

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

Desert Valley High School

104 Magnolia Street

Brawley, CA 92227

Brawley Union High School District

3/20/2017 through 3/22/2017

Visiting Committee Members

Ms. Lorelei Ceja

Director, State & Federal Projects
Coachella Valley Unified School District

Ms. Mari Mann

Language Department Chair
Mountain Empire High School

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National Center for Urban School Transformation – San Diego State University

Mr. William Taylor

Social Studies Instructor
Gateway College and Career Academy

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

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Teacher (Civics, World Cultures, PE) - Jon Self

Teacher (Math) - Scott Dailey

Teacher (Rocketry, History, Fine Arts) - George Smith

Teacher (Science, Credit Recovery) - Kevin Schaffer

Teacher (English) - Teresa Singh

Teacher (ROP) - Alma Soto

Teacher (Special Education) - Giovanna Wells

Instructional Aide - Berenice Rivera

Chapter I: Student/Community Profile (2 pages)

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school.
- School's analysis of student achievement data (e.g., *CAHSEE, AYP, API, AP, college SAT, graduation rates, and program improvement status*).
- Other pertinent data (e.g., *attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students*).
- Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.

Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.

- **Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.**

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.

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.

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. 75% of the student population is eligible for free and reduced lunches. The 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.

DVHS values parent involvement and understands the importance of the 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 houses 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.

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.

In 2011, E-Rate funding to improve the technology infrastructure within the District was acquired, and the current technology plan is evolving to bring more opportunity for classroom engagement with this improved implementation. An emphasis has been placed on upgrading the 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.

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. This year Desert Valley was recognized as a model continuation high school for the second time in four years.

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 students 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

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

Gender Distribution

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

English Learner by Grade (primary language is Spanish)						
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

Special Education

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
& 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 twelve different IVROP programs offered at different locations via the public transportation system. 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 two minutes in length and a five-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 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 the 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 the 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 (Calculated by DVHS staff)				
	12-13	13-14	14-15	15-16
Percentage	82%	83%	87%	89%

State accountability measures report the graduation rates for DVHS as the same as the district graduation rate. For this reason DVHS calculates the 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				
Total #'s Suspensions	1	4	5	8

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
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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 the 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. 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 has a camera surveillance system that provides coverage for the inside and outside of DVHS and across the street at Renaissance.

Data Results

CAASPP 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

CAASPP 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**

CAASPP ELA	2016-2017 District	DVHS	2015-2016 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

CAASPP MATH	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

English Learner Reclassification Rates

Reclassification	2013-2014		2014-2015		2015-2016	
# and % of Students Reclassified	1/161	1.6%	3/56	5.4%	5/64	7.8%

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 they 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 the school. This is especially true in the area of mathematics where many of the students come to the school 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 they update the curriculum and increase the use of local and district benchmarks, communication skills being developed by the student body will continue to improve.

By transferring to DVHS students are beginning the process of understanding and becoming lifelong 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 lifelong learners.

The following are the results of parent and students surveys results in relation to DVHS. Although there were only 56 parent surveys (30%) were 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

II: Progress Report (2 pages)

Since the last self-study:

- **Comments on the school's major changes and follow-up process.**
- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

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 the last full WASC visit. A social studies teacher retired and was not replaced and the 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 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 the school transitions into common core and 21st century skills instruction, they are developing courses where the emphasis will be expository reading and writing and project based instruction. For example, they 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 students 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. They 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 the 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, they 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 document cameras, 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 ensures that 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 the 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 document cameras 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 they 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. They did not have very much success in bringing parents together in a group setting to discuss the Self Study report but they 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 was reviewed by the governing board before the WASC Visit.

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 Plan 2010-2011
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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 Reader (AR) 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. They also began reading informational texts in the 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 the classrooms. Increasing 2 grade levels has no longer been the focus, as they 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. They 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. They replaced this action plan because it was already being addressed in the normal sequence of classes.

WASC Action Plan update after 2013-2014 after mid-term visit

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 they move towards district and local benchmark assessment.

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, they will continue to use standardized state assessments (California Assessment of Student Performance and Progress (CAASPP) System) along with previous measures, but they will expand to the use of district and local course benchmark assessment results to assist the school in updating course curriculum. Also, new to the accountability reporting will be the Career Technical Education completer rates. They 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 the 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 the graduation rates have increased, the 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 public service announcements, 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 the 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 the 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 they 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 they develop and utilize district and local course assessments to gauge the success.

