Parental involvement in school meetings and committees
- Collaboration with community organizations



Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

1. Development and implementation of district and course benchmark assessments for all disciplines
2. Develop processes and/or procedures to improve the understanding and involvement of students, parents and other stakeholders in the governance of the school.
3. Parental involvement in school meetings and committees
4. Increase understanding of relationship between academic and career readiness standards
5. Development of a schoolwide assessment result reporting system
6. College and Career preparedness of students
7. Motivating students to become actively involved in their education and preparedness for their postsecondary opportunities.
8. Develop course pacing guides in all courses
9. Maintain ongoing professional development to staff within their specific areas of curricular expertise that is focused on our student population, along with the means to measure its effectiveness.
10. Develop communication system to promote understanding of DVHS to community
11. Development of assessments and data for the new Common Core curriculum
12. Develop curriculum that addresses new CCSS and CR standards, while assisting students in acquiring skills they did not have prior to DVHS
13. Increase implementation of career readiness standards in all content area
14. Collaboration with community organizations
15. Creation and implementation of a College and Career readiness course
16. Increase rigor of curriculum in all content areas.
17. Continue increasing the use of technology in all courses
18. School personnel participation and input on District LCAP process



Chapter V

Schoolwide Action Plan



Chapter 5: Schoolwide Action Plan

Goal #1: Promote and improve academic success for all students

DVHS Critical Need Correlation:

- #1: Implement and evaluate curricular and instructional practices, strategies and assessments that result in increased academic achievement for all students.
- #2: Develop and implement a data analysis system to drive improvement in student achievement, college and career readiness and stakeholder involvement.
- #3: Increase the number of students who are college and career ready.
- #4: Increase communication efforts in order to foster awareness and parental and community involvement

Rationale:

- DVHS students are not at the state mandated level of proficiencies in core subject areas.
- DVHS does not have schoolwide course pacing guides that show student academic expectations
- DVHS has a low percentage of graduates pursuing a post-secondary education.
- DVHS must continue to motivate and assist students in becoming academically successful
- DVHS does not currently have course benchmark assessments
- DVHS must continue to align its curriculum to Common Core State and College/Career Readiness Standards

Supporting Data:

- Scores on the CAASPP
- Lack of current course pacing guides
- Minimal course benchmark assessment
- Students transferring to DVHS with low GPA and credits

Growth Targets:

- DVHS will increase its CAASPP proficiency rates by 1% each year.
- DVHS English Learners will meet or exceed their AMAO growth targets.
- DVHS will increase its graduation rate annually according to State and Federal accountability criteria.
- DVHS will increase the number of students pursuing post-secondary opportunities annually by 5%.
- DVHS will decrease its truancy rate by 5% annually.
- DVHS will increase its attendance rate by 2% annually
- DVHS will develop syllabi and benchmark assessments for all courses

SLO(s) Addressed: Life-Long Learners, Effective Communicators, Responsible Individuals, Postsecondary Opportunities

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Increase staff awareness of the California Assessment of Student Performance and Progress (CAASPP) System 	DVHS Staff District Testing Coordinator	Professional Development Release time for Instructional staff Access to online CAASPP site ICOE trainers & resources Collaboration with BUHS Teachers	Classroom Observations Use of CAASPP Resources: interim & Block assessments	Fall 2017 - Ongoing	CAASPP Interim Block assessment Results CAASPP state assessment results
<ul style="list-style-type: none"> Development of syllabi and pacing guides for all courses 	DVHS Staff District Director of Curriculum & Instruction	Release time for Instructional staff Substitutes Professional Development	Collection of Syllabi and Pacing Guides PD sign in sheets	Fall 2017 - Ongoing	Syllabi and Pacing Guides to: DVHS Principal District Director of curriculum and instruction
<ul style="list-style-type: none"> Develop course benchmark assessments for all courses 	DVHS Staff District Testing Coordinator & Director of Curriculum and Instruction	Release time for Instructional staff Professional Development	Collection of Benchmark Assessments Results of Benchmark Assessments	Fall 2017 – Ongoing	Benchmark Assessments and Results to: DVHS Principal District Director of Curriculum and Instruction

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Introduce staff to College and Career Readiness Standards 	DVHS Staff CTE Instructors IVROP	Professional Development Release time for Instructional staff College and Career Readiness Anchor Standards	Classroom Observations	Fall 2017 – Ongoing	Integration of CCR Anchor Standards to: DVHS Principal
<ul style="list-style-type: none"> Develop a publicity campaign to introduce State Accountability requirements to all stakeholders 	DVHS Staff and students	Design Software Color printer Database of community and family address (mail and email)	Collection of Flyers, phone messages, PSAs, etc. Attendance numbers at publicized events	Summer 2017 - Ongoing	Collection of Marketing Material and Attendance rosters to: DVHS Principal District Personnel
<ul style="list-style-type: none"> Professional Development on updating curriculum to include CCSS and CCRS 	DVHS Staff Trainers Instructional Coaches	Release time for Instructional staff Professional Development Substitutes	Professional Development participation logs	Fall 2016 - Ongoing	PD participation Logs to: DVHS Principal District Director of Curriculum and Instruction

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Increase graduation and attendance rates while decreasing truancy and dropout rates 	DVHS Staff Truant Officer SARB panel Intervention team	Attendance records, graduation check list, district notification system (ParentLink) training, Truant officer daily home visits, parent portal training	Graduation, Attendance, Dropout and Truancy rates Monthly review of progress	Spring 2017 - Ongoing	Monthly & yearly review of rates to: District Superintendent and Management Team

Goal #2: Cultivate and Enrich College and Career Readiness for all students

DVHS Critical Need Correlation:

- #1: Implement and evaluate curricular and instructional practices, strategies and assessments that result in increased academic achievement for all students.
- #2: Develop and implement a data analysis system to drive improvement in student achievement, college and career readiness and stakeholder involvement.
- #3: Increase the number of students who are college and career ready.
- #4: Increase communication efforts in order to foster awareness and parental and community involvement

Rationale:

- DVHS students do not have the college/career information to make informed decisions about their future after graduation.
- DVHS has a low percentage of students pursuing postsecondary opportunities

Supporting Data:

- Lack of knowledge of College and Career Readiness Anchor Standards
- No course specifically for development of employability skills
- Minimal postsecondary opportunity presentations

Growth Targets:

- DVHS will increase the number of students pursuing a post-secondary opportunity annually by 5%.
- DVHS will integrate the College/Career Readiness Anchor standards in courses schoolwide
- DVHS will implement a College and Career Readiness course
- DVHS will increase the amount of College/Career presentations by 3 per year
- DVHS will complete the College and Career Readiness Center

SLO(s) Addressed: Life-Long Learners, Effective Communicators, Responsible Individuals, Postsecondary Opportunities

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Introduce and train staff on College and Career Readiness Anchor Standards 	DVHS Staff CTE teachers IVROP	Collaboration time to review CCR Anchor standards Professional Development on CCR Anchor Standards	Classroom Observations PD sign in sheets	Fall 2017 - Ongoing	Integration of CCR Anchor Standards to: DVHS Principal
<ul style="list-style-type: none"> Develop and implement a College/Career Readiness course 	DVHS teacher CTE teachers IVROP	Professional Development on “Career Choices” curriculum Release time for curriculum planning Textbook and supplemental materials for course including access and licenses to online component	Completion and Implementation of course into DVHS master schedule	Training Fall 2017 Integration into master Schedule – Sprint 2018	Course Description and curriculum to: DVHS Principal BUHSD Superintendent and Board for course approval
<ul style="list-style-type: none"> Increase presentations relating to College and Career options 	DVHS Staff	Development of list and database of Community organizations and Businesses Presentation equipment: LCD Projector, computer, screen, Speakers, clicker.	Record of number of presentations per year	Fall 2017 - Ongoing	Schedule and sign in sheets to: DVHS Principal and Counselor

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Complete and utilize College and Career Readiness Center 	Principal Counselor BUHSD Maintenance Department	Installation of presentation equipment: LCD projector, screen, speakers Advertisement of availability of center Employee to man the center on off hours	Sign in records Number of Presentations per year	Spring 2017-Ongoing	Completion work Order to: DVHS Principal Schedule and sign in sheets to: DVHS Principal and Counselor
<ul style="list-style-type: none"> Create and implement post graduate student survey 	DVHS Staff District Technology Staff	Professional Development on GAFE: forms and sheets Access to graduate student's addresses and email accounts	Completion of surveys Analysis of survey results	Fall 2017 - Ongoing	Completed Surveys to: DVHS Principal Survey results to: DVHS Staff
<ul style="list-style-type: none"> Increase collaboration with postsecondary agencies 	Principal Counselor	Development of networking database Release time to meet with agencies Development of site information to provide agencies	Meeting logs Record of agencies on site Records of students meeting with agencies	Spring 2017 - Ongoing	Networking meeting logs to: DVHS Principal and staff Student meeting rosters to: DVHS Principal and Counselor

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Increase student's employability skills 	DVHS Staff CCR Course Instructor IVROP	Colle/Career Readiness course Professional Development on CCR Anchor Standards Presentations from IVROP and/or employment agencies Job Readiness Certificate Online career interest inventory (COPSystem)	Documentation of students receiving training/workshops on skill building	Spring 2017-Ongoing	Workshop schedules to: DVHS Staff Student completion logs to: DVHS Counselor

Goal #3: Expand stakeholder involvement and input

DVHS Critical Need Correlation:

- #1: Implement and evaluate curricular and instructional practices, strategies and assessments that result in increased academic achievement for all students.
- #2: Develop and implement a data analysis system to drive improvement in student achievement, college and career readiness and stakeholder involvement.
- #3: Increase the number of students who are college and career ready.
- #4: Increase communication efforts in order to foster awareness and parental and community involvement

Rationale:

- DVHS has low parental involvement in non-academic type activities
- DVHS has minimal interaction with community organizations

Supporting Data:

- Lack of parental participation in School Site Council, DLAC, LCAP meetings
- Lack of community involvement with DVHS

Growth Targets:

- Establish a baseline and increase parental involvement by 10% annually
- Increase community involvement by 10% annually

SLO(s) Addressed: Life-Long Learners, Effective Communicators, Responsible Individuals, Postsecondary Opportunities

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Develop and disseminate family needs surveys 	Principal Counselor	Professional Development on GAFE: forms and sheets Personnel time to create surveys and analyze results SIS Database (Aeries), ParentLink, Website, social media accounts	Creation of surveys Analysis of survey results Record of total number of surveys utilized	Summer 2017 - Ongoing	Completed surveys to: DVHS Principal Survey results to: DVHS Staff
<ul style="list-style-type: none"> Provide monthly parent workshops on identified needs 	DVHS Staff and students Community Organizations District Personnel	Personnel time to hold workshops Materials needed based on workshop theme Community Organization presenters SIS Database (Aeries), ParentLink, Website, social media accounts	Record of total number of workshops Sign in sheets	Spring 2017 - Ongoing	Workshop schedule to: DVHS Staff and District Administration Workshop sign in records to: DVHS Principal and Counselor
<ul style="list-style-type: none"> Increase collaboration and planning of activities with community agencies 	DVHS Staff and students	Research community organizations Transportation of students to Meeting with organizations Schedule of events/activities	Report on contacts and meeting Report on activities held Schedule of activities	Spring 2017 - Ongoing	Networking meeting logs to: DVHS Principal and staff Student meeting rosters to: DVHS Principal and Counselor

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> Implement incentive program for stakeholder involvement 	DVHS Staff and students Business Office	Funds to purchase incentives Donations to purchase incentives Communication system to communicate incentives to stakeholders	Record of increase in Stakeholder Involvement List of Incentives	Fall 2017 - Ongoing	Incentive list to: DVHS Principal & Business Office Activity sign in sheet to: DVHS Principal
<ul style="list-style-type: none"> Increase communication with stakeholders utilizing social media 	DVHS Staff and students BUHSD Tech staff	Professional Development on the use of social media tools: Facebook, Twitter, website, Instagram, ParentLink, phone app, etc.	Review of messages send by social media Increase in number of responses due to social media use	Fall 2017 - Ongoing	List of messages being utilized to: DVHS Principal Reports on increased online traffic to: DVHS Staff

Goal #4: Develop and implement a data analysis system to drive schoolwide improvement

DVHS Critical Need Correlation:

- #1: Implement and evaluate curricular and instructional practices, strategies and assessments that result in increased academic achievement for all students.
- #2: Develop and implement a data analysis system to drive improvement in student achievement, college and career readiness and stakeholder involvement.
- #3: Increase the number of students who are college and career ready.
- #4: Increase communication efforts in order to foster awareness and parental and community involvement

