



Death Valley High Academy SELF STUDY REPORT

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Death Valley Unified School District

April 11 to April 13, 2016

**ACS WASC/CDE Focus on Learning Accreditation Manual,
2015 Edition**

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

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
3. The analysis of data about students and student achievement
4. The assessment of the entire school program and its impact on student learning in relation to the 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 capacity to implement and monitor the accomplishment of the plan.

Amid Threat of Lapsation, the Accreditation Process Never Quite Faltered

Whether DVHA would continue to operate as an institution for the 2014-1015 school year and beyond was in serious doubt by the end December of 2013, and with recent declines in enrollment remains in doubt. DVHA's continued existence is threatened due to ADA dropping below 10 at various points in the last few school years. Accreditation, therefore, seemed a moot point with lapsation of DVHA looming. Still, DVHA administration and faculty met to discuss annual progress on WASC concerns and the continued relevance of the Schoolwide Action Plan. The result was that continued WASC accreditation was seen as a necessity in promoting and maintaining the school into any possible future.

Discussing and coming to a shared vision was a natural and very active part of any and all discussion and decision-making concerning the future of DVHA by the Board of Directors, superintendent, principal and other stakeholders. Still, stakeholders lived day-to-day knowing that each step through uncharted waters took DVHA closer to a doubtful future.

Many discussions and decisions fell to the school principal, the superintendent, and the Board of Directors since other active stakeholders had moved away. WASC committees of faculty and parents fell apart due to turnover of faculty and the departure of active parents from the community. During the 2013-2014 school year, one faculty member resigned in January, leaving his position to be filled by two long-term substitutes, and one faculty member was considering retirement. This amounted to 66% of faculty being of limited use for WASC duties and the upcoming Self-Study. By August of 2014, very near to the opening of school, DVHA still had no math or science teacher, no CTE teacher and no guarantee that a CTE position would even be funded, and no administrative assistant. Prospective teachers and other employees were not interested in relocating to our secluded area for a job that may not exist beyond a few months.

As the 2014-2015 school year got underway, Inyo County and California State officials assured us that DVHA would continue to serve the remaining students in this region of California, and in mid-August a qualified Math teacher accepted the open teaching position. Also, the District hired a part time teacher for an elementary school who was also qualified to teach science at the

secondary level. Thus, DVHA entered the 2014-2015 armed with a fully qualified faculty. In late September, the district was able to hire an administrative assistant. In such a tiny district, the administrative assistant plays a strong role in showing the stability and professionalism of the school system. Furthermore, the Inyo County Superintendent of Schools notified DVUSD that CTE courses would continue to be funded.

In the Fall semester of 2015-2016, DVHA welcomed a new teacher of English and Social Studies to replace the outgoing retiring English/Social Studies teacher. Also, in December 2016 the Administrative Assistant resigned after only 1 year of employment, and currently the position is being covered by a retired district teacher.

New WASC Committee of the Whole: Faculty Members

By Fall 2014, with the continued existence of DVHA relatively assured, the District decided to pay WASC dues and continue the accreditation process. Participating faculty would include the principal (who also teaches part time), one veteran teacher near retirement (now retired, as of June 2015), one new teacher with limited previous teaching experience, and one part-time teacher with only one DVHA class who is new to secondary teaching and new to California. (Note: this constitutes 100% of DVHA faculty). Also, DVHA's new CTE teacher, who was entirely new to teaching in 2014, agreed to actively participate. Thus, we were looking at a fresh start to the WASC Self-Study process, with the principal/part-time teacher being the main continuing thread to the previous Self-Study and the only one knowledgeable of the WASC process.

New WASC Committee of the Whole: Other Stakeholder Members

With the 2014-2015 school year proceeding in a stable manner, the principal began to recruit membership for the Committee of the Whole by the middle of the Fall Semester. By January 2015, committee members included: the new District administrative assistant (who has since resigned), two new parents in the area (one of whom has already moved away), one longtime parent, a classroom aide and coach, a local business owner and community member, and a District maintenance worker who has students in DVUSD at the elementary and middle school levels (who has just resigned and moved out of state).