Chapter III: Self-Study Process (1-2 pages)

- **Include a copy of the school's schoolwide learner outcomes.**
 - **Comment on the school's self-study process with respect to the expected outcomes of the self-study.**
1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
 2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)**
 3. **The gathering and analyzing of data about students and student achievement**
 4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards and ACS WASC/CDE criteria**
 5. **The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**

Schoolwide 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 LIFELONG 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

SELF-STUDY PROCESS

There was involvement of and collaboration from all staff, students, community members and district personnel in the writing of the WASC self-study. They showed their commitment to support student achievement through coming to committee meetings, working on separate sections of the self-study and being there for the WASC Visiting Committee meetings.

The clarification and measurement of what all students should know, understand and be able to accomplish through school wide learner outcomes and academic standards was not fully developed due to lack of data and the inadequate dispersion of the learner outcomes, but the school is working on the ability to retrieve data through the hiring of a data management specialist and an instruction and curriculum specialist.

There was no perceived congruence of the school-wide learner outcomes, academic standards and the ACS WASC/CDE criteria but this was highlighted as an area of critical need by both the school personnel and the WASC committee. The alignment of a long-range action plan to the school's areas of need is incorporated in the revised school wide action plan and the development and implementation of an accountability system for monitoring the accomplishment of the plan is supported through the critical needs developed by the school and the WASC Visiting Committee as well as the hiring of a support staff to provide the data analysis and the new strategies of CCSS in the professional development for the staff development plan for DVHS.

Chapter IV: Quality of the School's Program**Part A: What Currently Exists (10-20 pages)**

Based on the school's self-study and visiting committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
- B. Standards-Based Student Learning: Curriculum**
- C. Standards-Based Student Learning: Instruction**
- D. Standards-based Student Learning: Assessment and Accountability**
- E. School Culture and Support for Student Personal and Academic Growth**
 - **Summarize an analysis of what currently exists and its impact on student learning**

- Highlight the areas of strength (if any)
- Highlight the key issues (if any)
- List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.

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

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

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

Vision – Mission – Schoolwide Learner Outcomes – Profile: 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.

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: 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.

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

VISITING COMMITTEE RESPONSE:

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 they 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.

Desert Valley High School (DVHS) has a collaborative leadership model that provides its students with a safe learning environment. In Spring/Fall of 2016, DVHS updated their mission and vision statement to incorporate value of responsibility, life-long learners and being college and/or career ready in their post-secondary endeavors. The DVHS staff continues to solicit involvement and input from all of their stakeholders on maintaining and evolving their school mission and vision.

The school communicates its vision, mission and Schoolwide Learner Outcomes by having it posted in every classroom, including the information in the Parent-Student handbook, school website and board meetings. The Board of Education approves a report which includes the Vision, Core Values, Beliefs and District priorities. Mission, Vision and Expected Learner Outcome statements are shared with the School Site Council and ELAC committees and various school functions. The entire staff is dedicated to their commitment to meet the needs of all students. They support the vision that all students can learn and will achieve and obtain their diploma. The Board of Trustees and the District support DVHS by enacting board policy, positive messaging to the community, and needed funding to support the school's mission and vision. There was very little evidence from student and staff focus groups to support student understanding of the Expected Learner Outcome statements. DVHS leadership confirmed it is work in progress to educate students about the school's mission, vision and Expected Learner Outcome statements. DVHS continues to make extensive effort to contact parents and the community to provide accurate information about the purpose of DVHS, student achievement and academic expectations.

A2. Governance Criterion

To what extent does the governing board have 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?

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

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

Governing Board and District Administration: The district policies and procedures are clear regarding the specific duties of the governing board and district administration in their relationship to the school and staff.

Understanding the Role of Governing Board: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

Governing Board and Stakeholder Involvement: Parents, community members, staff, and students are engaged in the governance of the school.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

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

Brawley Union High School District (BUHSD) 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. The specific duties of the governing board, including the frequency and regularity of board meetings, are adhered to according to State law. The BUHSD 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. DVHS provides update to the board and district regularly which include progress being made towards site/district goals,

DVHS and the BUHSD board of Trustees have policies and bylaws set in place that are aligned specifically with DVHS purpose which supports the achievement of the school-wide learner outcomes. The school-wide learner outcomes are based on academic standards and student achievement data. The Board of Trustees helps with the implementation process by monitoring and providing autonomy to DVHS as they set their objectives. In addition, the Board of Trustees advocacy of high quality teaching and learning in a safe and secure environment and assist the school with rebranding a positive image with the community and Brawley High School.

DVHS, in conjunction with BUHSD, has increased access to technology is committed to providing all students with vital 21st century learning skills. Students have access to a web-based programs for its online curriculum. Odysseyware is offered to students to support their online learning. Most of the teacher can support students with technology usage. Most of the new technology initiatives are first implemented at DVHS.