Rationale:

- DVHS has no system to track data
- DVHS has minimal course benchmark assessments
- DVHS staff is not familiar with the current State Accountability matrix

Supporting Data:

- DVHS has no system to track data
- DVHS has minimal course benchmark assessments
- DVHS staff is not familiar with the current State Accountability matrix

Growth Targets:

- Implementation of District data collection resources
- Increase the creation and implementation of course benchmark assessments by 20% annually
- Become proficient with the use of the State Accountability Matrix data to measure success and/or needed interventions

SLO(s) Addressed: Life-Long Learners, Effective Communicators, Responsible Individuals, Postsecondary Opportunities

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> DVHS staff will be trained in current BUHSD data collection programs 	DVHS Staff District Data Personnel Director of Curriculum and Instruction	Professional Development on data collecting programs (Illuminate, Aeries Analytics, etc.). Collaboration time	PD sign in sheets Report on use of data collection resources	Fall 2017 - Ongoing	PD sign in sheets to: DVHS Principal District personnel Usage reports to: DVHS Principal
<ul style="list-style-type: none"> Develop and implement data collection procedures to drive schoolwide improvement 	DVHS Staff BUHS District Personnel State Accountability requirements	Research state accountability requirements to determine what data need to be collected Collaboration between DVHS staff and BUHS District personnel to research best data collection system to use Professional Development on use of agreed upon system	Results of research Actual development of data collection system Results from utilizing data collection system	Summer 2017 - Ongoing	Data collection system to be utilized to: District Admin Usage reports to: DVHS Principal District Admin
<ul style="list-style-type: none"> DVHS will create course benchmarks 	DVHS Staff District Testing Coordinator & Director of Curriculum and Instruction	Release time for Instructional staff Professional Development	Collection of Benchmark Assessments Results of Benchmark Assessments	Fall 2017 - Ongoing	Benchmark Assessments and Results to: DVHS Principal District Director of Curriculum and Instruction

Tasks	Responsible Person(s) Involved	Resources Needed	Means to Assess Improvement	Timeline	Reporting
<ul style="list-style-type: none"> DVHS staff will become proficient on the State Accountability Matrix and its requirements 	DVHS Staff BUHS District personnel	Training on State Accountability Matrix (ongoing as it continues to be revised) Staff and District Collaboration time	PD sign in sheets Individual and whole staff meetings	Fall 2017 - Ongoing	PD sign in sheets to: DVHS Principal

Desert Valley High School WASC Self-Study Glossary of terms

WASC Glossary:

ASVAB: Armed Services Vocational Aptitude Battery
BUHS: Brawley Union High School
BUHSD: Brawley Union High School District
CCR: College and Career Readiness
CCSS: California Common Core State Standards
COPSystem: Career Occupational Preference System
COW: Chromebooks on Wheels
CTE: Career Technical Education
DAIT: District Assessment and Intervention Team
DELAC: District English Language Advisory Committee
DSLTL: District School Leadership Team
DVHS: Desert Valley High School
ELA: English-Language Arts
FAFSA: Free Financial Aid Student Application
FRC: Family Resource Center
GAFE: Google Apps for Education
ICOE: Imperial County Office of Education
LEA: Local Education Agency (the District)
NGSS: Next Generation Science Standards
PD: Professional Development
ROP/IVROP: Imperial County Regional Occupational Program
SLOs: Schoolwide Learner Outcomes
SPED: Special Education
SPSA: Single Plan for Student Achievement
SSC: School Site Council
SWD: Students with disabilities



Desert Valley High School

Appendices:

1. Brawley Union High School District Vision/Mission statements, Goals, Core Values and Beliefs
2. Desert Valley High School Vision/Mission statements and Schoolwide Learner Outcomes
3. DVHS 2016-17 School Calendar and Bell Schedule
4. DVHS Single Plan for Student Achievement
5. DVHS School Accountability Report Card
6. DVHS Master Schedules
7. DVHS Graduation Check List
8. Odysseyware Course Listing
9. DVHS 2013-14 School Quality Snapshot
10. BUHSD 2016-17 Professional Development Plan
11. BUHSD 2016-17 Overview of Professional Development Dates
12. BUHSD Professional Development Schedule
13. Desert Valley High School website: www.brawleyhigh.org/dvhs
14. BUHSD LCAP webpage: www.brawleyhigh.org/lcap
15. DVHS Named "Model Continuation High School":
<http://www.cde.ca.gov/nr/ne/yr14/yr14rel19.asp>

Brawley Union High School District

2016-2017

District Vision Statement

To prepare students to become productive global citizens.

District Mission Statement

To provide a student centered, safe and secure learning environment for all, focused on academic achievement through high quality instruction.

Strategic Goals

- Increase the educational achievement of all of our students
- Increase college and career readiness
- Close achievement gaps
- Provide a positive school climate
- Improve communication efforts among stakeholders
- Ensure a safe and orderly environment

Core Values and Beliefs

We all belong to the Brawley Union High School District family. Our core values and beliefs are rooted in:

- Excellence in learning, in teaching and in service to our students
- Equity in access, resource allocation and educational opportunities
- Engagement with students, families and our community
- Enrichment in curricular and extracurricular offerings and activities

Desert Valley Scorpions

Mission Statement

To provide a learning environment in a safe and supportive setting, which encourages positive and responsible relationships so students can re-establish their academic, personal, and career objectives, which will enable students to identify and achieve their current and post-secondary goals.

Vision Statement

Desert Valley High School embraces the belief that we must endeavor to create an educational climate in which all students are given the opportunity to develop their full academic and personal potential.

Desert Valley High School provides a structured academic program that enables students to obtain a high school diploma and prepare for their post-secondary choices. The school focuses on individual needs, provides standard-based curriculum, and the building of a positive self-concept. Students are encouraged to improve their attendance, stretch their academic limits, and develop a positive attitude.

School-wide Learner Outcomes

STUDENTS WILL BECOME EFFECTIVE COMMUNICATORS:

- Demonstrating proficiency in written, oral and visual communications
- Receiving and interpreting information through reading and listening
- Contributing and functioning in various group settings
- Communicating effectively through the appropriate use of multimedia and technology

STUDENTS WILL BECOME RESPONSIBLE INDIVIDUALS:

- Understanding and respecting diversity
- Making a positive contribution to school and community
- Demonstrating honest, ethical and courteous behavior
- Making wise choices that promote a healthy lifestyle

STUDENTS WILL BECOME SELF-DIRECTED LIFE-LONG LEARNERS

- Setting priorities and achievable personal, academic and career goals
- Seeking and utilizing resources to demonstrate mastery of content
- Utilizing critical thinking to solve problems
- Recognizing personal needs and utilizing supplemental services

STUDENTS WILL BECOME PREPARED FOR POST-SECONDARY OPPORTUNITIES

- Acquiring employability skills
- Researching personal interest, skills and abilities
- Utilizing research to plan and prepare for post-secondary options
- Prioritizing and monitoring progress towards personal goals



2016-2017 SCHOOL CALENDAR

1 st Semester		2 nd Semester	
Day	Event	Day	Event
August 17	1 st Day for Teachers	January 2	Staff Development
August 17-19	Staff Development	January 3	School resumes
August 22	1 st Day of Classes	January 16	No School (Holiday)
September 5	No School (Holiday)	February 13	No School (Holiday)
September 15	Back to School Night	February 17	End of 4 th Grading Period
September 30	End of 1 st Grading Period	February 20	No School (Holiday)
November 10	End of 2 nd Grading Period	March 3	No School (Staff Dev)
November 11	No School (Holiday)	April 7	End of 5 th Grading Period
November 18	Minimum Day	April 13	Minimum Day
November 21-25	Thanksgiving Break	April 14-April 21	Spring Break
December 16	End of 3 rd Grading Period	May 29	No School (Holiday)
December 19-30	Winter Break	June 7	Graduation

2016-2017 BELL SCHEDULE

Daily Class Schedule

SCHOOL STARTS AT 8:10AM

Period	Warning	Tardy	Dismissal
1		8:10	8:50
2		8:52	9:32
3		9:34	10:14
BREAK		10:14	10:19
4		10:21	11:01
5		11:03	11:43
6		11:45	12:25
ROP		1:20	4:20

Single Plan for Student Achievement

Desert Valley High School
“Model Continuation High School”

**Brawley Union High School
District**



School: Desert Valley High School

District: Brawley Union High School District

County-District School (CDS) Code: 13-63081-1331404

Principal: Antonio Munguia

Date of this revision: August 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Antonio Munguia

Position: Principal

Telephone Number: (760) 312-5110

Address: 480 N. Imperial Ave., Brawley, CA 92227

E-mail Address: tmunguia@brawleyhigh.org

The District Governing Board approved this revision of the SPSA on 9/14/16

Table of Contents

School Information	2
2015-16 CAASPP Results	4
Graduation Rates	8
Drop Out Rates	9
Suspension Rates	10
Planned Improvements in Student Performance	11
Programs Included in This Plan	21
School Site Council Membership	24
Recommendations and Assurances	25

African American	<u>1</u>	Hispanic	<u>168</u>
American Indian or Alaska Native	_____	Pacific Islander	_____
Asian	_____	White, not Hispanic	<u>9</u>
Filipino	_____	Multiple or no Response	_____

State Assessments Utilized: (✓) Check All That Apply

CST CAPA _____ CELDT SBAC

Other Assessments Utilized: (✓) Check All That Apply

PSA SAT CHSP ASVA
T E B

WASC Information

Date WASC 6/2011 Number of Years
Granted Accredited 6

Number of 2015–16 students concurrently enrolled or participating in each of the following:

Traditional High School	<u>2</u>	Community Service	<u>164</u>
Adult Education	<u>5</u>	Community College	<u>6</u>
ROP/C	<u>57</u>	Work Experience	<u>37</u>
Independent Study	<u>5</u>	Other (indicate)	_____

Desert Valley High School – School Information

Total Certificated Staff	<u>10</u>	Average Enrollment (Previous Year)	<u>177</u>
P2 (Previous Year)	<u>167</u>	Percentage	<u>94.4 %</u>

Administrators	<u>1</u>	Counselors	<u>1</u>	Staff	<u>0</u>
Support Staff	<u>2</u>	Teachers	<u>8</u>		

B

· Student-teacher staffing ratio (Enter Numbers)

S

Students 177 to Teachers 8

Number of Students Who:

Graduated from school in 2015–16	<u>64</u>
Returned to traditional high school	<u>26 (All graduated)</u>
Transferred to other alternative program	<u>9 (Five graduated – Adult Education)</u>

Basis for Credit: (✓) Check All That Apply

Seat time	Productive hours	Competency
-----------	------------------	------------

Credits required to graduate from continuation high school	<u>220</u>
Credits required to graduate from traditional high school	<u>220</u>

Percentage of Students Who Were:

Involuntary transfers to the school in 2015–16	<u>0 %</u>
Percentage of district students enrolled in continuation education schools	<u>10 %</u>

School Ethnicity: Data Provided to California Basic Educational Data System for 2015–16



California Assessment of
Student Performance and Progress

2015-2016 Desert Valley Results

ELA	District	BUHS	DVHS
# of students enrolled	508	392	114
# tested	490	378	110
Standard Exceeded	9%	12%	1%
Standard Met	27%	29%	20%
Standard Nearly Met	34%	34%	31%
Standard Not Met	30%	24%	48%
Mean Scale Score	2546.9	2560	2503

MATH	District	BUHS	DVHS
# of students enrolled	508	392	114
# tested	494	382	110
Standard Exceeded	2%	3%	0%

Standard Met	13%	17%	0%
Standard Nearly Met	24%	28%	11%
Standard Not Met	61%	52%	89%
Mean Scale Score	2516.3	2535.9	2450.6

ELA	English Learners			Fluent-English Proficient & Eng Only		
	District	BUHS	DVHS	District	BUHS	DVHS
# of students enrolled	114	80	34	392	310	80
# tested	104	73	31	386	305	79
Standard Exceeded	1%	1%	0%	12%	14%	1%
Standard Met	12%	14%	6%	31%	33%	25%
Standard Nearly Met	29%	36%	13%	35%	34%	38%
Standard Not Met	59%	49%	81%	22%	18%	35%
Mean Scale Score	2483.3	2495.5	2454.7	2564	2575.5	2522

