

**ACS WASC/CDE MID-CYCLE VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

DESERT VALLEY HIGH SCHOOL

**104 Magnolia Street
Brawley, California 92227**

March 9 - 10, 2020

Visiting Committee Members

Lorelei Ceja, Chairperson
Director of State & Federal Projects
Coachella Valley Unified School District

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I. Introduction

Include the following:

- Succinctly describe the school location, type of school, grades served, school programs, demographics, and student performance data, including the California Dashboard indicators, the major implications of the data, the identified student learner needs, and the identified school needs.

Desert Valley High School (DVHS) lies within the boundaries of the Brawley Union High School District in the city of Brawley, California. The city of Brawley lies in the southeastern tip of California, 22 miles from the border with Mexico. The Brawley Union High School District is composed of a comprehensive high school, a continuation high school and a community day school. DVHS has a student population of which 93% consider themselves Hispanic. On the 2019 – 2020 census day, 85% of the students at DVHS were socioeconomically disadvantaged and 28% of the students were English Learners. DVHS offers a complete special education program, including a special education teacher on site. The student support services at DVHS include a principal, counselor, eight teachers, an instructional aide, a custodian and office secretary who are on site 100% of the time and the district migrant counselor, psychologist, speech therapist, and the director of the Family Resource Center who visit DVHS on a weekly basis. DVHS also provides counseling for substance abuse and anger management through the Imperial County Behavioral Health Program.

Transferring to Desert Valley High School is strictly voluntary and no students are placed as a result of the SARB process or a suspended expulsion. Desert Valley High School receives students who are usually between 60 to 130 credit deficient and whose grade point average is below 1.5. DVHS works closely with these students to ensure their academic and personal success. DVHS's official 2018-19 academic year graduation rate was 84%. This rate does not include the students who earned their high school diploma through Adult Education or back at BUHS. Personnel at DVHS articulate with the staff at the comprehensive high school to ensure that DVHS students receive access to the Career Technical Education classes offered at Brawley Union High School (BUHS). DVHS also offers an online credit recovery program that affords students the opportunity to earn additional credits during and outside of the regular school day.

DVHS runs a four hour school day exceeding the three hours requirement with each student having six forty minute periods. This schedule allows students more opportunities to work with teachers on improving their credit and GPA requirements towards graduation. A daily credit recovery class is offered on campus from 8:30 am to 12:30 pm. DVHS operates a Saturday School program where students can make up attendance absences or work on completing missed assignments.

School Enrollment

Grade	2017-2018	2018-2019	2019-2020
10th	1	0	1
11th	61	63	54
12th	89	98	81
Total	151	161	136

California School Dashboard Data

LEARN MORE
English Language Arts

All Students State

Orange

89.9 points below standard
Declined 39 Points Ⓣ

EQUITY REPORT
Number of Student Groups in Each Color

0	2	0	0
Red	Orange	Yellow	Green

0 Blue

LEARN MORE
Mathematics

All Students State

Red

195.8 points below standard
Declined 14.1 Points Ⓣ

EQUITY REPORT
Number of Student Groups in Each Color

2	0	0	0
Red	Orange	Yellow	Green

0 Blue

LEARN MORE
English Learner Progress

All Students State

44.4% making progress towards English language proficiency

Number of EL Students: 45

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE
College/Career

All Students State

Red

1.3% prepared
Maintained 1.3%

EQUITY REPORT
Number of Student Groups in Each Color

2	0	0	0
Red	Orange	Yellow	Green

0 Blue

LEARN MORE
Graduation Rate

All Students State

Green

84% graduated
Increased 8.3% Ⓣ

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0	2
Red	Orange	Yellow	Green

0 Blue

LEARN MORE
Suspension Rate

All Students State

Red

17.9% suspended at least once
Increased 10.8% Ⓣ

EQUITY REPORT
Number of Student Groups in Each Color

4	0	0	0
Red	Orange	Yellow	Green

0 Blue

Student Group Report for 2019

[Pivot Data by StudentGr](#)