DVHS notifies parents of SSC openings via Parent Link phone calls home, along with an advertisement in the local newspaper, the Imperial Valley Press, as well as Back to School Night. Students participate in the Student Leadership committee which assists in planning school activities and running assemblies. Parents and students are invited to participate and give their input in district LCAP informational meetings and online surveys.

A3. Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does 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?

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

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

Broad-Based and Collaborative: 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.

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

Staff Actions/Accountability to Support Learning: 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.

Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Desert Valley and their stakeholders annually review their Single Plan for Student Achievement (SPSA) based on student achievement data such as, CAASPP, CELDT, GPA, graduation, suspension and attendance rate. The district is in the process of implementing and training staff on use of Illuminate and Aeries Analytics for data analysis. Currently, the school utilized full staff development days as well as entire staff and individual meetings to analyze and disaggregate

student achievement data. Stakeholders annually review student benchmarks and formative assessments to help guide their decision-making process for the upcoming school year. All stakeholders collaborate on instructional decisions based on student performance. The SSC serves as the central body that has gathered information, ascertained progress, and made any adjustments to the action plans. Most of the program is geared to having students graduate with diploma and feel successful and confident.

A4. Staff: Qualified and Professional Development Criterion

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

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

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

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

Qualifications and Preparation of Staff: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Staff Assignment and Preparation: 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.

Defining and Understanding Practices/Relationships: 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.

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

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

DVHS and BUHSD have clear policies and practices for employment. DVHS employees are hired by BUHSD's Human Resources Department. All employees go through the hiring process set in place by the district. All DVHS teachers are credentialed and "Highly Qualified" to teach in their assigned content area. All employees are provided a staff handbook set forth by the District that clearly outlines policies and procedures. DVHS supports professional development by providing their teachers opportunities to attend trainings, workshops, and conferences that are specific to the student population. Instructional staff is provided with CAASPP training to better prepare in the use of interim and block assessments. Site staff is provided with

opportunity to participate in technology based professional development such as Google Apps for Education.

Evaluations focus on the school goals to enhance student learning and academic achievement. Assigned supervising administrators actively observe all staff and offer suggestions to improve instruction. Newly revised evaluation procedures allow the staff members the opportunity to self-evaluate and reflect on improving instruction. DVHS teachers are involved in the evaluation process every two-year evaluation cycle. Site principal performs both certificated and classified employee evaluations as required by contracts. Site principal meets with site staff to discuss instructional and non-instructional recommendations for improvement. The site Principal, the Superintendent, and Board members conduct classroom walk-throughs.

A5. Resources Criterion

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

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

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

Allocation Decisions and Their Impact: 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.

Practices: 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.

Facilities: 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.

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

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

Long-Range Planning: 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.

The DVHS staff leadership team is involved in the resource allocation decisions based on the needs of the site. Decisions about resources, the school's vision and mission statements, as well as interpretation of student achievement data that drives curricular and instructional decisions are all decided upon through the leadership team. The leadership team utilizes student performance data to collaborate on the specific site allocations of resources in accordance with their action plan and LCAP plan. All school resource allocations are based on projected enrollment and to support the school's focus on their college and career readiness program. The school is technology rich and has sufficient human resources to maintain small class size. The district provides annual audits to ensure that funding is allocated appropriately.

DVHS facilities meet the needs of the school's vision and mission statements and the school-wide learner outcomes. DVHS provides students with a safe, nurturing, and appropriate learning environment. Maintenance and operations staff works to ensure that all repairs are taken care of in a timely matter and keep the school in good working order. DVHS has set policies and procedures for acquiring and maintaining adequate instructional materials and equipment. DVHS is in compliance with the Williams Act, which requires school to have enough materials for all students. The office staff works diligently to ensure that all teachers have the materials they need to provide the curriculum and instruction. DVHS has also adopted new English curriculum and staff is actively engaged in the development of a curriculum plan.

A6. Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

Has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

Is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

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

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Not applicable. This is not a charter school.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- DVHS's dedicated and caring staff provides all students with a safe and nurturing environment where students feel successful.
- Stability and experience of instructional staff
- DVHS staff is very focused on assisting students to meet the high school graduation requirement.
- DVHS has a highly-qualified experience staff and the staff culture promotes teamwork, and collaboration.
- DVHS's leadership model is based on a collaborative shared decision-making process
- The Board of Trustees and District administration are sensitive to DVHS's needs by providing staffing and funding for staff development, acquisition of instructional materials, and facility maintenance.
- DVHS's school resources include current technologies, intervention opportunities, and a well-maintained campus

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Continue to promote community outreach opportunities and positive messaging with stakeholders and students about DVHS's Vision, Mission Statements Schoolwide Learner Outcomes.
- Continue to promote opportunities for more involvement in the school governance and District's ELAC and Local Control Accountability Plan (LCAP).
- Maintain ongoing professional development for staff within their specific areas of curricular expertise along with the means to measure the effectiveness of the professional development implemented in the classroom.
- Continue to review, clarify and implement Schoolwide Learner Outcome statements to make them measurable and make a formalized connection to the curriculum, instruction, assessment, and school culture.