MATH	English Learners			Fluent-English Proficient & Eng Only		
	District	BUHS	DVHS	District	BUHS	DVHS
# of students enrolled	114	80	34	392	310	80
# tested	107	76	31	386	305	79
Standard Exceeded	0%	0%	0%	3%	4%	0%
Standard Met	2%	3%	0%	16%	21%	0%
Standard Nearly Met	11%	15%	3%	27%	30%	14%
Standard Not Met	87%	83%	97%	54%	45%	86%
Mean Scale Score	2453.1	2469.4	2413.5	2533.6	2552.2	2465.1

ELA	District		BUHS		DVHS	
	Female	Male	Female	Male	Female	Male
# of students enrolled	234	274	197	195	36	78
# tested	226	264	191	187	34	76
Standard Exceeded	11%	8%	13%	11%	0%	1%
Standard Met	30%	25%	31%	27%	24%	18%
Standard Nearly Met	40%	28%	41%	28%	32%	30%
Standard Not Met	19%	39%	15%	34%	44%	50%
Mean Scale Score	2566.2	2530.4	2576.1	2543.6	2510.4	2499.8

MATH	District		BUHS		DVHS	
	Female	Male	Female	Male	Female	Male
# of students enrolled	234	274	197	195	36	78
# tested	228	266	193	189	34	76
Standard Exceeded	1%	3%	2	5%	0%	0%
Standard Met	11%	15%	14	21%	0%	0%
Standard Nearly Met	30%	19%	33	22%	9%	12%
Standard Not Met	58%	63%	52	53%	91%	88%
Mean Scale Score	2519.9	2513.2	2535.4	2536.4	2432.7	2458.6

2016-17

2015-16

ELA	2016-17		2015-16	
	District	DVHS	District	DVHS
# of students enrolled	508	114	442	112
# tested	490	110	417	92
Standard Exceeded	9%	1%	6%	1%
Standard Met	27%	20%	24%	12%
Standard Nearly Met	34%	31%	37%	35%
Standard Not Met	30%	48%	33%	51%
Mean Scale Score	2546.9	2503	2534.7	2495.1

2016-17

2015-16

MATH	2016-17		2015-16	
	District	DVHS	District	DVHS
# of students enrolled	508	114	442	112
# tested	494	110	406	95
Standard Exceeded	2%	0%	2%	0%
Standard Met	13%	0%	11%	0%
Standard Nearly Met	24%	11%	32%	33%
Standard Not Met	61%	89%	55%	67%
Mean Scale Score	2516.3	2450.6	2522.9	2458.3

Cohort Graduation Rate Five Years of Data

District	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	13-14 vs 14-15 difference
State of California	77.1	78.9	80.4	81	82.3	1.3
Imperial County	83.8	82.8	83.1	82	85	3
Brawley Union High School District	87.7	89.3	93	93	96	3
Brawley Union High School	91	92.6	96.5	96.7	97.8	1.1
Desert Valley High School	<u>76</u>	<u>75.6</u>	<u>75</u>	<u>72.7</u>	<u>86.7</u>	<u>14</u>

Source: DataQuest

Graduation Rate

The graduation rate indicates the percent of students who started in grade 9 and met all of the requirements for graduation in four years

Cohort Dropout Rate Five Years of Data

A Negative
Number is a good
thing

District	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Difference
California-Statewide	14.7	13.1	11.4	11.5	10.7	-3.2
Imperial County- County Wide	9.4	9.6	9.0	9.3	7.7	-0.1
Brawley Union High School District	10.3	8.2	8.9	5.4	2.9	-2.5
Brawley Union High School	8.2	6.5	3.5	3.3	1.9	-1.4
<i>Desert Valley High School</i>	<u>17.9</u>	<u>15.4</u>	<u>18.1</u>	<u>16.7</u>	<u>8.0</u>	<u>-8.7</u>

Source: DataQuest

Suspension Rates 4 Years of Data

A Negative
Number is a good
thing

Name of District	2011-2012	2012-2013	2013-2014	2014-2015	Difference
Brawley Union High School District	13.3	11.3	9.4	6.8	-2.6
Brawley Union High School	12.5	10	8.2	6.6	-1.4
Desert Valley High School	12.1	21.4	12.5	5.2	-7.3
Ranocostas	8.9	25	7.1	0	-7.1
Impaired County - Countywide	11.3	9.3	5.4	3.9	-1.5
California - Statewide	5.7	5.1	4.4	3.8	-0.6

Source: DataQuest

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL: Develop a comprehensive core and support program to assist in increasing student achievement.
SCHOOL GOAL: DVHS/Renaissance are committed to attaining proficiency on CAASPP by increasing our proficiency rates by 5% each year.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
DVHS/Renaissance will analyze the CAASPP and CST Life Science assessment results to determine areas of need.	The findings from this data show that DVHS/Renaissance need to improve student performance in English language arts, mathematics and 10 th grade Life Science.	DVHS/Renaissance will evaluate progress of this goal through providing students several opportunities to experience interim and block assessments in order to guide instruction based on results from these assessments. DVHS/Renaissance will review 2017 SBAC results.

STRATEGY: BUHSD will develop and implement content area professional development for all teachers.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Participate in district content specific professional development opportunities established by the district	District Director of Curriculum, Site Principal, District Resource Teacher	DVHS/Renaissance will be provided with yearly content area professional development schedule and will be allowed release time to participate throughout the 2016-2017 school year. Yearly	\$ 5,000.00
Content area subject	Site Principal,	DVHS/Renaissance will participate in the District's	

<p>teacher participation in the district textbook adoption process.</p>	<p>Teachers, District Resource Teacher</p>	<p>rotational textbook adoption schedule and receive the supplemental resource/materials and training that come with newly adopted textbooks.</p> <p>Yearly</p>	<p>\$ 3,000.00</p>
<p>SBAC Interim and block assessments will be utilized</p>	<p>Site Principal, District Testing Coordinator, content area teachers</p>	<p>Throughout the school year juniors will participate in a SBAC preparation class that utilizes the SBAC Interim/block assessments and site technology facility.</p> <p>Yearly</p>	<p>\$ 3,000.00</p>
<p>Department instructional staff collaboration Opportunities</p>	<p>Site Principal, District Director of Curriculum</p>	<p>DVHS/Renaissance instructional staff will be provided release time to collaborate with grade level colleagues and departments from BUHS to plan for CCSS implementation.</p> <p>Yearly</p>	<p>\$ 3,000.00</p>

STRATEGY: DVHS/Renaissance will develop and sustain a cross curricular writing and speaking program

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Development, implementation and sustain a cross curricular writing program.	Site Principal, District Director of Curriculum, District Resource Teacher, site instructors	DVHS/Renaissance writing assignments will be developed and implemented which cross over content area subjects. Yearly	
Professional development in the areas of writing and public speaking.	Site Principal	DVHS/Renaissance instructors will participate in professional development opportunities in best practices for teaching writing and public speaking. Yearly	\$ 3,000.00

STRATEGY: District will create and implement district-wide benchmark assessments aligned to CAASPP in core subjects

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Development and implementation of benchmark assessments that are aligned to state testing in English and math.	Site Principal, District Director of Curriculum, District Testing Coordinator, Site Teachers	DVHS/Renaissance teachers in English and math will participate in the development of benchmark assessments. These benchmark assessments will be administered at least once per every three grading periods. Bi-Annually	\$ 5,000.00

LEA GOAL: The district will facilitate academic support programs school-wide for English Learners to assist them in meeting state mandated targets and closing achievement gaps.

SCHOOL GOAL: DVHS/Renaissance will increase English Learner proficiency levels in order to meet AMAO targets.

<p>What data did you use to form this goal?</p> <p>AMAO and district data over the course of the last several years.</p>	<p>What were the findings from the analysis of this data?</p> <p>Data analysis showed that all groups met AMAO targets with the exception of the students who have been in the US less than five years. Those students did not meet their proficiency target in AMAO 2.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>DVHS/Renaissance will evaluate the progress of this goal with several benchmarks throughout the year as well as analyze AMAO results annually.</p>
---	--	---

STRATEGY: DVHS/Renaissance will target language development interventions school-wide for all English Learners.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
English Learner Instructional Strategy Professional Development	Site Principal, Director of Projects, DVHS/Renaissance teaching staff	DVHS/Renaissance staff will participate in district and/or site level professional development focused on implementing English Learner strategies school-wide. Yearly	\$ 5,000.00
Review student placement and reclassification	Site Principal, Site Counselor, Director of Projects	DVHS/Renaissance staff will review English Learner class placement at each grading period. DVHS/Renaissance staff will review English Learner reclassification criteria and its application to our students. Yearly	

LEA GOAL: The district will facilitate an increase in college and career readiness.

SCHOOL GOAL: DVHS will increase its post-secondary enrollment data as well as increase its CTE course pathway completion rate.

How will the school evaluate the progress of this goal?

DVHS will monitor transcripts at the conclusion of each grading period in order to ensure students are progressing towards being prepared for their post-secondary education.

DVHS will disseminate CTE Career Path information to students and increase their enrollment/completion of CTE courses and pathways.

What were the findings from the analysis of this data?

DVHS needs to increase the number of students who are "ready" for college and are enrolling in post-secondary institutions and increase the number of students who complete a CTE pathway.

What data did you use to form this goal?

DVHS used accuplacer results, transcript analysis, post-graduate surveys and CTE completion data in order to determine our need.

STRATEGY: DVHS will create and maintain a College and Career center in order to better assist students in gathering college and career information.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Utilization of a College and Career Readiness Center during the 2016-2017 school year.	Site Principal, Site counselor, District Director or Maintenance and Operations	Building at DVHS will be converted to College and Career Readiness Center. New CCRC will be supplied with new furniture and technology equipment. New CCRC support activities will be advertised to students, parents and community 2016-2017 School Year	\$ 13,340.00

STRATEGY: DVHS will research and pursue increasing its A-G and CTE course offerings.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source

		(Itemize for Each Source)
Increase of A-G and CTE course offerings	Site Principal, CTE Coordinator, District Director of Curriculum	<p>Research will be conducted to add DVHS to the University of California A-G institution list.</p> <p>DVHS will research new A-G courses that can be added to regular school master schedule.</p> <p>DVHS will research the addition of CTE courses to its regular and afterschool course offerings.</p>

STRATEGY: DVHS/Renaissance will assist all students in researching post-secondary careers.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Implementation of a Career Interest Inventory to all students	Site Principal and Counselor	<p>All DVHS/Renaissance students will complete a COPSsystem Career Management Package and have the results interpreted to them.</p> <p>Yearly</p>	\$ 2,500.00

LEA GOAL: The district will establish a school climate that encourages attendance, positive behavior and increased academic success.

SCHOOL GOAL: DVHS will increase attendance and graduation rates and decrease drop out, suspension and expulsion rates by 1% yearly.

<p>What data did you use to form this goal?</p> <p>DVHS/Renaissance used an analysis of state released data regarding attendance, graduation, suspension, expulsion and drop out results.</p>	<p>What were the findings from the analysis of this data?</p> <p>DVHS/Renaissance maintain a good overall rates and will work towards increasing graduation rates, and decreasing chronic absenteeism, drop outs, suspensions and expulsions</p>	<p>How will the school evaluate the progress of this goal?</p> <p>DVHS/Renaissance will evaluate the progress of this goal through the analysis of state reporting data and its participation in the District Intervention Team.</p>
--	---	---

STRATEGY: DVHS/Renaissance will establish and maintain a systemic support system to ensure attendance and chronic absenteeism decrease by 1% on a yearly basis.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Parental notification of student absences and tardies.</p>	<p>Site instructional staff, ParentLink notification system, Site secretary, counselor, principal</p>	<p>Parent/Guardians will be notified twice a day when student is absent or tardy on any given school day.</p> <p>Daily</p>	
<p>Parent conferences to discuss excessive excused and/or unexcused absences</p>	<p>Site Principal and counselor</p>	<p>Site counselor and/or principal will hold parent conferences when a student is showing excessive absences (excused or unexcused).</p> <p>As needed throughout the year</p>	
<p>Participation in District SARB process</p>	<p>Site Counselor and Secretary</p>	<p>Site counselor will be a member of the District SARB team and recommend DVHS/Renaissance students to SARB when necessary.</p>	

		Monthly – SARB meetings	
Participation in District Intervention Team.	Site Counselor and Principal	DVHS/Renaissance will be members of the District Intervention Team which will discuss “At-Risk” students and strategies to assist them. Yearly – as needed	

STRATEGY: DVHS/Renaissance will establish and maintain a systemic support system to ensure that suspensions and expulsions decrease by 1% on a yearly basis.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Research implementation of Restorative School Discipline Techniques	Site Principal and Counselor	DVHS administrative and support personnel will research and receive training in implementing restorative discipline, as an alternative to suspensions and expulsions, at DVHS and Renaissance. During 2016-2017 school year	\$ 2,000.00
Additional supervision to its campuses.	Site Principal	A campus supervisor will be assigned to the DVHS and Renaissance campuses to provide extra monitoring to prevent incidents from getting to a suspendable or expellable level. 2016-2017 school year	\$ 5,000.00
STRATEGY: DVHS will establish and maintain a systemic support system to ensure that graduation rates increase and dropout rates decrease by 1% on a yearly basis.			