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Red	Green	Red	Orange	Red
English Learners	None	Red	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Red	Green	Red	Orange	Red
Students with Disabilities	None	Red	None	None	None	None
African American	None	None	None	None	None	None
Hispanic	None	Red	Green	Red	Orange	Red
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Data Analysis

On the 2018-19 California Dashboard DVHS was green on its graduation rate, orange on CAASPP English Language Arts and red on Suspension rate, College/Career Readiness and CAASPP math. Student group data was exactly the same as overall school data. The School's graduation rate continues to hover around 85% per year. The CAASPP English Language Arts scores went from 24.39% in 2017-18 in Standards met or exceeded to 16.05% in 2018-19. The math scores went from 0% in standards met or exceeded in 2017-18 to 2.35% in 2018-19. The CAASPP English Language Arts scores vary from year to year depending on the junior class. Some years it rises while on other years it decreases. The math CAASPP scores have traditionally been very low at DVHS. The 2018-19 school year was the first where students scored into the Standards met category. DVHS, BHS, and the district recognize that a percentage of students transfer in right before testing in the spring so it is essential that the schools have joint ownership of student learning and ensure supports are in place for students to be successful. In 2018-19, 18% of students tested were in the Special Education Program and 41% were English learners. The instructional staff at DVHS will continue to receive professional development opportunities devoted to the improvement of CAASPP scores, especially in targeting instruction to boost achievement for student groups.

The College and Career Readiness indicator is low, in part, due to the way the Aeries student system was managing Career Pathway completers. The error has been resolved, therefore this year DVHS should have Career Pathway completers which will improve the Career and College Readiness indicator. DVHS will also continue to encourage students to enroll in dual enrollment classes with Imperial Valley College, which at the current time is not being taken advantage of by students.

The suspension and expulsion numbers have increased over the last few years. The BUHSD Board of Trustees has tasked its schools with the full enforcement of its District-wide Discipline Policy of recommending students for expulsion for a 2nd drug offense. This has resulted in more suspensions over the last two years. However, DVHS hopes to see a decrease in the number of suspensions and expulsions with the implementation of PBIS strategies during the 2020-2021 school year.

DVHS was identified as a Comprehensive Support and Improvement (CSI) school this year as they had five or more indicators where the majority were red. They have applied for CSI funds and will refine their SPSA actions to support their improvement efforts.

Mission Statement

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

Vision Statement

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

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

Schoolwide Learner Outcomes

STUDENTS WILL BECOME EFFECTIVE COMMUNICATORS:

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

STUDENTS WILL BECOME RESPONSIBLE INDIVIDUALS:

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

STUDENTS WILL BECOME SELF-DIRECTED LIFE-LONG LEARNERS

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

STUDENTS WILL BECOME PREPARED FOR POST-SECONDARY OPPORTUNITIES

- *Acquiring employability skills*
 - *Researching personal interest, skills and abilities*
 - *Utilizing research to plan and prepare for post-secondary options*
 - *Prioritizing and monitoring progress towards personal goals*
- **Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last visit.**

PERSONNEL

Desert Valley High School had one significant staffing change since the last full visit; one teacher retired and was replaced with a new teacher from outside the District.

TECHNOLOGY

Every classroom at Desert Valley High School is now equipped with a chromebook cart which holds 25 units, an overhead projector, document camera, and sound bar. LanSchool is utilized in the two computer labs to monitor student use while GoGuardian is used to monitor student use on the chromebooks. Several courses are now utilizing the online curriculum supplemental materials provided by textbook editors. The district utilizes Google Apps for Education.

STUDENT ENROLLMENT

Enrollment has been on a downward swing over the last few years. Currently, at the time of this report, enrollment is at 131 students. Students at Brawley Union High School are finding more academic success at the comprehensive high school which in turn is driving enrollment down. At this current rate, Desert Valley High School may need to downsize the teaching staff by one teacher going into the 2020-2021 school year.