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

- Mission & Vision Statement
- Schoolwide Learner Outcome
- School Site Plan
- New student orientation process
- Desert Valley High School website <http://www.brawleyhigh.org/Domain/84>
- District website www.Buhsd.net
- SARC
- Odysseyware Learning
- Uniform complaint procedure
- Common Core Professional Development
- Classroom walk-throughs
- Student Handbook ESLRs
- ROP Courses
- BUHSD LCAP

- Comprehensive District PD plan
- Budget allocations to Desert Valley High School
- Campus facility
- Focus group interview

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do 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?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers.
[iNACOL Standard J, 2009]

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

Current Educational Research and Thinking: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness standards for each subject area, course, and/or program.

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

Integration among Disciplines: 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.

Articulation and Follow-up Studies: 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. Rigorous and Relevant Standards-Based Curriculum Criterion

Desert Valley High School is committed to using current educational research to develop a meaningful instructional program for all students. The staff is transitioning to Common Core State Standards with the assistance of outside professionals who bring research-based strategies trainings to the district as a whole. DVHS pairs with the comprehensive high school and Imperial County Office of Education consultants in the core areas of math, English, history and science. This was corroborated by staff, administration and the superintendent. Teachers commented that they feel free to ask for funds to go to individual professional development opportunities as well during the year.

DVHS is in the initial stages of implementing new book adoptions in English and math. Lesson plans with the new common core standards are being developed and implemented in these courses. This was evidenced in walk through observations by the visiting committee. They saw students engaged in small group discussions, the use of the Socratic Method of teaching/learning in Integrated Math 1, and the presentation of a senior portfolio project which includes: a resume, a personal statement, a future goals evaluation sheet and a personal recommendation from a community member. The other evidence that there is integration among disciplines is through the Big History Project where there is collaboration between the science and history classes.

Although there is evidence of some congruence between the actual concepts and skills taught, the academic standards, the college and career readiness standards and the schoolwide learner outcomes, it is inconsistently embedded into the academic environment at DVHS.

DVHS students also participate in district CTE/ROP courses such as: construction, welding, computer technology, graphic design, landscape design, nursing assistant, corrections and retail/marketing classes where the new career readiness standards are being implemented. In conversations with students and parents, many students praised these vocational programs as a way to make sure they are ready for the real-world skills needed to continue with the vocational track they have chosen. These classes also allow students to Although DVHS is in the process of researching the procedure needed to become A-G certified in all core classes, at this time, only some OdysseyWare online classes are considered to be A-G.

DVHS holds parent conferences for every student that transfers from BUHS to DVHS where academic, attendance and behavioral expectations are discussed. There is a district transfer form that all students and parents must sign to show their understanding of DVHS expectations.

DVHS students participate in the district's higher education week presented by the Imperial County Office of Education at the Imperial Valley Mall each fall and the spring career fair at the comprehensive high school. The feeder school for DVHS is BUHS and according to the counselor and several teachers, the student file that accompanies the students when they transfer is complete and delivered in a timely manner.

The staff at DVHS articulates informally with the comprehensive high school and staff members from the local community college comes to Desert Valley to assist DVHS students with registration and financial aid; however, no embedded process for articulation exists with the local community college. At various times throughout the year different trade schools will send representatives to speak to their students regarding the types of education they have to offer.

DVHS has just begun to solicit formal survey information from former students for the purpose of examining the success of their academic programs. Before the 2016/17 school year, information was gathered on an informal basis through conversations with former students.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

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

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

Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Student-Parent-Staff Collaboration: 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.)

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

According to the evidence from the graduation checklist, the ROP course descriptions, CTE Odysseyware courses, the Career Occupational Preference System Online Assessment and verification from the DVHS counselor, all students are provided assistance with a personal learning plan in order to meet the requirements of graduation and are prepared for the pursuit of their academic, personal and career goals. Students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options through ongoing transcript evaluations to insure they are taking required courses for graduation. The counselor meets with every student and his/her parents or guardians to discuss educational opportunities, postsecondary preparation and the possibilities of technical training through a variety of CTE and ROP courses.

A rigorous, relevant and coherent curriculum that includes real world applications has the possibility to be accessible to all students through courses and programs that are being offered as well as those that are being developed. The principal has authorized six subscriptions to publications such as *The New York Times*, *News Up Front* and *Scholastic Magazine*. This type of relevant curriculum, along with videos, news shows and informational texts all provide real world applications to the students' curriculum. Although all 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. Once again, the elective and ROP classes are also a positive response to providing real-world applications for students.