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
-------------	-----------------------	-----------	-------------------------

			(Itemize for Each Source)
Ongoing Individual Completion Plan for each student	Site Principal and Counselor	Every student at DVHS/Renaissance will be provided with an updated Individual Completion Plan at the end of every 2 grading periods as juniors and at the end of each grading period as Seniors. Every 2 months during school year	\$ 9,000.00
Updated graduation status conferences as needed.	Site Principal and Counselor	DVHS/Renaissance will provide parents/guardians with graduation conferences when requested by parents or when deemed necessary by counselor/principal. Throughout year as needed	

LEA GOAL: The district will streamline communication efforts amongst stakeholders in order to foster awareness and parent involvement

SCHOOL GOAL: DVHS/Renaissance will increase parent involvement by 5% annually

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
DVHS/Renaissance analyzed parent participation in school events and attendance at parent committees as well as their contributions toward data driven decision making.	DVHS/Renaissance need to increase parent involvement in school activities and committees to gain greater parental input.	DVHS will track and analyze parent involvement at activities, meetings and surveys to determine the increase in parental involvement and plan strategies accordingly.

STRATEGY: DVHS will invest in various multi/social media resources in order to effectively communicate school events to all parents.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Increase daily communication efforts to parents	Site Principal and Counselor	DVHS/Renaissance will utilize the ParentLink notification system to communicate daily and weekly activities, events, absences and special announcements to parents/guardians. Yearly	\$ 3,000.00
Initiate the use of social media.	Site Principal and Counselor	DVHS/Renaissance will initialize and utilize tweeter, Facebook and the District mobile App to communicate with parents and community. Yearly	

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fq/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

Revised September 2015

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
	List and Describe Other State or Local Funds: Supplemental Concentration	\$ 15,000	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$ 15,000	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation: Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 42,829	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality	\$	<input type="checkbox"/>

Purpose: Improve and increase the number of highly qualified teachers and principals		
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students: Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$ 4,011.00	Title III funds may not be consolidated as part of a SWP
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$	
Total amount of state and federal categorical funds allocated to this school	\$ 46,840	

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

² EC Section 52852

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Antonio Munguia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Danny Tomboc	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kevin Shaffer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Favela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
David Mendez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Paula Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- | | |
|--|-----------|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee | Signature |
| <input type="checkbox"/> Special Education Advisory Committee | Signature |
| <input type="checkbox"/> Gifted and Talented Education Advisory Committee | Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | Signature |
| <input type="checkbox"/> Other committees established by the school or district (list) | Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: September 7, 2016.

Attested:

Antonio Munguia
Typed name of School Principal

Signature of School Principal

Date

Danny Tomboc
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

SARC



OUR
MESSAGE



OUR
SCHOOL



OUR
TEACHERS

Desert Valley High School

2014-15
School Accountability Report Card
Published in 2015-16

Mr. Antonio Munguia
Principal
tmunguia@brawleyhigh.org

104 West Magnolia Street
Brawley, CA 92227

Grades: 9-12
Phone: (760) 312-5100
www.brawleyhigh.org

CDS Code: 13-63081-1331354

Para español, visita:
www.brawleyhigh.org

School Mission Statement

The mission of Desert Valley High School is to provide opportunities to all students to meet the requirements needed to graduate as well as create an atmosphere and model the behaviors needed for students to become responsible citizens in their community.

Principal's Message

We are proud of Desert Valley High School's role in educating the students of Brawley Union High School District. Some students fall behind in credits or grade point average, have attendance problems, or require a small school and classroom environment. The teachers and staff at Desert Valley are able to provide students the attention and support the students may require at a crucial period in their lives. Students, however, still have to do their part (i.e., pay attention, study, complete homework, behave and learn).

Desert Valley High School's mission is to provide all students the opportunity to meet graduation requirements, to create a positive educational atmosphere, and to model the behaviors needed for students to become responsible citizens in their community. Our mission is driven by a caring and committed staff and with the commitment of our stakeholders in the community.

Parental Involvement

Desert Valley High School is committed to promoting parent, community and business partnerships that are conducive to the following:

- Involving parents in their child's education
- Fostering shared responsibility among students, parents and staff
- Linking families with school and community resources
- Encouraging broad-based representation in the decision-making process

Parent involvement is key in promoting student achievement at Desert Valley High School. Parents are regularly informed of student progress and attendance through telephone conversations; the Principal's Monthly Newsletter; an Individualized Education Program for students with special needs; and notes from teachers, counselors, office staff, and administration. All parents are invited to participate in their student's curricular plan through academic advisement. The counseling department maintains an open-door policy for parents to seek information and assistance regarding their students. Parents and other community members sit on the annual Senior Boards for the Senior Portfolio.

Additionally, community meetings are frequently held as a means to inform parents and community members about:

- Senior Portfolio
- School safety
- BUHSD Board meetings
- Financial-aid planning
- Accreditation process

For more information on how to become involved with the school, contact Principal Antonio Munguia at (760) 312-5110 or tmunguia@brawleyhigh.org.

Professional Development

The major areas of focus for staff development include curriculum and instruction, school discipline and safety, technology, student assessment and data analysis, student support services, and school-site accountability.

The methods used to deliver professional development involve staff-development days, department and collaboration meetings, and grade-level and course-subject area meetings. Teachers are supported during the implementation through staff meetings, teacher-administrator meetings, student-performance data analysis and reporting. The district also participates in professional development opportunities provided through Pivot Learning Partners.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Governing Board

Gabriel Contreras

Board President

Ralph Fernandez

Board Vice-President

Carol Sassie

Clerk of the Board

Rosendo (Rusty) Garcia

Trustee

Patricia Wilson

Trustee

District Mission Statement

Our mission is to provide a safe and secure learning environment for all students, focusing on student achievement through high-quality instruction. This will be accomplished through a shared commitment by the board, staff and community.

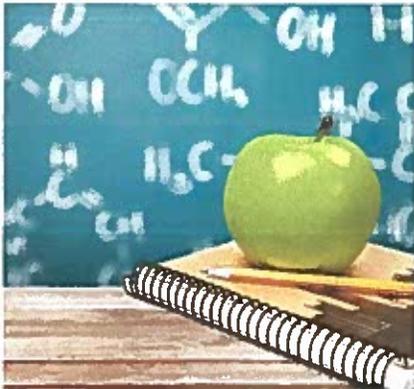
District Vision Statement

To prepare students to become productive citizens, the Board of Education is committed to increasing student achievement through the implementation of standards-based instructional programs delivered by a high-quality staff and clearly identified performance benchmarks.

Professional Development Days

Three-Year Data

	2013-14	2014-15	2015-16
Desert Valley HS	3 days	3 days	3 days

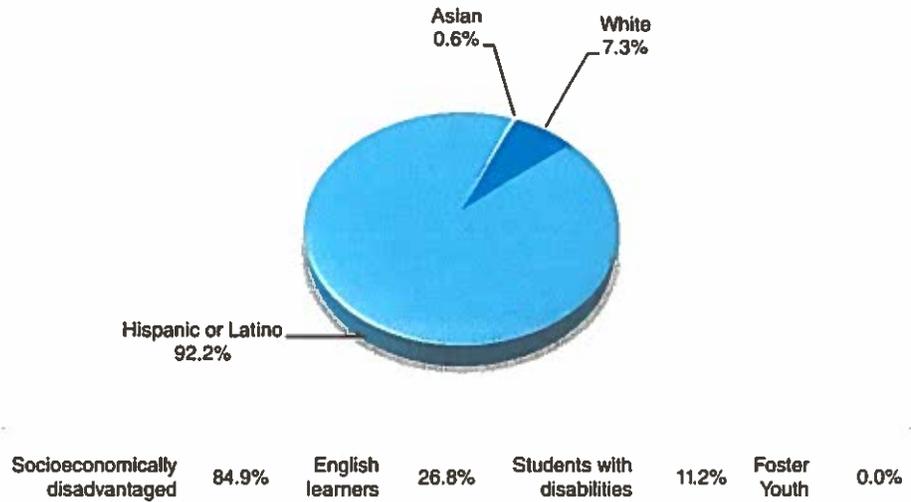


Enrollment by Student Group

The total enrollment at the school was 179 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

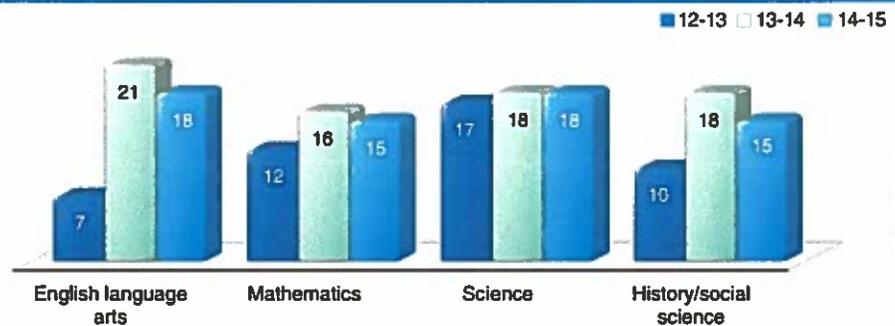
Desert Valley HS			
	12-13	13-14	14-15
Suspension rates	21.8%	20.7%	9.9%
Expulsion rates	3.1%	3.2%	1.6%
Brawley UHSD			
	12-13	13-14	14-15
Suspension rates	12.4%	10.8%	8.0%
Expulsion rates	0.8%	1.2%	0.6%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Subject	2012-13			2013-14			2014-15		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	16	3		8	6		15	3	
Mathematics	8	4		7	2		7	2	
Science	4	3		6	3		6	2	
History/social science	16	2		7	4		9	5	

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Desert Valley HS	Brawley UHSD	California	
Met overall AYP	No	No	Yes	
Met participation rate:				
English language arts	No	Yes	Yes	
Mathematics	No	No	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	*	*	Yes	
Met graduation rate	Yes	Yes	Yes	



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. There were no 9th grade students enrolled at Desert Valley High School during the 2014-15 school year, therefore no data is shown. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

"Our mission is driven by a caring and committed staff and with the commitment of our stakeholders in the community."

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	Desert Valley HS	Brawley UHSD	
Program Improvement status	Not In PI	In PI	
First year of Program Improvement	◇	2010-2011	
Year in Program Improvement	◇	Year 3	
Number of schools currently in Program Improvement		1	
Percentage of schools currently in Program Improvement		33.30%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

* Not applicable. This AYP indicator is only applicable for schools or districts that enrolled 30 or more students in Transitional Kindergarten through grade eight (TK-8) on Fall Census Day.

◇ Not applicable. The school is not in Program Improvement.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grade 11.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
Subject	Desert Valley HS			Brawley UHSD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	◆	◆	21%	45%	48%	37%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	37%	
All students at the school	21%	
Male	15%	
Female	28%	
Black or African-American	◆	
American Indian or Alaska Native	◆	
Asian	◆	
Filipino	◆	
Hispanic or Latino	22%	
Native Hawaiian or Pacific Islander	◆	
White	◆	
Two or more races	◆	
Socioeconomically disadvantaged	23%	
English learners	◆	
Students with disabilities	◆	
Students receiving Migrant Education services	◆	
Foster youth	◆	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Desert Valley HS	Brawley UHSD	California
English language arts/literacy	12%	28%	44%
Mathematics	0%	10%	33%

◆ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◆ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 11

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 11				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	112	92	82.1%	46%	32%	11%	1%
Male		54	48.2%	52%	30%	2%	2%
Female		38	33.9%	37%	34%	24%	0%
Black or African-American		1	0.9%	◆	◆	◆	◆
American Indian or Alaska Native		0	0.0%	◆	◆	◆	◆
Asian		0	0.0%	◆	◆	◆	◆
Filipino		0	0.0%	◆	◆	◆	◆
Hispanic or Latino		87	77.7%	46%	32%	11%	1%
Native Hawaiian or Pacific Islander		0	0.0%	◆	◆	◆	◆
White		4	3.6%	◆	◆	◆	◆
Two or more races		0	0.0%	◆	◆	◆	◆
Socioeconomically disadvantaged		78	69.6%	47%	33%	8%	1%
English learners		26	23.2%	69%	12%	0%	0%
Students with disabilities		12	10.7%	75%	8%	0%	0%
Students receiving Migrant Education services		10	8.9%	◆	◆	◆	◆
Foster youth		◆	◆	◆	◆	◆	◆
Mathematics: Grade 11				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	112	95	84.8%	2%	1%	0%	0%
Male		54	48.2%	0%	0%	0%	0%
Female		41	36.6%	5%	2%	0%	0%
Black or African-American		0	0.0%	◆	◆	◆	◆
American Indian or Alaska Native		0	0.0%	◆	◆	◆	◆
Asian		0	0.0%	◆	◆	◆	◆
Filipino		0	0.0%	◆	◆	◆	◆
Hispanic or Latino		92	82.1%	2%	1%	0%	0%
Native Hawaiian or Pacific Islander		0	0.0%	◆	◆	◆	◆
White		3	2.7%	◆	◆	◆	◆
Two or more races		0	0.0%	◆	◆	◆	◆
Socioeconomically disadvantaged		82	73.2%	2%	1%	0%	0%
English learners		25	22.3%	0%	0%	0%	0%
Students with disabilities		12	10.7%	0%	0%	0%	0%
Students receiving Migrant Education services		10	8.9%	◆	◆	◆	◆
Foster youth		◆	◆	◆	◆	◆	◆

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

◆ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◆ Information is not available at this time.