Obviously, turnover remains an issue in maintaining a steady and full stakeholder WASC participation.

Timeline

Fall 2014

While the Board and Administrators kept a constant eye toward continued accreditation, the principal introduced new teachers to the concepts of the WASC process and to the Schoolwide Action Plan, informing these teachers that their full participation in the new Self-Study would

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begin in the Spring Semester of 2015. All teachers spent August 2015 - February 2016 fully involved in the WASC Self Study and the writing of this report.

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

Prepare a student/community profile. Include data and findings for the following:

- Demographic data, including the refined schoolwide learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any.

Chapter I: Student/Community Profile

Introduction and Demographics

Death Valley High Academy is a part of the Death Valley Unified School District located in eastern Inyo County and bordering the state of Nevada. Inyo is the second largest county in the state and has a total population of only 18,000. It covers some 6000 square miles of the Mojave Desert and has a total enrollment of 29 students district wide for the 2015-2016 academic year. At the start of the 2015-2016 school year, 15 were in grades 9-12. By the end of the Fall semester, this enrollment number had dropped to 10.

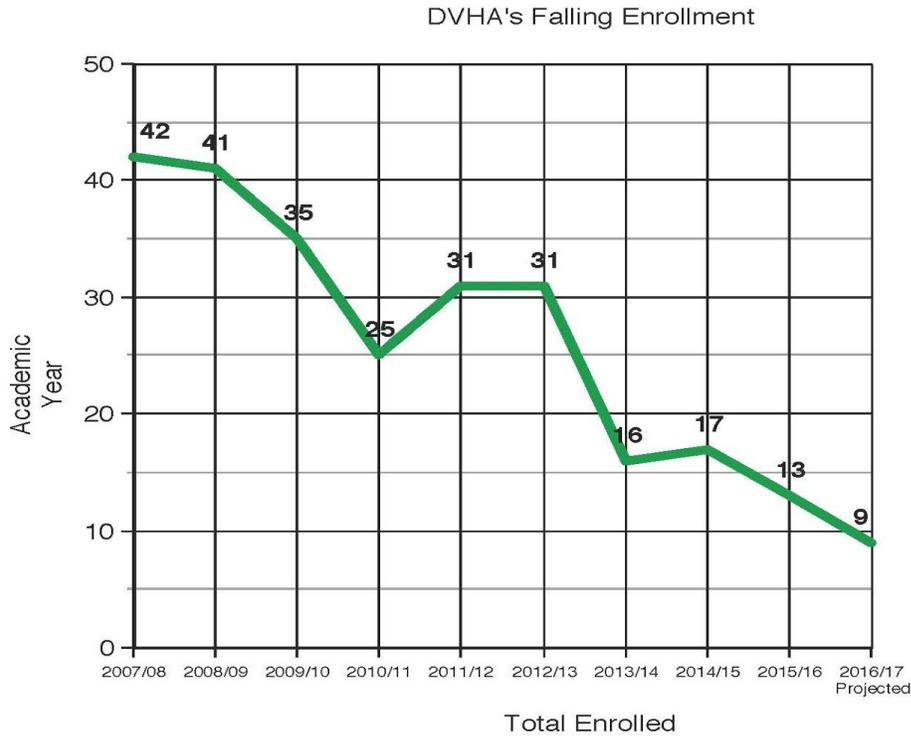
Death Valley High Academy is the only school in the district that serves high school students. The nearest other California high school is 56 miles to the south and in another county. The nearest other Inyo County high school is approximately 200 miles to the west.

All towns in the district are privately owned with very few families living on their own land. 94% of the county is government land. Three communities -- Timbisha Indian Village, Furnace Creek Ranch and Cow Creek -- are located in Death Valley National Park, some 60 miles north of Death Valley High Academy. There are currently 12 students enrolled at Death Valley High Academy, grades 7-12.