The counselor meets with both parents and students to monitor individual student academic status, but the Aeries Parent/Student Portal is used for monitoring grades and graduation status and is accessible to parents and students 24/7. This and the graduation checklist allow students and parents to know where the student is academically at any given moment.

The strategies used to transition DVHS students from high school to college, career and other post-secondary high school options range from site counselor meetings with senior students to discuss the options to preparing students with local community college personnel visits, assistance with placement exams and help with FAFSA. The school also brings in trade school recruitment presentations which also allow for individual discussion. Another highlight is that the ASVAB is provided on the DVHS campus on a yearly basis along with opportunities for individual discussions with the recruiters. As mentioned before, the students participate in a College and Career day at the local community college on a yearly basis.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Students are given many opportunities to explore vocations/community college paths and military options for their post-secondary career goals.
- Students are in close contact with the on-site counselor
- Students feel a connection with one or more adults on campus
- Students are given many options for the ROP classes that lead to viable job opportunities in the future.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Continue to collaborate with the comprehensive high school so all students are receiving equitable curriculum, core instruction and scope and sequence in each core class
- Continue to introduce common core to students in an organized and thematic way that allows students to understand the overall objective of the lesson
- Expand Implementation of professional development centered on common core standard lesson plans and strategies to help students understand the relationship between academic and career readiness standards
- Develop course pacing guides for all courses
- Create and implement of a College and Career readiness course
- Expand professional development to enhance Chromebook usage for students and teachers

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

- Classroom Observations
- Conversations with Student Groups
- Conversation with Staff
- Conversation with Counselor
- Senior Portfolio Presentation
- Graduation Checklist
- Schoolwide Learner Outcomes

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

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

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

Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Student Understanding of Performance Levels: The students understand the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Desert Valley High School believes they satisfy this criteria via their instructors' compliance with the school-wide learner outcomes, participation with their district's writing improvement program, and day-to-day assignments turned in physically and electronically. DVHS instructors do not have official pacing guides aligned with CCSS or the Brawley Unified High School framework. DVHS instructors report that they are making progress in understanding and implementing CCSS and 21st century skills through professional development opportunities.

DVHS admits that they need to better develop this objective. Only some classes provide course descriptions, learning goals for class expectations, unit objectives, rubrics, and sample assignments as an example of student work from prior semesters. These strategies are not done on a schoolwide basis. Again, DVHS notes that they are in the process of developing pacing guides. DVHS also notes that they utilize online grading systems such as the Aeries Student Information System.

DVHS utilizes a long list of multimedia and technology to augment instruction. DVHS evaluates its impact on learning through student feedback and academic achievement in their grading systems at the end of each term.

C2. Student Engagement Criterion

To what extent do 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?

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

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

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

Teachers as Coaches: Teachers facilitate learning as coaches to engage all students.

Examination of Student Work: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

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

Students use technology to support their learning.

Students use a variety of materials and resources beyond the textbook.

Real World Experiences: All students have access to and are engaged in career preparation activities.

DVHS notes that they utilize a long list of multimedia and technology to augment instruction. The DVHS self study for this section notes that their instructional strategies are nontraditional, but it does not indicate whether or not they are current and up-to-date on content or methodology.

DVHS notes that their instructors incorporate coaching strategies, flexible scheduling, smaller class sizes, extended advisory periods for tutoring, project based learning, equitable questioning, and non-didactic techniques.

DVHS praises their extensive catalogue of courses specifically aligned for real world experiences. Students enroll in ROP course that are all focused on career preparation such as Nursing, Construction, Graphic Design, Office Occupations, and Welding.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- High use of projects, presentations, and technology.
- Real world experiences in select courses offered.
- Staff is given full autonomy to pedagogy and curriculum.

Key issues for Standards-Based Student Learning: Instruction (if any):

- Lack of communication of learning expectations.
- Lack of defined, intentional, preplanned CCSS curriculum alignment.
- Lack of pacing guides and formal instructional planning.
- Lack of rigor targeted for college preparedness.

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

- Refer to display of class projects throughout all classes, the DVHS senior portfolio, and use of technology in the classroom (Chromebooks, Google Classroom, Aeries, etc.)
- Refer to extensive course list for ROP classes.
- Refer to staff pedagogies and individual endeavors in curriculum development.

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

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

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

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

Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data.

Monitoring and Reporting Student Progress: 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.

Monitoring of Student Growth: 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.

DVHS uses CAASPP results to inform instruction. Beyond the traditional grades entered in the gradebook and each teacher's own pedagogical assessments, DVHS notes that they do not have school-wide benchmark assessments, common assessments (because of single teacher departments), reading level assessments, or formal diagnostic assessments.