“We are proud of Desert Valley High School’s role in educating the students of Brawley Union High School District.”

Types of Services Funded

In addition to general state funding, Brawley Union High School District receives state and federal funding for the following categorical, special education and support programs:

- Title I, Part A
- Title I, ARRA
- Title II
- Title III
- Special Education
- Carl D. Perkins Vocational and Technical Education Act Funds
- Economic Impact Aid (EIA)
- Instructional Materials
- Home-to-School Transport
- Migrant Education
- California High School Exit Examination (CAHSEE) Intervention
- Regional Occupational Program (ROP)

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. *

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement. Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no data is available for Desert Valley High School.

	Students Scoring at Proficient or Advanced Levels						Three-Year Data
	English Language Arts			Mathematics			
	12-13	13-14	14-15	12-13	13-14	14-15	
Desert Valley HS	◆	◆	◆	◆	◆	◆	
Brawley UHSD	50%	50%	50%	52%	52%	53%	
California	57%	56%	58%	60%	62%	59%	

District CAHSEE Grade Ten Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

	Students Scoring at Proficient or Advanced Levels			2014-15 School Year
	All Students in the District			
	Not Proficient	Proficient	Advanced	
English-Language Arts	50%	23%	27%	
Mathematics	47%	37%	16%	

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.

◆ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

* Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.



Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information Web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU Web page at www.calstate.edu/admission/admission.shtml.

Career Technical Education Programs

Career path preparation begins in elementary school, where students are introduced to careers through guest speakers, field trips, job shadowing, work-based activities and career days which focus on the five Brawley Union High School career pathways.

Ninth graders are provided the opportunity to enroll in Introduction to Computers, where they learn Internet career research through Career Locker and produce their first résumé. Through 10th grade advisement, students select their initial career pathway and complete a second career-interest inventory. Students may select from a total of 21 career pathway classes (including ROP programs) in the industry sector such as: Agriculture and Natural Resources, Arts and Communications, Information Technology, Health Science and Medical Technology, Education Child Development and Family Services, Marketing and Sales, Building Trades and Construction, and Manufacturing and Product Development.

Capstone career path courses focus on internships which are offered through the Brawley Union High School internship program, Imperial Valley Regional Occupational Program (IVROP) internship, Brawley Union High School work experience, Special Education WorkAbility, Imperial County Workforce Investment Act training, and Migrant Education work experience.

BUHSD offers several CTE courses to its student population. The following courses are offered at BUHS:

- Animal Science
- Plant Science
- Medical Terminology
- Graphic Arts
- Marketing
- Drafting
- Introduction to Agriculture
- Environmental Agriculture
- Advanced Computerized Applications
- Parenting
- Preschool
- Developmental Psychology
- Electronics

In conjunction with CTE courses, BUHSD offers nine ROP programs that are offered through the district and comprise a significant component of the CTE program. The ROP programs focus on the internship aspect of career preparation and are open to students who are 16 years and older and also to adults. BUHSD offers the following ROP programs:

- ROP Graphic Arts
- ROP Stage and Theatre
- ROP Nursing
- ROP Landscape
- ROP Office Occupations
- ROP General Construction
- ROP Welding
- ROP Careers with Children
- ROP Retail Trades
- ROP Corrections

BUHSD's CTE Advisory Committee consists of shareholders including BUHSD's superintendent, principal, deputy principal, director of special education, career specialist, CTE teachers, counselors, students, parents, Imperial Valley Regional Occupational Program superintendent and staff, community business partners, Workforce Investment Board (WIB), WIB director, and the Imperial Valley Regional Occupational Advisory Committee.

The primary representative of the district's Career Technical Education Advisory Committee is Antonio Munguia, and he can be reached at (760) 312-5110.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://data1.cde.ca.gov/dataquest>.

UC/CSU Admission	
Desert Valley HS	
2013-14 and 2014-15 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2013-14	93.64%
Percentage of graduates who completed all courses required for UC/CSU admission in 2012-13	0.00%



Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Career Technical Education Data	
Desert Valley HS	
2014-15 Participation	
Number of pupils participating in CTE	125
Percentage of pupils who completed a CTE program and earned a high school diploma	82%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%



"The teachers and staff at Desert Valley are able to provide students the attention and support the students may require at a crucial period in their lives."



Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2014	
Group	Desert Valley HS	Brawley UHSD	California
All students	50.00%	91.38%	84.60%
Black or African-American	◇	150.00%	76.00%
American Indian or Alaska Native	◇	◇	78.07%
Asian	◇	100.00%	92.62%
Filipino	◇	100.00%	96.49%
Hispanic or Latino	50.00%	91.22%	81.26%
Native Hawaiian or Pacific Islander	◇	◇	83.58%
White	80.00%	94.12%	89.93%
Two or more races	◇	75.00%	82.80%
Socioeconomically disadvantaged	56.41%	93.50%	81.36%
English learners	61.11%	76.92%	50.76%
Students with disabilities	91.67%	96.43%	61.26%
Foster youth	◇	◇	◇

Advanced Placement Courses

No information is available for Desert Valley High School regarding advanced placement (AP) courses offered.

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

	Graduation and Dropout Rates						Three-Year Data		
	Graduation Rate			Dropout Rate					
	11-12	12-13	13-14	11-12	12-13	13-14			
Desert Valley HS	89.33%	92.97%	92.96%	8.20%	5.90%	5.40%			
Brawley UHSD	89.33%	92.97%	92.96%	8.20%	5.90%	5.40%			
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%			

◇ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

"Desert Valley High School is committed to promoting parent, community and business partnerships."

Textbooks and Instructional Materials

Brawley Union High School District held a Public Hearing in October 2015, and determined the district has sufficient and good-quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Brawley Union High School District sets a high priority upon ensuring sufficient and current textbooks and materials are available to support the school's instructional program. All textbooks and instructional materials used within the district are aligned with the California State Board of Education Content Standards and Frameworks and have been approved by the district's board of trustees.

Brawley Union High School District follows the Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. In addition to textbooks, students have access to experimental kits, manipulatives, workbooks, audio libraries, films and videotapes.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	Pearson (9-12)	2010-11
Mathematics	<i>Algebra 1</i> , McDougal Littell (9-12)	2006-07
Mathematics	<i>Algebra 2</i> , McDougal Littell (9-12)	2006-07
Mathematics	<i>Geometry</i> , McDougal Littell (9-12)	2006-07
Science	<i>Biology</i> , Pearson/Prentice Hall (9-12)	2007-08
Science	<i>Environmental Science</i> , Holt (9-12)	2007-08
Social studies	<i>World History</i> , McDougal Littell (10)	2006-07
Social studies	U.S. History, McDougal Littell (11)	2006-07
Social studies	Government, Prentice Hall (12)	2006-07

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2015-16 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

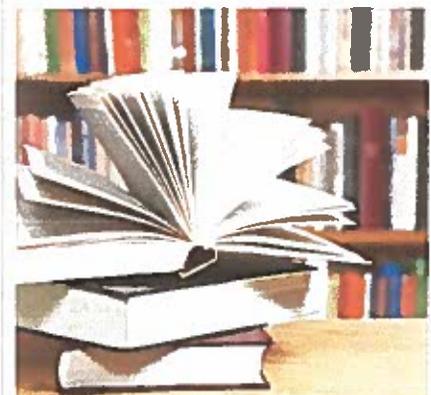
This table displays the date when the textbook and instructional materials information was collected and verified.

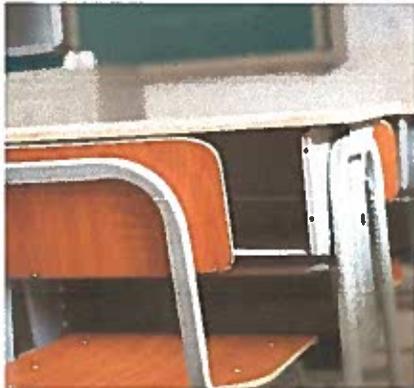
Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2015-16 School Year
Desert Valley HS	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	
Science laboratory equipment	0%	





« *"The counseling department maintains an open-door policy for parents to seek information and assistance regarding their students."* »

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			8/17/2015
Date of the most recent completion of the inspection form			8/17/2015

School Safety

A revised Comprehensive School Safety Plan was adopted and implemented during the 2007-08 school year. The Safety Committee reviews the plan annually. The School Safety Plan was last updated in March 2015 and will be reviewed again in March 2016. The plan includes emergency routes, maps, and emergency procedures such as fire, earthquake, attacks, lockdown, egress and ingress procedures, and other important procedures to keep students and staff safe and secure. The School Safety Plan is available to the community in the main office and principal's office. The Safety Committee meets monthly to monitor implementation of the plan.

School Facilities

The school's facilities, situated on a half-acre, opened in 1980 and include 10 classrooms, two computer labs, a school library, and offices which are all up-to-date and provide adequate space for students and staff.

Safety: The safety of students and staff is a primary concern of Desert Valley High School. All visitors are required to sign in at the school office before entering the campus. School staff constantly monitors school grounds. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school has a thorough disaster plan and practices fire and earthquake drills on a regular basis.

Cleaning process: A team of custodians and groundskeepers ensure classrooms, restrooms and campus grounds are cleaned on a daily basis. The district administers a scheduled maintenance program, including regular facilities inspections, to ensure all classrooms and facilities are well maintained and in good repair. When necessary, the district takes appropriate actions to ensure campus facilities are in good working order and provide a clean and safe environment. At the time of this report, 100 percent of the student restrooms were in good working order.

Recent renovations: Recent renovations include the addition of two new classrooms to help with the increased enrollment. The campus has also added sidewalks to help with the overflow of student traffic. The main buildings all received new roofing in late 2007.

School facility improvements: A shade structure was added. The structure is 12-feet wide and 35-feet long. The project was funded by a grant received from Lowe's.

« *"Parent involvement is key in promoting student achievement at Desert Valley High School."* »

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	Brawley UHSD	Desert Valley HS		
	15-16	13-14	14-15	15-16
Teachers				
With full credential	79	8	8	8
Without full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Desert Valley HS		
	13-14	14-15	15-16
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

« *"The safety of students and staff is a primary concern of Desert Valley High School."* »

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Desert Valley HS	100.00%	0.00%
All schools in district	96.32%	3.68%
High-poverty schools in district	96.32%	3.68%
Low-poverty schools in district	◇	◇

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	1.0
Average number of students per academic counselor	182
Support Staff	
Social/behavioral or career development counselors	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.5
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	0.0

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$7,547
Expenditures per pupil from restricted sources	\$975
Expenditures per pupil from unrestricted sources	\$6,571
Annual average teacher salary	\$80,666

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Brawley UHSD	Similar Sized District
Beginning teacher salary	\$44,661	\$43,455
Midrange teacher salary	\$77,041	\$69,035
Highest teacher salary	\$102,164	\$89,886
Average high school principal salary	\$124,376	\$121,551
Superintendent salary	\$166,400	\$158,898
Teacher salaries: percentage of budget	39%	35%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Desert Valley HS	\$6,571	\$80,666
Brawley UHSD	\$2,272	\$81,711
California	\$5,348	\$72,798
School and district: percentage difference	+189.3%	-1.3%
School and California: percentage difference	+22.9%	+10.8%

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/lg/aa/lc/lcflfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.