DVHA Enrollment by Grade as of Feb. 29, 2016

Grade	Total Enrolled	Males	Females
7	1	0	1
8	1	0	1
9	3	2	1
10	2	2	0
11	2	0	2
12	4	2	2

Death Valley High Academy's Falling Enrollment



Grade	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
7	6	9	5	4	3	3	2	2	1
8	9	8	9	5	5	5	3	3	1
9	4	7	6	5	6	6	4	4	3
10	13	3	6	4	8	8	4	1	2
11	5	9	2	7	3	3	1	4	2
12	5	5	7	0	6	6	2	3	4
Total	42	41	35	25	31	31	16	17	13

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Employment opportunities are very low in the southern part of the district. Most employment opportunities are in Nevada. At the north end of the district, most parents are employed by Cal Trans, the Park Service, and Xanterra Resorts.

There are no grocery stores in this region of California. The few shops in the region cater to tourists. Families drive into Nevada for basic shopping needs, a drive that can range from 30-60 miles for most. Pahrump, Nevada, a town of 35,000, has the nearest grocery store and shopping. Death Valley Health Center is located in Shoshone, California, and provides the only medical services in this area of California.

The population in the district is primarily Caucasian with two Hispanic families and two Native American families. The high school has two Native American students and two Hispanic students. The middle school has one Hispanic student.

Death Valley High Academy has had a high mobility rate, as reflected in CBEDS.

Psychological and Special Education services outside Death Valley High Academy's single Special Education teacher are 200 and more miles away.

Death Valley High Academy opened in 1997, prior to which California high school students attended Pahrump Valley and Beatty high schools in Nevada. Death Valley High School was closed in 1990 and students were bussed to Nye County, Nevada. By 1997 it became clear that this was not in the best interests of our California students, and the governing board reopened the Death Valley High School campus. The school was renamed Death Valley High Academy. In May of 2007 Death Valley High Academy applied for and received its initial accreditation.

Death Valley High Academy is a 4-year comprehensive high school and 2-year middle school program. The academic program is in the process of converting to California Common Core standards.

For many years (1997 until 2006) Death Valley High Academy reflected a special education population that was in the vicinity of 20% of enrollment. Over the last eight years this trend has reversed and the percentages are closer to the normal 10% of enrollment.

Death Valley High Academy had seen STAR test scores far exceeding minimum growth expectations, culminating in our API score being the highest of Inyo County high schools for several of the last 5 years.

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California Academic Performance Index (API)

A Comparison of Inyo County High Schools 2006-2009

Inyo County High Schools	2009	2008	2007	2006
Death Valley High Academy	757	682	666	656
Lone Pine High School	726	743	744	691
Bishop High School	717	709	716	720
Owens Valley High School	695	722	780	677
Big Pine High School	644	699	667	587

Due to the transition to CAASPP and to the very low enrollment figures of the last few years, recent testing data is not available. The state does not make public figures for schools with very low enrollment in order to protect student privacy.

DVHA's Student Learning Objectives (SLOs):

The Three A's of Death Valley High Academy

Attendance

- **The first step to success is being there.**

Attitude

- **Understand and appreciate the value of a high school education for life, real world application and future educational endeavors.**
- **Demonstrate tolerance of personal differences, cooperation, and acceptance of authority and an openness to new ideas and experiences.**

Academics

- **Reach proficiency in all subject areas.**
- **Develop lifelong learning skills, habits and focus.**
- **Demonstrate college and workforce readiness.**
- **Be able to communicate concepts and ideas in a variety of appropriate forms.**
- **Be able to use technology for purposes of research, communication, and basic business skills.**

Vision Statement:

DVHA will remain:

- **dedicated to the needs of local communities**
- **up-to-date with current educational trends and philosophies**
- **at the forefront of educational technology**
- **capable of providing home-to-school transportation**
- **focused on the needs of all students**

Mission Statement:

To provide a safe learning environment in which all students are given the opportunities they need to help them:

- **Reach their highest educational potential**
- **Achieve academic proficiency and understand the importance of becoming a life-long learner.**
- **Become productive citizens in the community and global environment.**

Other Data

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Students receive individualized attention throughout their school careers in Death Valley High Academy. When student issues arise, staff collaboration is immediate in searching for solutions.