DVHS notes that the school uses Aeries.net, open house, school board reports, the parent conference calendar, and telephone calls to reach parents. DVHS does not indicate whether they communicate assessment data analysis comprehensively to other stakeholders.

DVHS notes that their grading criteria is set forth by each individual teacher and are communicated through their report cards. DVHS notes that they do not measure or connect their school wide learner outcomes to assessment or data. DVHS also does not indicate officially and formally to what extent their academic, college, and career readiness standards are being met on any sort of data spreadsheet or form of measurement.

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

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

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

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

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

Appropriate Assessment Strategies: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

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

Student Feedback: 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.

DVHS teachers have access to strategies to use in order to consistently give appropriate formative and summative measurements to ensure student progress and guide classroom instruction. Essays, portfolios, individual/group projects, thinking maps, oral presentations,

interviews, self-assessments, and formal and informal teacher assessments such as checks for understanding are some of the strategies used to measure student progress. These assessments also analyze the body of knowledge mastered by each student.

Teachers monitor quizzes/tests, daily classwork, and oral/written/listening projects to assess students' growth and performance. This information is collected and the teachers are working on analyzing these benchmarks to further assess the individual growth of each student. Student achievement information is shared with students, counselors and parents. Through conversations with students, teachers and administrators it is evident that many of the educators on campus wish to have firm data to help to inform the teachers' continued lesson planning. The continued improvement of data analyzation will continue to help teachers pinpoint the areas of need for students in order to improve their education.

Although Aeries is just beginning to be used as a tool to assess the data of formative and summative assessments, it is a powerful data assessment tool that will allow teachers and students to understand the gaps in learning and how improvement in the student's' education can be strengthened. SBAC reports and grading period master schedules also pinpoint the progress or gaps in a student's educational performance here at DVHS.

Since DVHS has single teacher departments, 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. Evidence of this has been observed through individual student projects, interviews and formal and informal teacher assessments.

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 occupy their thoughts 90% of the time. Students understand that there is certain material that has to be learned in each class but not what standards this material falls under. They also understand that there are certain tasks that they are assigned that assist them in preparing for life after high school. Some of the projects that fall under this category are: public speaking, writing, group work, creating resumes, college orientations **and guest speakers.**

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

To what extent does the school with the support of the district and community have 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?

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

School Assessment and Monitoring Process: 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.

Curriculum-Embedded Assessments: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

Schoolwide Modifications Based on Assessment Results: The school uses assessment

results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. The school periodically assesses its curriculum and instruction review and evaluation processes. The school employs security systems that maintain the integrity of the assessment process.

DVHS notes that the BUHSD Board monitors district and school performance through CAASPP proficiency rates. All appropriate stakeholders are provided with this information as necessitated. The DVHS counselor and principal regularly report to the Student Attendance Review Board (SARB) for truancy data, and meet with teachers regarding academic progress, and local assessment data. DVHS notes that there is communication to the community through the IVROP program, but there is no official or formal communication with local business and communities.

DVHS notes that they are only beginning to implement standards-based curriculum-embedded assessments, especially with CCSS. DVHS notes that Math and English are attending professional development for curriculum-embedded assessments, but Science and Social Studies are not indicated.

DVHS notes that they are using local assessments to inform the decisions for content and course offerings, but they are only rarely using Illuminate as a district standardized testing platform to inform best practices.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- DVHS has the tools and resources at their disposal from the district to increase intentional data management and collection.
- Teachers collaborate on projects such as the senior portfolio and the Big History Project
- Students are aware that some of the tasks assigned such as community service hours and public speaking are needed for post high school careers and college readiness.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- Increase the breadth of data collection strategies, including but not limited to diagnostic, formative, and summative assessments that are local, district, and standardized in nature in order to build comprehensive analysis of student achievement and guide instruction
- Use data to inform best practices in planning and instruction, especially in regards to equity to appropriate high school level rigor and college and career readiness.
- Develop a culture of sharing and reflecting on that data in a structured, systematic, congruent, and intentional fashion.