Master Schedule 1st grading period

	1	2	3	4	5	6
Mrs. Little	English 3	English 3	Astronomy	English 3	English 3	English 1
Mrs. Singh	English 4	English 4	English 4	English 4	English 2	English 2
Mr. Dailey	Int Math 1 (A)	Int Math 1 (B)	Int Math 2	Int Math 2	Int Math 1 (B)	Int Math 2
Mr. Smith	Aviation Sci	U. S. History	U. S. History	U. S. History	U. S. History	Fine Art
Mr. Self	P. E.	P. E.	Civics	Civics	Civics	Civics
Mr. Schaffer	Biology	Biology	Envi. Sci.	Envi. Sci.	Big History Project	Cr. Recovery
Mrs. Soto	Retail Trades	Retail Trades	Retail Trades	Computer Office Sys	Computer Office Sys	Computer Office Sys
Mrs. Wells	Speech	SPED English	SPED Math	SPED History	SPED Science	Speech

Master Schedule 2nd grading period

	1	2	3	4	5	6
Mrs. Little	English 3	English 3	Astronomy	English 3	English 3	English 1
Mrs. Singh	English 4	English 4	English 4	English 4	English 2	English 2
Mr. Dailey	Int Math 1 (A)	Int Math 1 (B)	Int Math 2	Int Math 2	Int Math 1 (B)	Int Math 2
Mr. Smith	Aviation Sci	U. S. History	U. S. History	U. S. History	U. S. History	Fine Art
Mr. Self	P. E.	P. E.	Civics	Civics	Civics	Civics
Mr. Schaffer	Biology	Biology	Envi. Sci.	Envi. Sci.	Big History Project	Cr. Recovery
Mrs. Soto	Retail Trades	Retail Trades	Retail Trades	Computer Office Sys	Computer Office Sys	Computer Office Sys
Mrs. Wells	Speech	SPED English	SPED Math	SPED History	SPED Science	Speech

Master Schedule 3rd grading period

	1	2	3	4
Mrs. Little 131	Geography	Geography	Geography	Geography
Ms. Singh 173	English 4	English 4	English 4	English 4
Mr. Dailey 376	Math Elect	Alg 1	Alg 2	Math Elect
Mr. Smith 246	Fine Arts	Fine Arts	Fine Arts	Fine Arts
Mr. Schaffer 377	Biology	Envi. Sci	Forensic	Cr. Recovery
Mr. Self 237	P.E.	P.E.	P.E.	P.E.
Mrs. Soto 370	Careers	Careers	Careers	Careers
Mrs. Wells 396	Eng	Math	History	Speech

Master Schedule 4th grading period

	1	2	3	4	5	6
Mrs. Little 131	Eng 3	Eng 3	Eng 3	Eng 3	Eng 1	Eng 1
Mrs. Phillips 173	Eng 4	Eng 4	Eng 4	Read/Write	Eng 2	Eng 2
Mr. Dailey 376	Int Math 1a	Int Math 1	Int Math 2	Int Math 1	Int Math 2	Int Math 2
Mr. Smith 246	Aviation	U.S. History	U.S. History	U.S. History	U.S. History	Fine Arts
Mr. Schaffer 377	Bio	Bio	Big History Project	Envi	Forensic Sci	Credit Recovery
Mr. Self 237	P.E.	P.E.	Civics	Civics	Civics	World Cultures
Mrs. Soto 370	Retail	Retail	Retail	Computers	Computers	Computer s
Mrs. Wells 207	Speech	SP ED English	SP ED Math	SP ED Science	SP ED History	Speech

Graduation Check List

Name: _____

English

Inten A		
Inten B		
Trans I		
Trans II		
English 1		
English 2		
English 3		
English 4		

Math

Int Math 1		
Int Math 2		
Alg Readiness		

Social Studies

World Cultures		
U.S. History		
Civics		

Science

Environment		
Biology		

Physical Education

P.E. 9		
Adv P.E.		

Marching Band

(4 sem = 1yr)		

Fine Arts

Art		
Spanish		

Electives

_____			1
_____			2
_____			3
_____			4
_____			5
_____			6
_____			7
_____			8

Eng 1 _____
 Eng 2 _____
 Eng 3 _____
 Eng 4 _____

Alg _____
 Alg 2 _____

W/C _____
 U/S _____
 Civics _____

Envi _____
 Bio _____

P.E. _____
 F/A _____

Elect _____

ROP: _____

Notes : _____

Cr Recov: _____

% complete: _____

Grade: _____

CORE COURSES & ELECTIVES



NEW COURSES

ENGLISH LANGUAGE ARTS

Language Arts 300	
Language Arts 400	
Language Arts 500	
English Grade 6	2198
English Grade 7	2198
English Grade 8	2198
English 9	A-G 2130
English 10	A-G 2131
English 11	A-G 2132
English 12	A-G 2133
Spelling 300	
Spelling 400	
Spelling 500	
Spelling 600	

MATHEMATICS

Mathematics 300	
Mathematics 400	
Mathematics 500	
Mathematics Grade 6 – Common Core	2434
Mathematics Grade 7 – Common Core	2435
Mathematics Grade 8 – Common Core	2436
Algebra I Fundamentals	
Geometry Fundamentals	
Algebra II Fundamentals	
Algebra I	A-G
Algebra I EOC	
Geometry	A-G
Geometry EOC	
Algebra II	A-G
Algebra II EOC	
Integrated Mathematics I: Common Core	A-G 2440
Integrated Mathematics II: Common Core	A-G 2441
Integrated Mathematics III: Common Core	A-G 2442
Pre-calculus – Common Core	2444
Consumer Math	
Trigonometry	A-G

SCIENCE

Science 300	
Science 400	
Science 500	
Science 600	
Science Grade 7	2653
Science Grade 8	2654
Earth Science	A-G 2618
Biology	A-G 2603
Chemistry	A-G 2607
Physics	A-G 2613
Environmental Science	A-G
Integrated Physics and Chemistry	A-G

HISTORY - SOCIAL SCIENCE

History and Geography 300	
History and Geography 400	
History and Geography 500	
History and Geography 600	
World History and Geography: Medieval and Early Modern Times	2734
United States History and Geography: Growth and Conflict	2734
World History, Culture, and Geography: The Modern World	A-G 2711
United States History and Geography: Continuity and Change in the Twentieth Century	A-G 2709
Principles of American Democracy	A-G 2703
Economics	A-G 2701
Civil War	A-G
Personal Financial Literacy	
Psychology	A-G
Twentieth Century American History	
Vietnam Era	A-G

WORLD LANGUAGES

French I	A-G
French II	A-G
Spanish I	A-G
Spanish II	A-G
Spanish III	

FINE ARTS

Art History	
Digital Arts	
Media Studies	
Music Appreciation	A-G
Music Theory	A-G

BUSINESS

Business Computer Information Systems	
Essentials of Business	
Essentials of Communication (Speech)	
Technology and Research	

HEALTH

Health Quest	
High School Health	
Personal and Family Living	
Physical Education	
Physical Fitness	

ASSESSMENTS & DIAGNOSTICS

SPARK Assessment and Remediation Tool for English Language Arts and Mathematics	
ACT® Test Prep	
GED® Test Prep	
HiSET® Test Prep	
TASC Test Assessing Secondary Completion™ Prep	
Essentials of Mathematics	
Essentials of Language Arts	
Skills and Diagnostic Tests for English Grammar and Mathematics	

ADVANCED PLACEMENT® (USE WITH AP® COURSES)

Calculus	
Comparative Government and Politics	
English Language and Composition	
Human Geography	
Macroeconomics	
U.S. Government and Politics	
U.S. History	

BLENDED LEARNING LIBRARY

Mathematics 700 Resources	
Mathematics 800 Resources	
Algebra I Resources	
Algebra II Resources	
Geometry Resources	
Language Arts 600 Resources	
Language Arts 700 Resources	
Language Arts 800 Resources	
English I Resources	
English II Resources	
English III Resources	
English IV Resources	

- Web-based courseware ideal for blended learning, flipped classrooms, alternative education, & more
- Course customization and teacher authoring
- Credit recovery, remediation & acceleration solutions

- Videos and interactive activities
- Prescriptive learning paths & progress monitoring
- NWEA® MAP® Assessment Provider
- Search by state standards

CAREER & TECHNICAL EDUCATION COURSES

As more schools expand CTE programs, Odysseyware is here with a wide array of courses that fit perfectly into established CTE career clusters. Our rigorous, media-rich CTE courseware prepares students for the workforce and post-secondary education like nothing else can.

MIDDLE SCHOOL

- Career Explorations I
- Career Explorations II
- Career Explorations III 
- Keyboarding and Applications
- Principles of Coding

AGRICULTURE, FOOD & NATURAL RESOURCES

- Introduction to Agriculture, Food, and Natural Resources
- Agribusiness Systems **A-G**
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural, and Technical Systems

BUSINESS MANAGEMENT & ADMINISTRATION

- Business Law
- Career Management
- Office 2010 Applications 1 Microsoft Word®, PowerPoint®, and Publisher®
- Office 2010 Applications 2 Microsoft Excel® and Access®
- Office 2013 Applications 1 Microsoft Word®, PowerPoint®, and Publisher®
- Office 2013 Applications 2 Microsoft Excel® and Access®
- Principles of Business and Finance **A-G**
- Small Business Entrepreneurship
- Technology and Business

HEALTH SCIENCE

- Introduction to Careers in the Health Sciences **A-G**
- Careers in Allied Health
- Forensics: Using Science to Solve a Mystery
- Nursing: Unlimited Possibilities and Unlimited Potential
- Physicians, Pharmacists, Dentists, Veterinarians, and Other Doctors
- Public Health: Discovering the Big Picture in Health Care
- Scientific Discovery and Development
- Therapeutics: The Art of Restoring and Maintaining Wellness

HOSPITALITY & TOURISM

- Introduction to Hospitality and Tourism Systems
- Food and Beverage Management
- Food Safety and Sanitation
- Lodging Operations Management
- Marketing and Sales for Tourism and Hospitality
- Planning Meetings and Special Events
- Sustainable Service Management for Hospitality and Tourism
- Transportation and Tours for the Traveler

HUMAN SERVICES

- Introduction to Human Services
- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family and Community Services
- Introduction to Consumer Services
- Introduction to Human Growth and Development
- Personal Care Services

INFORMATION TECHNOLOGY

- Introduction to Information Technology
- Fundamentals of Computer Systems
- Fundamentals of Digital Media
- Fundamentals of Programming and Software Development
- Introduction to Information Technology Support and Services
- Introduction to Network Systems
- Network System Design
- New Applications: Web Development in the 21st Century
- Software Development Tools

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

- Introduction to Law, Public Safety, Corrections, and Security
- Corrections: Policies and Procedures **A-G**
- Fire and Emergency Services
- Law Enforcement Field Services
- Legal Services **A-G**
- Security and Protective Services

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)

- Introduction to STEM
- Engineering and Design
- Engineering and Innovation
- Engineering and Product Development
- Principles of Technology and Engineering **A-G**
- Science and Mathematics in the Real World
- Scientific Research
- STEM and Problem Solving

Odysseyware's Growing CTE Courses

Explore the latest CTE courses added to Odysseyware.

ARCHITECTURE & CONSTRUCTION

- Introduction to Careers in Architecture and Construction
- Construction Careers

ARTS, A/V TECHNOLOGY & COMMUNICATIONS

- Introduction to Careers in Arts, A/V Technology, and Communications
- A/V Technology and Film Careers

EDUCATION & TRAINING

- Introduction to Careers in Education and Training
- Teaching and Training Careers

FINANCE

- Introduction to Careers in Finance
- Banking Services Careers
- Money Matters A 
- Money Matters B 

GOVERNMENT & PUBLIC ADMINISTRATION

- Introduction to Careers in Government and Public Administration
- National Security Careers

MANUFACTURING

- Introduction to Careers in Manufacturing
- Careers in Manufacturing Processes

MARKETING

- Introduction to Careers in Marketing
- Careers in Marketing Research

TRANSPORTATION, DISTRIBUTION & LOGISTICS

- Introduction to Careers in Transportation, Distribution, and Logistics
- Careers in Logistics Planning and Management Services

© 2017 Odysseyware, Inc. All rights reserved. Odysseyware is a registered trademark of Odysseyware, Inc. All other trademarks are the property of their respective owners.