There are five teachers in Death Valley Unified School District whose duties include teaching at Death Valley High Academy, but only one teaches solely for DVHA. The others have teaching assignments that include Shoshone Elementary School.

District and Death Valley High Academy Teachers

Teacher	Credentials	Education	Years at Death Valley High Academy	2014-2015 Job Assignment
Lee McNeese	Single Subject: Math	MA	2	Math [Grades 6-12] Science [Grade 11]
Tracey Hallett	Multiple Subject	MS	2	Science [Grades 7-9]
Joy Bolton	Single Subject: ELA	BA	1	English and Social Studies [Grades 6-12]
Craig Hill	Administrative Services Multiple Subject	MA	13	Principal and Computer Lab Courseware Study Hall

A credentialed guidance counselor is on staff to ensure that student social, academic and developmental needs are met

Outside of the LEA, student support services are scant. CPS is located over 200 miles away. There are no local psychological or rehab services. First level medical services are no longer available through the Death Valley Health Center, located just down the road from Death Valley High Academy, because the facility closed down in October of 2015.

There are no after school recreation centers, no sports leagues, no movie theaters, no shopping centers, and no places for teens to gather and interact, except for Death Valley High Academy. There is no public transportation at all, and students live as far as 120 miles apart.

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The Death Valley High Academy superintendent, as a credentialed counselor, serves as the primary source of guidance and support for students in things ranging from life skills, to career and military opportunities, to health and wellness, and to psychological, emotional and family issues.

The graduation rate is 100%. Students are graduating with desires ranging from the military, to culinary school, to IT and technical schools, and to community college.

CST Scores

Data not available due to low enrollment lack of publishing.

School's Analysis of Student Achievement Data

While Death Valley High Academy students passed CAHSEE at a rate of 100% by their senior year, standardized test scores and Death Valley High Academy assessments reveal that students have an academic need in math. Further success in achieving Death Valley High Academy SLOs requires that students continue to improve in math so that students become fully proficient in all academic areas.

Comment on Significant Findings

- Death Valley High Academy is the primary support and social center for most district area students.
- Teachers become life role models and resources for students.
- Students become as family to one another and come to school, in part, to maintain their familial connections.
- Death Valley High Academy has successfully maintained a highly qualified and highly educated faculty.
- Demographically, Death Valley High Academy serves a population that is absolutely unique in the state of California.
- Extreme drop in enrollment has led to the loss of the Death Valley High Academy athletic program and an uncertainty as to the school's long term survival.

With the mobility of only one or two students, the demographic and statistical data for Death Valley High Academy can change drastically. Small class size makes it possible for teachers to meet the needs of individual students based on ongoing assessments, as opposed to relying only on compiled statistical data. Enabling teachers at Death Valley High Academy to focus on individual students rather than subgroups.

Chapter II: Progress Report

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

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

OVERVIEW

Since the WASC mid-cycle Visit in 2013, Death Valley High Academy has:

- Experienced a drastic decline in enrollment, to the point that lapsation has been a very real possibility for the past few years. The Inyo County Board of School Reorganization has voted each year to keep Death Valley High Academy open even if ADA falls below the minimum of 11 per a “necessary small school.” The Board realizes that there are no viable educational alternatives for students in this region.
- Undergone a period of instability in Math and Science faculty and in the school office with the lack of an Administrative Assistant. Our main Math-Science teacher resigned very suddenly after the first semester of the 2013-2014 school year. Two substitutes filled the position adequately for the remainder of the school year, but months of searching for a full-time replacement brought very few qualified applicants. Finally, in response to posted vacancies not for faculty but for an Administrative Assistant, applicants presented appropriate qualifications for open Math and Science teaching positions. Both new Math and Science teachers have been hired part-time, and both have Master’s degrees. A new Administrative Assistant was finally hired in October, 2014, a full year after the predecessor had gone on disability.
- Fully transitioned to California Common Core in the area of Math, while the transition to CCC in other subject areas is ongoing. Death Valley High Academy is keeping step and working with other Inyo County high schools, via Inyo County Superintendent of Schools (ICSOS), in the county-wide transition to CCC.
- Continued to keep pace with national trends in education, especially in regard to educational technology. iPADS have been in use in Math and Science courses. Blended learning and online courses take place with the use of Edmentum’s Plato Courseware. A new CTE program in computer literacy is students become “tech ready” for life after high school.
- Improved communication among all stakeholders with the continued development of the school website, with publications in local newsletters and newspapers, and with the re-establishment of an effective administrative assistant and the use of AlertNow and timely notices home.
- Maintained school spirit and student belief in their school and education despite desperately low enrollment numbers, faculty turnover, and loss of traditional extracurricular activities with the development of new school trips and one-time athletic matches and a constancy in the quality of classroom instruction.
- Re-started WASC processes after the loss of previous committee members, with a new confidence in the long-term survival of Death Valley High Academy, and with the hiring of new faculty unfamiliar with WASC.