PBIS

DVHS has made Positive Behaviors Intervention and Supports (PBIS) a priority on campus. All staff are being trained this year. As DVHS moves forward with the full implementation of PBIS school-wide, the focus will be for students to be taught the expectation of appropriate behaviors, on and off campus and in the community. This PBIS shift will move toward an increased amount of DVHS students taking responsibility for their positive personal conduct, relationships and education.

NEW GRADUATION REQUIREMENT

In June 2019, the district adopted a third year math requirement beginning with the class of 2022. The school will need to address how this can be accomplished as students already struggle with fulfilling the current two years of math requirements.

- **Briefly summarize the effectiveness of the stakeholder engagement in the implementation and monitoring of the schoolwide action plan/SPSA and the preparation of the progress report.**

The main responsibility of the WASC follow-up process for Desert Valley High School has fallen on the school's teaching staff and Principal. DVHS is a small school and the decision was made to have the entire school instructional staff and counselor as an advisory body for all academic and instructional decisions. School site council also provides feedback and direction to the administration. The school site council is composed of the principal, teachers, our 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 action plans from the Single Plan for Student Achievement. Since the last full WASC visit, 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 of the District. The entire instructional and support staff meet to discuss district initiatives and how we can best implement these initiatives at DVHS.

The entire instructional and support staff at DVHS were involved in the review of data and preparation of the WASC Progress report. The entire staff was brought together, on numerous occasions, to discuss the creation of the report in its entirety.

An attempt to involve parents and students in the preparation of the Progress report was made. There was little success in bringing parents together in a group setting to discuss the Progress report, but the school did gather some input during individual conferences with the school counselor and principal. 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. They also reviewed the School Progress Report.

II. Progress on Implementation of the Schoolwide Action Plan/SPSA

- **Based on the school's summary of progress and impact on student learning, evaluate the degree to which the student learner needs, the identified school needs, and the critical areas for follow-up or growth areas for continuous improvement are aligned and evident in the revised schoolwide action plan/SPSA.**
- **Based on the VC findings on alignment, evaluate how the school has made progress on the student learner needs and identified school needs in the schoolwide action plan/SPSA to strengthen continuous improvement initiatives (include relevant evidence to support findings.)**
- **Explain why any critical areas for follow-up or growth areas for continuous improvement have not yet been completely addressed, if applicable. (See the ACS WASC/CDE Focus on Learning schoolwide criteria of the ACS WASC/CDE Focus on Learning manual.)**

Note: If any growth areas for continuous improvement were not included in the school's schoolwide action plan/SPSA, indicate what actions have been taken to address these issue(s), include supporting evidence and impact on student learning.

The current action plans in the Single Plan for Student Achievement (SPSA) were developed after the WASC visit of 2017. The WASC schoolwide action plans and the actions in the SPSA are one and the same. DVHS has not made any significant changes to the school-wide action plans as staff feels the existing actions are still relevant. DVHS continues to move towards meeting the objectives set forth by all five action plans.

Goal 1: Promote and improve academic success for all students

DVHS Instructional staff are provided the opportunity to participate in all District Professional Development including technology use in the classroom, CAASPP system, curriculum planning, instructional strategies, and meeting the needs of English Learners. Professional Development is provided both at the District and School Site level and intended to directly assist instructors in improving student academic success. Classroom chromebooks carts, Google Classroom and the Aeries student/parent portal are several of the new means of technology being used at DVHS to assist in improving student academic success.

Instructional strategies have changed over the years with an increase in collaboration among teachers. There have been some team teaching opportunities as well as project based assignments among different courses. There continues to be a priority emphasis on public speaking and writing across the curriculum. There has been an increase in the elective classes that are offered at DVHS which include Speech, Psychology, Personal Success, and Podcasting.

The development of class syllabi, pacing guides and benchmark assessments remains in infant stages throughout the teaching staff. There has been an increase in the recognition that students receive for

excellence in their academic endeavors and a concerted effort has been made, through parent conferences and phone notification systems, to increase overall student attendance rates. Graduation rates continue to remain around the same every year but there are more students going back to the comprehensive high school during the second semester of their senior year. Over the last five years, almost 100% of the students returning to BUHS have graduated. This increase of students transferring back to BUHS has caused the overall DVHS graduation rate to decrease slightly.