2013-14 School Quality Snapshot Desert Valley High (Continuation)

Brawley Union High
104 West Magnolia, Brawley, CA 92227

Grades Offered: 9 - 12
Enrollment: 174
Charter: No
Title I Funded: Yes
CDS Code: 13-63081-1331354

California Assessment of Student Performance and Progress (CAASPP)

What is the CAASPP system?
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

How will the CAASPP system benefit California?

It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

What are the Smarter Balanced Tests?

The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

Why are the results of the 2013-14 Smarter Balanced Tests not reported?

The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

Why is the 2014 Growth API not reported on the 2013-14 SQS?
The State Board of Education (SBE), approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

Where can I find more information on the CAASPP system?

Please visit the following CDE web page for more information about the CAASPP system: <http://www.cde.ca.gov/ta/tg/cal>

California's Academic Performance Index (API)

2013 Growth API	565
Growth from Prior to Current Year	34
Met Schoolwide Growth Target	Yes
All Student Groups Met Target	Yes
2013 Growth API State Rank	
2013 Growth API Similar Schools Rank	

API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black	--	--
American Indian or Alaska Native	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	--	--
Native Hawaiian or Pacific Islander	--	--
White	--	--
Two or More Races	--	--
English Learners	--	--
Socioeconomically Disadvantaged	--	--
Students with Disabilities	--	--

Green = Student group met target

Red = Student group did not meet target

-- = Student group is not numerically significant

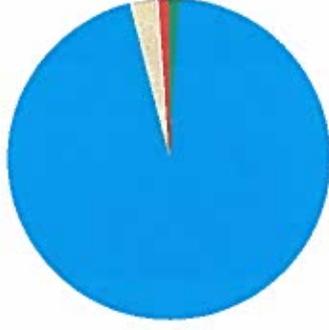
CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

2013-14 Enrollment by Race/Ethnicity



American Indian or Alaska Native
Hispanic or Latino
Asian
African American or Black
Native Hawaiian or Pacific Islander
White
Two or More Races
Filipino
Not Reported

2013-14 Subgroup Enrollment

English Learners 32%
Socioeconomically Disadvantaged 75%
Students with Disabilities 13%

Percentage of Students Redesignated to Fluent-English Proficient

+ No Data Available



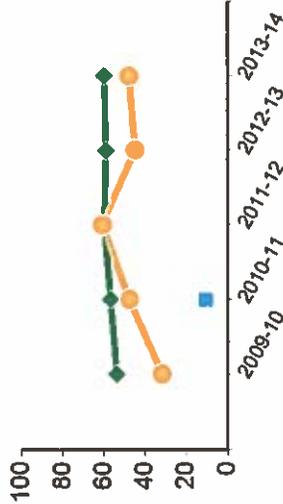
2013-14 School Quality Snapshot

Desert Valley High (Continuation)

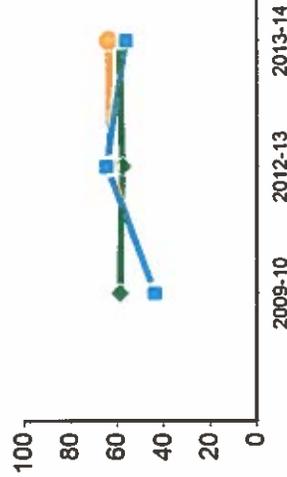
Brawley Union High
104 West Magnolia, Brawley, CA 92227

Grades Offered: 9 - 12
Enrollment: 174
Charter: No
Title I Funded: Yes
CDS Code: 13-63081-1331354

CST Science Results
(percent proficient and above)



Percentage of English Learners Making Progress in Learning English



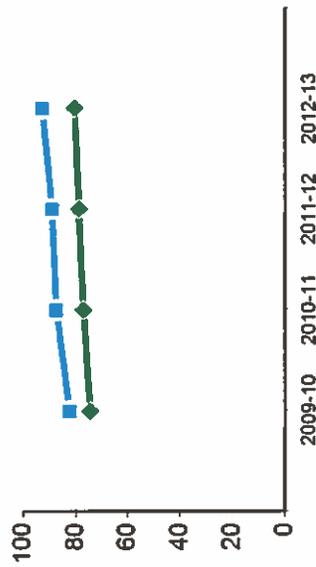
Percentage of Students in the Healthy Fitness Zone in 2012-13

No Data Available

Percentage of 2012-13 Graduates Meeting University of California "a-g" Requirements



Cohort Graduation Rate*



2012-13 Suspensions and Expulsions as a Percentage of Enrolled Students



CHART LEGEND:

■ SCHOOL ● DISTRICT ◆ STATE

* Only four years of data are available

CAHSEE: CA High School Exit Examination

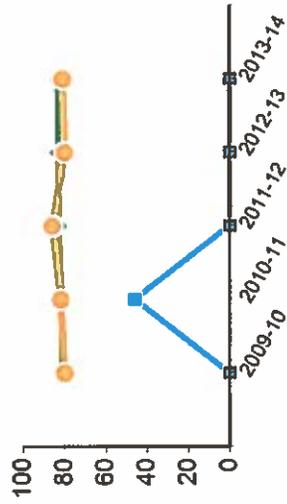
CST: CA Standards Test

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

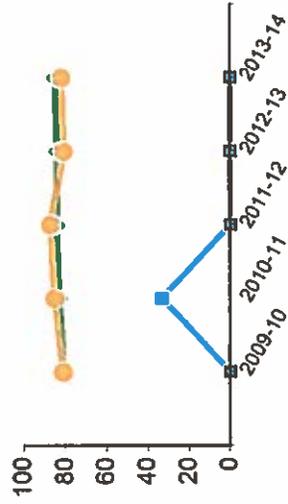
2012-13 Average SAT Score

No Data Available

CAHSEE English-Language Arts Grade 10 Passing Rate



CAHSEE Mathematics Grade 10 Passing Rate



BUHSD Professional Development Plan 2016-17

English Language Arts, Mathematics, Social Science, & Science

Excerpts from the 2016-17 District Goals and Indicators that this plan supports.

Increase the educational achievement of all of our students

Objectives:

Develop and Implement individualized content area professional development.

Sustain cross-curricular writing program.

Provide and develop highly qualified personnel.

Create and implement District benchmark assessments aligned to CAASPP per core department.

Indicators of Success:

Increase CAASPP standards met or exceeded test scores by 5%.

Increase writing samples to 5 per year.

Bi-annual benchmark assessments administered.

Close achievement gaps

Objectives:

Provide greater course access to significant subgroups.

Indicators of Success:

Increase English Learner proficiency rates by 5%.

Increase CAASPP significant subgroup band movement by 5%.

Provide a positive school climate

Objectives: Promote stakeholder engagement, active participation and positive spirit.

Indicators of Success:

Sustain a 95% attendance rate or increase by 1%.

Decrease chronic absenteeism by 5%.

Sustain a 95% graduation rate or increase by 1%.

Decrease suspensions and expulsions by 5%.

Brawley Union High School District
Professional Learning Plan for English Language Arts with Kelley Marmolejo

The English Language Arts team will work together with Kelley guiding them through the curriculum to plan their units using the new Pearson Program. Using Writing and the ELA Standards as the guide, teachers will map out activities and target the appropriate standards in their work.

In addition, we have a training planned on Wednesday, September 28th for [turnitin.com](https://www.turnitin.com) and we are working to solidify a date for the Pearson Trainer to work with the teachers on the Pearson Realize program. We will include this information when it is confirmed.

Brawley Union High School District
Professional Learning Plan for Mathematics with Melinda Shacklett

August 17: Vision of High-Quality Mathematics Instruction

Participants will co-create a statement, which reflects the collective vision of high-quality mathematics instruction, what it “looks and sounds like”, what it will result in (students), and how to obtain this vision. This statement will guide our work together.

August 18: Basics “Calibration”

Do we all have a common understanding of the Standards? Including the Mathematical Practices? Have we assessed our lessons against the standards or are we just trusting the instructional materials? Are we teaching to the appropriate depth? Are we have a progression of mathematical ideas or a collection of discrete ideas?

September 7: Classroom Walk-Throughs & Alignment of Standards & Assessments

The purpose of this walkthrough is to calibrate what we are “seeing and hearing” in our mathematics classrooms and what we can infer from these observations in terms of the content and the Standards for Mathematical Practice. After morning Walk-Throughs, the math teachers will work on standards alignment and assessments.

September 29: High-Quality Tasks (ICOE)

Day 1 of 3-day series

How do you identify high-quality tasks? What are the characteristics of a high-quality task? During this first of a three day series participants will deepen their understanding of high-quality tasks and how to maintain the cognitive demand during implementation. Participants will modify existing task and work from “scratch” to create high-quality task.

November 2: Questions and Questioning

How can we craft questions to support students’ understanding and exploration of mathematics without focusing their attention in a specific direction? How can we intentionally sequence questions that will deepen understanding? How can we develop our students as crafters and askers of questions? This session is designed to supplement participants’ understanding of student discourse through the examination of the questions, question types, and the crafting of questions to serve specific purposes. We will also explore the effectiveness of intentionally sequenced questions.

December 8: Tasks at the Center (ICOE)

Day 2 of 3-day series

You have a high-quality tasks, now what? How do you maximize mathematical learning and engagement? In this Day 2 of a three part series, we will pick up where Day 1 left off, planning for task-centered instruction and assessing student understanding. Participants will deepen their understanding of how to plan for instruction that puts a high-quality task at the center of instruction and explore its impact on students’ understanding of mathematics.

January 26: Tasks and Talk (ICOE)

Day 3 of 3-day series

How do I structure discussions to maximize understanding for all students? In this final session of the 3-part Task series participants will deepen their understanding of productive discourse. We will examine strategies that connect students’ mathematical ideas to build

whole class understanding. Participants will engage in a planning process that provides the structure for task-centered discussions.

February 2: Mathematical Modeling

What is mathematical modeling? Where can I get mathematical tasks? How do I assess student understanding through mathematical modeling? In this introductory session to mathematical modeling, participants will deepen their understanding of the different levels of mathematical modeling and how to develop mathematical modeling tasks. Participants will examine different methods of planning for and assessing students' mathematical understanding through mathematical modeling.

March 14: Advanced Mathematical Modeling

How to develop authentic mathematical modeling tasks and projects from the "real-world"? How do I manage mathematical modeling projects/units? This session extends the work begun in Mathematical Modeling. Participants will further examine the modeling cycle and different levels of mathematical modeling. Participants will examine different methods of planning for and assessing students' mathematical understanding through mathematical modeling, and how to incorporate projects into the classroom.

April 13: Assessing Student Understanding

How do I know what my students know? How do my students know what they know? In this session we will go beyond homework quizzes and chapter tests to assess students' mathematical understanding. Participants will examine rubrics, learning continuums, and student self-assessments as an alternative, or in addition to, traditional assessment strategies.

April 28: Assessment Workshop

This session extends the work begun in the Assessing Student Understanding session. When should we assess students' understanding and why? What type of assessment should we engage students with and why? We will examine the development of different types of assessments, what information each provides and what information they don't provide. Participants will have the opportunity to create different types of assessments for the same mathematical material and analyze the different potential responses.

May 9: Literacy in Mathematics

How can I leverage literacy strategies students use in other classes to support mathematical understanding? How can I support student mathematical understanding through the effective use of their textbook and outside resources? In this session participants will examine the application of reading, writing, and speaking and listening strategies as a strategy to improve students' understanding. We will discuss how these strategies need to be adjusted to be effective in mathematics class. Participants will explore how they contribute to deeper understanding in addition to creating independent mathematics learners.

We can schedule Google Hangouts or Skype Conferences with Monday on various Collaboration Days as needed. We may also plan some visits to Hilltop High School to observe Mindy teaches math classes.