Discuss how the school, through its action plan, has accomplished each of the critical areas for follow-up, including the impact on student learning.

The 2013 mid-cycle visiting committee identified no new critical areas for follow up. For the 2013-2014 school year, faculty updated the Action Plan to reflect the completion of some critical areas and the identification of new ones. The following reports on the critical areas as stated in 2012-2013 and then as updated in 2013-2014.

2013

Critical Area # 1: Administration and staff participate in writing an annual progress report that addresses each of the WASC critical areas for follow up, addresses each section of the action plan, includes steps to become familiar with all expectations of WASC, and is shared with all stakeholders.

- One administrator-teacher and one teacher have served on two or more WASC Visiting Committees. The administrator-teacher has also served as a visiting committee chair. Two more teachers signed up for Visiting Committees and were called to serve, but scheduling made their participation impossible.
- WASC VC training handouts were presented and studied in faculty meetings. Also, they were printed and put into binders for easy reference.
- Part of most Board meetings and each end of year faculty meeting include discussion and reporting on WASC expectations and progress on our Schoolwide Action Plan.

Impact: improved awareness and knowledge, especially among faculty, board members and parents. Students are more secure in knowing their school is accredited and seem to have better acceptance of it as a viable educational institution.

Critical Area # 2: Develop measurable ESLR descriptors to identify student growth in achieving the ESLRs

- Much time was spent throughout the 2010-2011 school year developing ways of measuring and clarifying the ESLRs as stated in SCORPIONS. But as a result of Ms. Perkins and Mr. Hill being on Visiting Committees for other schools, it was determined that the DVHA ESLR's were far too complicated, especially for our current and ever-changing student demographics. Faculty and administrators decided a basic and simple set of ESLRs would best serve the needs of DVHA. Therefore, faculty and administration agreed on becoming a "Triple A" School: Attendance, Attitude, and Academics in order to best support the core values of our educational mission. That is: to attend school, to hold a positive outlook and effort in school, and to succeed in academics for success in life.
- This set of ESLRs is quick, simple and memorable and can reach students much more quickly than the extended SCORPIONS ESLRs. Also, this set of ESLRs is easy to measure via attendance records, academic assessments, and student participation and oral and written statements (as per surveys, teacher observations, student work).
- Stakeholders, including the Board, agreed upon these ESLRs. They officially went into effect during the 2011-2012 school year, although they had been in effect all along, as Attendance, Attitude and Academics aptly reflects the student learning outcomes DVHA has always strived for.

Impact: The ESLRs remain prominently posted in all classrooms. Students understand and accept the ESLRs.

Critical Area # 3: The administration and staff develop and utilize a school wide systematic assessment program to collect, analyze, and interpret the data needed to make decisions about the curriculum, teaching practices, staff development, and program effectiveness.

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- In 2012, DVUSD purchased Online Assessment and Reporting (OARS) for district wide Online Assessment and Recording System. This program is in use across Inyo County Schools, which helped DVUSD increase its unity with other Inyo County Schools.
- By 2013, OARS had become too expensive for DVUSD to maintain. Reduction in DVHA enrollment meant existing on a scant budget, and OARS offered no reasonable price cut for a school with a tiny enrollment.
- Transition to Common Core and the development of new online educational tools have offered new ways to assess and track student data.