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

- Classroom observations
- Administration/Staff conversations
- Curriculum and Instruction and Data District Support Staff conversations
- Senior Portfolio Presentation
- Video of school highlights

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

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

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

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

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

Use of Community Resources: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

DVHS staff involves parents, family, and the community with a series of orientation meetings and a Back-to-School night. The school has had a huge increase in their family participation rate at the Back-to-School night. Parents, students, and the community are involved in recognizing students at DVHS's student recognition assemblies three times a year. The school 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. DVHS includes non-English speaking stakeholders in all communication by translating all-important DVHS documents, newsletters, parent emails, and parent phone calls into Spanish. The school secretary, counselor, and principal are fluent in Spanish and are available to communicate with Spanish speaking stakeholders in all programs during the day and during school functions. 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. Parents also have access to Aeries Parent Portal to monitor their child's progress. DVHS's families have access to the district's family resource center for additional support with mental health, drug and alcohol counseling. DVHS uses resources in different areas to support student learning. Students at BUHSD are required to complete fifteen hours of community service for graduation, so DVHS students get connected with a variety of local businesses and community organizations to find places to volunteer. The flexible schedule that DVHS students have helps students have more options for volunteering, even during weekday hours. Students have been able to participate in local events. Parents interviewed stated 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 parents also indicated 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.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

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

Safe, Clean, and Orderly Environment: 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.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Atmosphere of Trust, Respect, and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

Well-maintained facilities, an effective discipline plan, and an effective internet usage policy make DVHS a safe, clean, and orderly learning environment. The orientation of the classrooms and offices is particularly nurturing and facilitates excellent communication for students, parents, and teachers. Through the orientation process, one-on-one conferences, and modeling respect, DVHS staff cultivates a culture of respect for students, school grounds, and school materials. There are policies in placed in the student/parent handbook that are followed to ensure students properly use Internet, student accounts, and materials. DVHS has an effective discipline and attendance policy that is regularly reviewed at enrollment meetings.

It was evident that the school is operated by caring, respectful, professional staff and that the staff has developed nurturing relationships with students through their accessibility and one-on-one support. Teachers encourage students to meet their goals and are held accountable for meeting those expectations. The teachers and counselor go above and beyond to make themselves available to students by providing support through scheduled appointments, walk-in appointments, email support, crisis support and referral, and a variety of tutoring options. The student focus group shared they felt strongly that DVHS teachers and staff provide an open and welcoming atmosphere, and students felt valued, respected, and able to achieve skills to succeed as students and later in life.

The atmosphere at DVHS provides a trusting and caring learning environment for students to achieve and thrive. There is a mutual admiration between students and staff that facilitates a level of trust that highly impacts the addressing of DVHS students' critical academic and interpersonal needs. Students at DVHS have access to teachers, principal, counselor, and support staff during school hours, at school functions, during field trips, and after school via email, text, and phone. According to the student focus group, students generally agreed they enjoyed and felt welcome at school and teachers are respectful. Students also stated that they felt more supported personally and emotionally at DVHS than in their previous school.

DVHS students participate in the Imperial Valley Regional Occupational Program (IVROP), career day, and Imperial Valley College and university day. The local community college,

Imperial Valley College (IVC) sends representatives to DVHS to assist students with the financial aid process and the IVC entrance exam ACCUPLACER at DVHS. 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.

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success.

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school, and how are they enhanced by business, industry, and the community?

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

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

Adequate Personalized Support: The school has available and adequate services to support student's personal needs.

Support and Intervention Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

Support Services – Interventions and Student Learning: 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.

Equitable Support to Enable All Students Access to a Rigorous Curriculum: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

Co-Curricular Activities: 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.

DVHS has a variety of services available to students to individualize learning. In addition, DVHS has a full-time counselor who meets with students at least every six weeks to create an education plan that includes credit monitoring and graduation support, post-secondary planning such as job-skill training, military, or community college, returning to the District's comprehensive high school, and planning long term goals. The counselor provides academic, emotional and problem solving strategies, and conflict resolution supports along with connecting students and families to psychologist and district resource center as needed. The counselor oversees students with 504 plans and provides copies of the student's accommodation to staff.

The site also has a full time special education teacher to support students with special needs and provides a copy of the IEP accommodations to staff. 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. Teachers can also refer students for personal counseling with the school counselor or to the district psychologist. The district has a family resource center which is available to DVHS students to obtain counseling or other services. 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. ICBHS case managers collaborate with the school counselor and/or school psychologists to better assist and support students. 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.

DVHS has a campus security officer who is visible before, during and after school along with the district's school resource officer (SRO). The SRO interacts with students throughout the day and at lunch to build relationships. All teachers are available to provide additional tutoring and afterschool supports to students daily.

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 student attend class at least once a week to submit work completed and take tests. In addition, students may complete credit recovery online with Odysseyware credit recovery program.

The aviation science class has a rocketry club that has participated in the National Aviation Rocketry competition four times in the last eight years in Washington D.C. The club meets during first period during aviation science class. The Aviation Science Club has three students this year but had ten students last year.

The student focus group expressed interest in having more clubs on campus and were not aware of the Aviation Science Club. The student focus group spoke highly of the birthday recognition and celebration but were not aware of a student leadership committee which planned spirit weeks, student recognition assemblies, or extended break activities.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

- A positive, supportive, and trusting bond exists among students, parents, and staff that nurtures student learning and success.
- Individualized supports exist to address student issues rather than using a one-size-fits-all support system.