BUHS/ICOE Collaboration for Social Studies
Coordinator Tracy Canalez

Dates	Professional Development Activities
8-17-16 Full Day	Formative Assessment Process in content areas. Big Picture (ALL STAFF except math) <u>Result:</u> Staff is aware of how and why we use the formative assessment process to inform our instruction. Math may not be present for formative assessment.
8-18-16 Full Day	Social Studies Teachers go over the shift with the New Framework and resources to facilitate the shift. Also, look at a new unit sketch to meet the demands of ELA Literacy Standards, Formative Assessment, and the shift in our own content. <u>See Unit Sketch here.</u> <u>Result:</u> Teachers make decisions on classroom focus for shift. Decided to implement a consistent protocol for Argument Writing (RACE), Reading(CUBS), and Structured Academic Conversation.
10-19-16 Full Day	Social Studies Teachers will participate in a one hour training on CAASPP hand scoring a grade level performance task. Teachers look at current end of semester assessments. In content area groups, create a new Performance Task for each content to be given at the end of the semester as a common assessment. <u>Result:</u> Teachers will calibrate the CAASPP Rubric for argument and build a performance task and rubric that has the embedded rigor.
11-2-16	On this day, we will continue the work we began on 10-19 during Collaboration.
11-30-16	On this day, we will continue the work we began on 10-19 during Collaboration.
01-02-17 Collab	Teachers will spend this day analyzing the data from the performance task and see where our gaps are.
03-08-17 Collab	Today, we will revisit the shift in our instruction and refocus on the protocols that were implemented and make adjustments where needed, based on the results of our Performance task.
4-24-17 Full Day	In course group, create a Spring Performance Task for each content to be given at the end of the semester as a common assessment. <u>Result:</u> Teachers will build a Spring performance task and rubric that has the embedded rigor.
5-03-17 Collab	Today will be a look back at the tools that we used to meet our shift in instruction. T. Canalez will come with a plan for next steps for summer planning and next year. The plan is to add more engagement, build in more writing, including expository and argument. <u>Result:</u> Teachers will adopt additional protocols that will continue to align our teaching with our new framework and literacy standards. Also, if there is to be any planning, we will continue to use our new unit sketch as a guide.

BUHS/ICOE Collaboration for Science

Coordinator John Lazarcik

Small Group Collaboration - First Rotation

September 21, 2016 - Biology

October 26, 2016 - Earth Science

November 30, 2016 - Chemistry

Goals for First Rotation: Using the CA Science Framework, the Instructional Segments suggested, and Talk Moves teachers will develop a lesson incorporating the 4 phases of Ambitious Science Teaching. The lesson will also incorporate the 3-D learning as prescribed by NGSS. Teachers will deliver the lesson. Develop one constructed response benchmark assessment on other collaboration days.

January 11, 2017 – All Science Teachers

Goals: The Science Team will discuss/reflect/refine lessons using the EQuIP Rubric developed by Achieve modified to fit BUHS needs. Introduce Using Models and Modeling from Ambitious Science Teaching.

Small Group Collaboration - Second Rotation

February 8 - Biology

March 22 - Earth Science

April 26 – Chemistry

Goals for Second Rotation: Develop a unit (2-4 weeks) of instruction patterned after CA Science Frameworks using Ambitious Science Teaching and NGSS. Teach one lesson of the unit. During this time, arrange for teachers to observe each other delivering the lesson. Debrief the observations. Develop the 2nd benchmark assessment on other collaboration days.

May 10, 2017 & May 24, 2017 – All Science Teachers

Goals: These days are flexible and will be driven by the Science Team's goals and aspirations. This could include diving deeper into anything we discussed throughout the year or setting the stage for the next school year. What are the next steps for the implementation of NGSS?

Extra days if need for: Observations - Model a lesson - Follow-up/reflect - Specific for teacher

Points of emphasis (in no particular order)

- ★ Build one constructed response benchmark assessment per semester
- ★ Promote successes
- ★ Develop lesson/units using phenomena to engage students
- ★ Student/Teacher discourse (Talk Moves)
- ★ Using models and modeling
- ★ Ambitious Science Teaching (Chapter 9 of CA Science Framework)
 - Select big ideas that are embedded in observable phenomena
 - Elicit students' current thinking

- Press students for causal explanation of how and why phenomena happen
- Support ongoing changes in student thinking

★ Group work

★ Helping students talk about evidence (CER)

Other Possible Professional Development Opportunities for Science Teachers

★ NGSS Rollouts – San Diego, November 15 and 16

★ CSTA Conference – October 21-23, Palm Springs

★ STEM Conference – October 9-11, Anaheim

★ ICOE – NGSS PD (Framework Review)

★ Coordinated work with BESD

Overview of Professional Development Dates

More details about these activities follow this overview of the dates.

English Language Arts (Partnered with Kelley Marmolejo from ICOE)

August 18, 2016: 2-Hour "Unit 1 Launch" Meeting per Grade Level Team (1 day)
Development of Units 2-6 integrating New Textbook Adoption (15 Days)
9th Grade Team: 9/21/2016, 11/7/2016, 11/8/2016, 2/7/2017, 2/15/2017
10th Grade Team: 10/7/2016, 11/16/2016, 11/17/2016, 12/1/2016, 2/16/2017
11th Grade Team: 9/7/2016, 9/8/2016, 10/26/2016, 10/27/2016, 1/25/2017
January 2, 2017: "Taking Stock of Student Learning" Department Meeting (1 day)

Mathematics (Partnered with Melinda Shacklett from SDCOE including ICOE trainings)

August 17 & 18, 2016
September 7, 2016 Classroom Walk-Throughs and Work in Standards and Assessment
September 29, 2016 (ICOE) High Quality Tasks
November 2, 2016 Questions & Questioning
December 8, 2016 (ICOE) Tasks at the Center
January 26, 2017 (ICOE) Tasks & Talk
February 2, 2017 (ICOE) Mathematical Modeling
March 14, 2017 Advanced Mathematical Modeling
April 13, 2017 (ICOE) Assessing Student Understanding
April 28, 2017 Assessment Workshop
May 9, 2017 (ICOE) Literacy in Mathematics

Social Science (Partnered with Tracy Canalez from ICOE)

August 18, 2016 - All Day at BUHS	March 8, 2017 - During Collaboration
October 19, 2016 - All Day at BUHS	April 24, 2017 - All Day at BUHS
November 2, 2016 - During Collaboration	May 3, 2017 - During Collaboration
November 30, 2016 - During Collaboration	

Science (Partnered with John Lazarcik from ICOE)

August 18, 2016 - All Science Teachers	February 8, 2017 - Biology Teachers
September 21, 2016 - Biology Teachers	March 22, 2017 - Earth Science Teachers
October 26, 2016 - Earth Science Teachers	April 26, 2017 - Chemistry Teachers
November 30, 2016 - Chemistry Teachers	May 10, 2017 - All Science Teachers
January 11, 2017 - All Science Teachers	May 24, 2017 - All Science Teachers

Other Professional Development Opportunities for Science may include:

STEM Conference - October 9-11, 2016 Anaheim
CSTA Conference - October 21-23, 2016 Palm Springs
NGSS Rollout CDE - November 15 & 16, 2016 San Diego

BUHSD Professional Development 2016-2017

Month	Title of Training	Description/Content	Number of Participants
Summer 2016	Computer Science Training	Computer Science Training (5 days)	2
	ELA 11th Grade Unit Planning	ELA 11th Grade Unit Planning (3 days)	5
	Jane Schaffer Writing	(2 days)	2
	Stanford World Language Project	(5 days)	1
	NGSS Summer Institute	Overview of NGSS and NGSS Assessment with ICOE (2 days)	3
August 2016	Formative Assessment	How and why to use formative assessment	All exc. math
	H-SS Framework	Look at the new framework and resources	7
	Vision of High Quality Math	Look at what high quality math instruction entails with ICOE	11
	Math Basics "Calibration"	Look at understandings of math standards, practices, assessment, teaching strategies with ICOE	11
	ELA Grade Level meetings	Unit 1 Launch with ICOE	18
	Teaching Science with Phenomena	Phenomena-based NGSS science teaching with ICOE	9
	Biology pull-out day	Biology Curriculum Planning	8
	Earth Science pull-out day	Earth Science Curriculum Planning	2
	PEERS	(3 days)	4
September 2016	Adult Education	Adult Ed training at San Diego State U IV Campus	5
	ELA 11th Grade Unit Planning	ELA 11th Grade Unit Planning (2 days)	7
	SARB Training		6
	Math Classroom Walkthroughs	Walkthroughs to calibrate and align standards and assessments, with ICOE	15
	Department Chairs Training	Department Chairs Training	19
	Teaching Biology with NGSS	Phenomena-based NGSS science teaching with ICOE	6
	ELA 9th Grade Unit Planning	ELA 9th Grade Unit Planning	10
	North-South Accountability Institute	Webinar from the CDE discussing the new Assessment and Accountability systems for California Schools.	6
	Turnitin Training	Learn to use Turnitin to help students properly cite their sources	23
	Math: High Quality Tasks	Characteristics and ID of high-quality tasks	13
	College Board Training		6
	ELA: Pearson Online Tools	Pearson Representative came to train our ELA teachers on the technology tools that are embedded in our new ELA textbooks.	25
	October 2016	2016 Counselor's Institute	Counselor and Administrator training with Trish Hatch focused on using data in our School Counseling Program.
Advanced Google Bootcamp		1-day Training to prepare teachers for the second teacher certification in Google.	2
CETA Conference		(3 days)	1
ELA 10th Grade Unit Planning		ELA 10th Grade Unit Planning	10

	Google Summit	EdTech Team summit about all things Google and integrating GAFE into our school.	16
	STEM Symposium		5
	Advanced GATE Training		1
	CASC Counselor Training	(3 days)	4
	VAPA Training	Visual and Performing Arts training in CCSS and Literacy.	3
	History Training	Hand score and calibrate a CAASPP performance task, with ICOE	13
	BTSA	ELs in the 21st Century	2
	CA Science Teachers' Assn. Conference	Statewide science convention sponsored by the CA Science Teachers' Association (3 days)	4
	Teaching Earth Science with NGSS	Phenomena-based NGSS science teaching with ICOE	
	ELA 11th Grade Unit Planning	ELA 11th Grade Unit Planning (2 days)	9
November 2016	First Aid Training and Team Collaboration (PACH teachers)		6
	NGSS Training	Continuation of the NGSS Summer Institute with ICOE (2 days)	5
	Math: Questions and Questioning	Math training with ICOE focused on questions and questioning	17
	History Training	Hand score and calibrate a CAASPP performance task, with ICOE	9
	ELA 9th Grade Unit Planning	ELA 9th Grade Unit Planning (2 days)	10
	NGSS Roll-out	Conference on transitioning to implementation of the NGSS (2 days)	11
	ELA 10th Grade Unit Planning	ELA 10th Grade Unit Planning	10
	Teaching Chemistry with NGSS	Phenomena-based NGSS science teaching with ICOE	9
	BTSA	ELs in the 21st Century	2
December 2016	Advanced NGSS Institute	Learn how to Align Instruction to the NGSS (2 days)	4
	Math: Tasks at the Center	Planning for task-centered instruction in math with ICOE	13
	SPED Transition Training		3
	Master Schedule Training	Aeries training fo rbuilding master schedules.	3
January 2017	Social Science Training	Analyze CAASPP Performance Task begun in Oct., with ICOE	11
	Science Training	Discuss and refine lessons using the EQuIP rubric; introduction to Using Models and Modeling from Ambitious Science Teaching, with ICOE	13
	BTSA	Productive Group Work and EL Institute (3 days)	2
	ELA 11th Grade Training	ELA 11th Grade Unit Planning	9
	Math Tasks and Talk	Planning to provide structure for task-centered discussions, with ICOE	13
February 2017	Math Modeling	Intro to mathematical modeling with ICOE	13
	ELA 9th Grade Unit Planning	ELA 9th Grade Unit Planning (2 days)	9
	Biology pull-out day	Develop an instructional unit using the CA Sci Framework and Ambitious Science Teaching strategies with ICOE	10

	Advanced GATE Training	with ICOE	1
	ELA 10th Grade Unit Planning	ELA 10th Grade Unit Planning	9
	CISC Leadership Symposium	Curriculum and Instruction Training for District Leadership	2
	BTSA	Working With Challenging Students	2
March 2017	Advanced GATE Training	with ICOE	1
	Social Science Training	Revisit instructional shifts and protocols implemented as a result of the CAASPP performance task, with ICOE	10
	Advanced Math Modeling	Develop authentic math modeling tasks, their management, planning and assessment, with ICOE	16
	Earth Science Training	Develop an instructional unit using the CA Sci Framework and Ambitious Science Teaching strategies with ICOE	7
April 2017	Advanced GATE Training	with ICOE	1
	Math: Assessing Student Understanding	Examine rubrics, learning continuums and student self-assessments as alternatives to traditional assessment strategies, with ICOE	13
	Social Science Training	Create a spring performance task in each course to be given as a common assessment, along with a rubric, with ICOE	13
	Chemistry Training	Develop an instructional unit using the CA Sci Framework and Ambitious Science Teaching strategies with ICOE	8
	Math Assessment Workshop	When to assess and why; examine different types of assessments, with ICOE	15
May 2017	Link Crew Training	(3 days)	2
	Social Science Training	Revisit new tools, plan for next steps, add engagement and more writing into teaching, with ICOE	10
	Literacy in Math	How can math be supported with literacy strategies? with ICOE	13
	Science Training	Further implementation of NGSS (2 days)	13