Impact: A very low enrollment allows teachers to track and monitor student achievement without need of a special tracking program.

Critical Area #4: The staff and administration continue to explore ways to increase communication among all stakeholders.

- DVUSD purchased website options through Black Board's Edline. The website serves as both a district site as well as a hub for individual school sites with individual teacher pages. The website serves as a way to communicate basic news and information among all stakeholders.
- DVHA has successfully increased its ability to publish via connections with Shoshone Museum Newsletter and Death Valley *Heatwave*. Issues with DVUSD transportation were printed in a feature front page article in the Los Angeles Times, televised on Telemundo news and discussed on National Public Radio's *The Story*. Also, the Pahrump Valley Times in Nevada carried a front page article on the activities of the DVHA Birders and their work with banding the phainopepla.
- Communication home is assured by the use of AlertNow phone system. E-rate has enabled DVUSD to purchase a technologically current and upgraded phone system.
- Students of DVHA have more direct in-class contact with representatives of the National Park Service, Fish and Wildlife Service, California Fish and Game, and Shoshone Eco Tours.

Impact: The general public and stakeholders have a more accurate and more positive perception of DVHA. This translates to a more positive attitude in students.

Critical Area #5: The staff continues to develop, utilize, and infuse new technology into the curriculum to support students which includes on-line courses.

- DVUSD has developed a small library of teacher resource books, several of which cover issues related to the use of technology in education.
- All teachers use GradeKeeper for classroom record-keeping of grades.
- All teachers now have HDTVs in the classroom. These TVs are used as audiovisual tools. They serve as giant computer monitors for whole class work and presentations.
- Student projects now include video-making in addition to Powerpoint and other computer-based projects and research. The school website is being developed to display student work, such as videos, Powerpoints, art and writing.
- iPads were introduced midyear in science and math classes.

Impact: Improved student access to online resources and increased how students may experience lessons and produce classwork.

2014 - 2015

**Critical Area #1: Keep pace with transition to California Common Core standards and materials.
(New objective as of 2013-2014)**

Rationale and Critical Academic Need: Required to maintain academic relevancy and equivalency.

- Ilissa Twomey from ISCOS held 2 inservice sessions for DVHA faculty and remains available to all DVHA faculty via email and phone.
- Lo Lyness at ICSOS became liaison between DVHA and other Inyo County schools to relate CCC adoptions, text reviews, successes and issues, as well as to provide sample materials in Math and Algebra.
- EngageNY has become a faculty tool/resource, especially in the area of Math and Science.
- Online resources and urls have been shared among faculty for their reference.

Impact: Faculty has a better understanding of CCC and Smarter Balanced Assessment. They were given needed tools to proceed with transitioning to CCC.

Critical Area #2: The staff continues to develop, utilize, and infuse new technology into the curriculum to support students, which includes online courses.

Rationale and Critical Academic Need: Technology captures student attention, enables students to access subject area content in various and meaningful ways, increases possibilities for real world connections, and brings in materials beyond textbooks and perhaps even course offerings (i.e. distance learning and online courses); technology and its educational uses change rapidly.

- Purchased Elmo document camera for Science Room, put in use Spring 2014.
- Starssuite.com eliminated by parent company. Plato Courseware now in use.
- High turnover has limited the functionality of keeping a “best practices” record.
- Mr. Copeland (Superintendent) successful in getting LVnet high speed broadband to connect to DVHA and environs. Internet connectivity not only saved but vastly improved.
- Khan Academy added to math courses successfully. Manga High was not successful; ALEKS works but was not popular with students. We will keep Khan Academy and search for other useful programs.
- Chromebooks are now in use in and provide for a better blended learning situation, since students can remain at their desks and use traditional resources (i.e. textbooks) while using Chromebooks.

Impact: Student response and success in math due to online and blended learning has been notable. Students have expressed being pleased and grateful to have tech options and improved internet connection. There has been an improved environment for learning.

Critical Area #3: The staff and administration continue to explore ways to increase communication among all stakeholders.