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

DVHS has developed and is implementing a College and Career Readiness course called Personal Success. All students must take the course during 2nd semester of their junior year and first semester of their senior year. This course works in conjunction with the Senior English course to assist students in researching careers for their future. This course also brings in more presenters that share with the students about college and careers. The old library was converted into a College and Career Readiness Center with computers, chromebooks and a presentation unit. The Personal Success class and College and Career Readiness Center are utilized to complete college and financial aid applications. Students at DVHS have become more proficient in researching colleges and employment opportunities. Students also gain employability skills during the Personal Success class where they complete job applications, develop their resume and do a self inventory of their interests, skills and abilities. An Alumni Day was held last year where former DVHS students came on campus and spoke to current students about the path they took to their current careers. They also increased field trips to include educational outings related to the work being done in class and college, universities and trade schools.

Goal 3: Expand stakeholder involvement and input

The school has been using the Aeries Communication parent notification system to communicate with parents and families of students. This system has increased the amount of calls that parents and families receive from DVHS at the principal, counselor and teacher levels. Parents are notified via attendance calls throughout the day if their student is absent. Parents have the opportunity to check grades and student progress online through the Aeries Parent Portal. Many students interviewed shared that Aeries helps them monitor their grades and missing assignments. All teachers update their grades each week. The school reports that it continues to experience a low turnout for parent opportunities to be involved as important stakeholders with DLAC, LCAP, the School Site Council meetings and Back to School activities. The school reports an increase in parent attendance on campus at academic recognition assemblies and for individual parent conferences with the teachers, counselor and principal. The school continues to host workshops during the day for parents and distribute flyers promoting DVHS to the general community. The award ceremonies to recognize students are well attended by parents as is the graduation ceremony. The school has a social media presence on Twitter @DesertValleyHS which is used to promote student recognition and all of the positive activities happening on campus or in the community involving DVHS students and staff. DVHS has students who are involved in the community assisting with building houses and creating opportunities to improve the landscaping through the after school ROP program they are able to enroll in at Brawley High School next door. DVHS seniors are required to complete 15 hours of community service toward graduation. In addition to student Site Council representation, DVHS students are given leadership opportunities on campus to give out awards at the award celebrations and to interpret for families at the events.

Goal 4: Continue to review, clarify and implement Schoolwide Learner Outcomes

Most of the School-Wide Learner Outcomes (SLO) are embedded into the instruction being provided in each course at DVHS. DVHS is still in the infant stages of developing a new matrix showing correlation between classroom instruction and school activities and SLOs. Students are completing assignments in

writing, reading and public speaking in most classes and are utilizing technology in the classroom. Group work and collaboration is commonly seen in courses and group presentations are utilized on an end of assignment basis. A number of DVHS teachers are using peer evaluation strategies with their students. The school is continuing to explore ways to develop activities outside of the classroom that are focused on developing their SLOs. The Personal Success course at DVHS assists all students to develop a personalized proposal for their post-secondary plans. Students have the opportunity to research college and career options they are interested in while getting the opportunity to work on real life skills such as filling out job applications, creating and updating their resume and performing mock job interviews. Students complete their Career and Senior Portfolio assignments and presentations in their classrooms and during evening activities. Each student has access to their current progress in their classes through the Aeries Portal account. Parents have the opportunity to use the Aeries parent portal to stay abreast of their student's current progress in each class. DVHS has made PBIS Positive Behaviors Intervention and Support a priority on campus as all staff is being fully trained this year. As DVHS moves forward with the full implementation of PBIS school-wide next school year, the focus will be for all students to be taught the expectations of appropriate behaviors on campus and out in the community. This PBIS shift will hopefully move DVHS toward seeing students taking responsibility for their positive personal conduct, their education and the continued building of positive relationships and connection to their school.