- A safe, nurturing, and welcoming culture and facility exists to support student achievement.
- A comprehensive system of individual student support exists to ensure that students do not “fall between the cracks.”
- Staff connects with the student body which contributes to a safe, trusting, and positive educational environment that nurtures student self-esteem.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- Continue to increase partnerships with local businesses/ community organizations and build on those relationships to help provide DVHS students with more college and career readiness resources.
- Continue efforts to create opportunities for parent and community involvement to support student achievement and success
- Continue to create opportunities for students to collaborate and feel connected to school, the community, and to each other
- Continue to build programs and clubs to engage students in extracurricular activities

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

- Student attendance
- Master Schedule
- DELAC meetings
- Office staff’s interaction with non-English speaking parents
- Student/Parent handbook
- Study Skills curriculum
- Student of the Month program
- Counselor schedules/support
- DVHS Parent & Student survey data
- District Resource Center
- Orientation meetings Back to School Night –
- Staff development agendas
- DVHS school-wide learner outcomes
- BUHSD & DVHS Website
- Career Day Flyer
- Staff Interviews (Counselor, School Resource Officer, Psychologist, District Resource Center Director, School Secretary, etc)

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

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

Schoolwide Areas of Strength (list numerically)

1. A positive, supportive, and trusting bond exists among students, parents, and staff that nurtures student learning and success.
2. A comprehensive system of individual student support exists to ensure that students do not “fall between the cracks”.
3. DVHS’s school resources include current technologies, intervention opportunities, and a well-maintained campus.

4. Students are given many opportunities to explore vocations, community college paths, and military options for their post-secondary career goals.
5. Students are engaged and provided opportunities to develop life skills through community service hours, public speaking, and the senior portfolio.
6. The Board of Trustees and district administration are sensitive to DVHS's needs by providing staffing to maintain small class size, a full-time counselor, and professional development.

Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*

- **Ensure that all Critical Areas have a “who,” “what,” and a “why” in relation to the impact on student learning**
- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

Schoolwide Critical Areas for Follow-Up

(list numerically; Include who, what, why, and the impact on student learning)

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

1. Promote and improve academic success for all students
2. Cultivate and enrich college and career readiness for all students
3. Expand stakeholder involvement and input

The visiting committee recommends eliminating goal 4 as it is already incorporated into goal one and moving the tasks to goal 1. Goal 4: Develop and implement a data analysis system to drive schoolwide improvement.

In addition, the visiting committee has identified areas that need to be strengthened:

(Note: Show the relationship to what the school has already identified, if possible.)

- Continue to review, clarify and implement Schoolwide Learner Outcome statements to make them measurable and make a formalized connection to the curriculum, instruction, assessment, and school culture.
- To support the ongoing professional development plan, staff needs to increase collection and analysis of formative and summative assessment to target areas of school wide academic focus.

Chapter V: Ongoing School Improvement (1–2 pages)

- **Include a brief summary of the schoolwide action plan**
- **Comments on the following school improvement issues:**
 - **Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up**
 - **Do the action plan sections address the critical areas for follow-up?**
 - **Will the action plan steps enhance student learning?**
 - **Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP, technology plan, staff***

development plan)?

- **Is the action plan feasible within existing resources?**
- **Is there sufficient commitment to the action plan, schoolwide and systemwide?**
- **Existing factors that will support school improvement**
- **Impediments to improvement that the school will need to overcome**
- **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.**

The visiting committee concurs with the school's identified areas that are outlined in the schoolwide action plan. The school action plan is summarized below:

- Promote and improve academic success for all students
- Cultivate and enrich college and career readiness for all students
- Expand stakeholder involvement and input

In addition, the visiting committee has identified areas that need to be strengthened:

- Continue to review, clarify and implement Schoolwide Learner Outcome statements to make them measurable and make a formalized connection to the curriculum, instruction, assessment, and school culture.
- To support the ongoing professional development plan, staff needs to increase collection and analysis of formative and summative assessment to target areas of school wide academic focus.

The current action plan is more than adequate to address the identified critical areas for follow up. The steps will also enhance student learning through integrating all major school initiatives such as the technology plan, professional development plan, congruence among actual concepts and skills taught, the academic standards, the college and career readiness standards, and the schoolwide learner outcomes. The existing resources are sufficient to meet the needs of the action plan. Existing factors that will support school improvement are the strengths identified in each area. The critical areas are listed in each section which may impede the improvement that the school will need to overcome.

The philosophy behind WASC is that the action plan is a living document to guide the school in an overall plan for student success. The staff, administration and students should refer to the self-study guide and reflect upon their goals and action plan in their ongoing process to improve school practices and schoolwide learner outcomes.