Goal 5: Increase collection and analysis of assessments to drive schoolwide improvements

Desert Valley High School is currently utilizing the collection and analysis of assessment data on a minimal scale. Several teachers are using state-wide assessment results to drive their instruction but overall it is on a minimal scale. The BUHSD has provided professional development opportunities related to the use of data to drive instruction but DVHS still does not utilize data effectively. Benchmark assessments are used in few courses and are not currently being used school-wide. Benchmark assessments have not been reviewed and discussed on an individual or school-wide basis. All instructors at DVHS utilize their own course assessments to determine competency in learning the material and assigning grades. The BUHSD utilizes the Illuminate data collection system to collect assessment results. Illuminate isn't being used at DVHS but there are several teachers that are attending Illuminate training this Spring. Reading Plus is used in Special Education classes to monitor growth in reading levels. All teachers at DVHS use the Aeries Gradebook system to keep track of student attendance and grades. Some teachers are also utilizing the online assessments that are provided by the curriculum publishers. DVHS administration is starting to use dashboard results to plan and modify all aspects of the school. CAASPP results have been discussed on an individual basis with several instructors, but not as an entire school. DVHS is in the initial stages of using the State Accountability dashboard for Alternative Education sites.

III. Schoolwide Areas of Strength and Growth Areas for Continuous Improvement

- **List the schoolwide areas of strength identified during the current progress visit. (See the schoolwide criteria of the ACS WASC/CDE Focus on Learning manual.)**

DVHS continues to have a welcoming, positive, and supportive environment which nurtures student learning and success. A comprehensive system of individual student support and communication with parents exists to ensure that students do not "fall between the cracks".

Critical Area 1: Promote and improve academic success for all students

- All staff have participated in site, district, and/or county professional development focused on areas of need around improving student success including the new accountability system, strategies to improve instruction, technology in the classroom, and PBIS
- Technology is used by teachers and students in every classroom including classroom

chromebooks carts, overhead projector, docucam, sound bar, Google Classroom, and the Aeries student/parent portal.

- Students, parents, teachers, staff, and admin monitor student progress through the use of the Aeries parent portal and Google classroom.
- Some staff have incorporated social emotional learning strategies into their daily lessons resulting in greater student engagement and academic success.
- Student recognition for excellence in their academic endeavors has increased.

Critical Area 2: Cultivate and Enrich college and career readiness for all students

- DVHS developed and is implementing a course called Personal Success focused on increasing career awareness/interests and developing employability skills.
- The old library was converted into a College and Career Readiness Center with computers, chromebooks and a presentation unit.
- An alumni day was held where former students share their own path to careers with current students. The school plans to continue hosting this event in the future.
- The number of field trips has increased to include educational outings and visits to college, universities, and trade schools.
- Professional development included analysis of the College Career Indicator and exploring how the school could prepare more students to be college and career ready.

Critical Area 3: Expand stakeholder involvement and input

- The school is utilizing Aeries Communication parent notification system to communicate with the parents and families of their students.
- The school counselor meets with many families all the time regarding progress.
- Parents report that the school makes great efforts to communicate overall.
- Parents and families are showing up to award ceremonies and to personal conferences with teacher, counselor or principal.
- Parents and families get multiple calls a day if a student is absent.
- Parents and students utilize Aeries consistently to access student academic progress.
- The school has a social media presence on Twitter @DesertValleyHS to promote DVHS, student recognition and to advertise DVHS out to stakeholders in the Brawley community.
- DVHS continues to host workshops during the school day for parents and distribute flyers promoting DVHS to the general community.
- The school requires seniors to complete 15 hours of community service.

Critical Area 4: Continue to review, clarify and implement SLOs

- The school has established detailed SLOs in which the majority are embedded in the instruction at DVHS.
- The Personal Success course which all students take at DVHS assists students develop personalized plans for their postsecondary future.
- Senior Portfolio is an established practice and expectation for all students and staff..
- The school is committed to implementing full PBIS Positive Behavior Intervention and Support for school year 2020-21.

Critical Area 5: Increase collection and analysis of assessments to drive schoolwide improvement

- The school increased its development and use of benchmark assessments to determine student learning growth.
- Students data was utilized to drive school-wide growth.
- Teaching and support staff were trained in interpreting the California School Dashboard for Alternative Education.

- List the growth areas for continuous improvement that have not yet been completely addressed, if applicable. (See the ACS WASC/CDE Focus on Learning schoolwide criteria.)
- List any additional new growth areas for continuous improvement identified during the current progress visit, if applicable. (See the ACS WASC/CDE Focus on Learning schoolwide criteria.)

Critical Area 1: Promote and improve academic success for all students

- Continue to develop, refine, and utilize written course syllabi, pacing guides and assessments throughout the entire instructional staff to monitor student achievement and adjust instruction based on student need
- Continue implementing strategies to increase student attendance rates and look at classroom practices and systems to address the reality of poor attendance and tardies
- Continue providing professional development opportunities on instructional strategies and the CAASPP system
- Continue recognizing students for their behavioral and academic achievement.
- Continue to look at curriculum materials and how they are used at DVHS.
- Continue to look at the approach towards lesson planning and how this relates to student grades and academic achievement.
- Continue to look at instruction and how to adapt to different student needs in the classroom..
- Continue to look at what classroom systems are in place to support struggling students and how to support advanced students who can be pushed to excel in the classroom.

Critical Area 2: Cultivate and Enrich college and career readiness for all students

- Develop, distribute and analyze a graduate survey in the year after students leave DVHS.
- Develop, distribute and analyze a survey for incoming seniors to determine presenters to share the path to their current careers.
- Increase the mock interview experience(s) of each student.
- Develop a calendar of presentations for the entire school year.
- Introduce teaching staff to the College and Career Readiness Standards.
- Continue to modify and upgrade Personal Success course curriculum to include more instruction on employability skills, including soft skills.
- Continue holding annual Alumni Day presentations with former DVHS students.
- Plan and implement more post-secondary institution field trips for students.
- Refine use of the student data management system to capture more accurate CTE data.

Critical Area 3: Expand stakeholder involvement and input

- Continue to encourage and offer increased opportunities for parent participation in the decision making process at DVHS.
- Continue to communicate regularly with parents regarding student's academic progress.
- Explore offering evening DVHS workshops for parents that they show interest in.
- Continue to provide parent trainings on how to access Aeries parent portal.
- Continue to increase the use of social media Twitter @DesertValleyHS to promote all of the student and school activities happening at DVHS..
- Continue to explore ways to communicate across numerous other platforms to reach parents and the community.
- Continue to host workshops for parents, create newsletters for their families and

distribute flyers promoting DVHS to the general community.

Critical Area 4: Continue to review, clarify and implement SLOs

- Continue to look at the current SLOs and explore simplifying the message so students and staff can fully understand, verbalize and explain the 4 SLOs at DVHS.
- Continue to look at how DVHS will determine that Schoolwide Learning Outcomes are being mastered by DVHS students.
- Implement a new matrix showing the correlation between classroom instruction and school activities and SLOs.
- Implement activities outside the classroom focused on developing SLOs.
- Continue to modify and upgrade the Personal Success course curriculum to include more instruction on employability skills, including the soft skills and career assignments within.
- Continue to provide parent trainings on how to access Aeries parent portal.
- Implement PBIS strategies schoolwide and plan for ongoing PBIS professional development with DVHS staff to implement PBIS strategies with fidelity schoolwide.

Critical Area 5: Increase collection and analysis of assessments to drive schoolwide improvement

- Increase development and use of assessments to determine student learning growth
 - Continue to look at assessments and how they relate to grades/academic achievement
 - Continue to review and evaluate curriculum materials being used and explore supplemental materials as needed
 - Utilize student data to drive school-wide growth.
 - Continue to provide professional development for teachers and support staff in interpreting the California School Dashboard for Alternative Education
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- **Include a copy of the hyperlink to the school's most recent schoolwide action plan/SPSA.**

<https://www.brawleyhigh.org/cms/lib/CA01902259/Centricity/Domain/84/DVHSSSP2019-1219.pdf>

- **Identify any new areas of concerns, if applicable.**

No new areas of concern were identified.