Rationale and Critical Academic Need: Support of stakeholders is critical to the success of the

school, and servicing the needs of stakeholders is the purpose of the school. Not all stakeholders are aware of all the ways in which they can communicate their desires, needs and concerns, and not all stakeholders and community members are aware of the successes of the school. Not all stakeholders know how they may communicate among each other.

- Admin asst. went on disability in 1st Quarter of 2014. Duties then covered by 3 staff personnel not trained in the position. AlertNow not used, but telephone was.
- Shoshone Museum Newsletter has become active partner for publishing DVHA news and updates.
- Parent committee members largely moved away. No new committee formed as of this writing.
- All teachers now have district email accounts.
- DVHA website is active, although very, very few student families make any use of it. Few have reliable internet at home and most prefer phone contact.

Impact: There have been no expressions from stakeholders concerning lack of, or difficulties in, communication with DVHA and teachers. The community is more aware, and proud, of what happens in their local high school.

Critical Area #4: Maintain student interest (school spirit), academic motivation, and attendance in a climate of dwindling enrollment, a lack of athletics and extracurricular activities, and ongoing threats of school closure by developing alternatives to now defunct athletic programs. (New objective, 2013-2014)

Rationale and Critical Academic Need: A belief in their school as an institution and a sense of a lasting security in their educational environment lead to students' greater academic success.

- Created 2 coed matches against Baker High School in volleyball and basketball. While 2 may not seem like a lot, students report great satisfaction with the events.
- Attended one ECHL Las Vegas Wranglers ice hockey game.
- Held 2 Scorpion Spirit Days at Wet 'n' Wild water park in Las Vegas.
- Attended an overnight field trip to Aquarium of the Pacific in Long Beach, during which students and faculty slept inside the facility. Students are requesting to do this type of excursion again.

Impact: The athletic matches and school trips had a large impact on student morale and support of school. One student called it, "The best school year ever." Students are asking for more trips like the Aquarium of the Pacific.

Critical Area #5: Maintain administration and staff participation in writing an annual progress report that addresses each of the WASC critical areas for follow up and each section of the action plan, including steps to maintain faculty-wide familiarity with all expectations of WASC, and is shared with all stakeholders.

Rationale and Critical Academic Need: to have a united staff and a comprehensive action plan that meets the academic needs of all students, in all classrooms, in all subject areas; to familiarize all staff and stakeholders with the expectations of WASC.

- "Permanent committees" has proven elusive due faculty turnover. Mr. Hill remains the "permanent" WASC person at DVHA.
- No WASC in-service sessions occurred this school year due to faculty being transient and uncertainty around lapsation.

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- Faculty member invited to WASC VC but had to refuse due to calendar conflicts.
- Meeting to assess and report on Action Plan progress and informal discussions were the main WASC activities this school year.
- DVHA WASC news is published as it occurs in Shoshone Museum Newsletter, on website, in Board meetings.

Impact: While faculty turnover, changes in demographics, and potential lapsation halted focus on WASC for a semester or two, the drive to save and improve DVHA never faltered and remained the focal point of administration. New teachers will be introduced to and trained in WASC needs and the goals of the Action Plan.

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

Provide an overall summary from the analysis of the profile data

- Based on past progress and current data, explain the implications of the data with respect to student performance
- Select two to three critical learner needs based on the data, noting the correlated schoolwide learner outcomes
- List important questions that have been raised by the analysis of the student performance, demographic, and perception data to be used by Home and Focus Groups in their study.

The major issue in profile data and progress at DVHA in recent years has been the precipitous drop in student enrollment. This drop, a 50% diminishing of enrollment from the 2012-13 school year to the 2013-14 school year, and a 59% loss when taken from 2012 to 2016, a loss which saw DVHA enrollment go from 31 students in 2013 to only 13 in 2016, devastated much of the demographic data of DVHA as well as the validity of any standardized test assessment data that had existed up until that time. So, DVHA found itself in 2013 dealing with a new type of school:

- one no longer able to support any sort of athletic program
- one not able to host school dances or proms
- one lacking opportunities for student socialization and for cooperative and group learning
- one no longer able to establish a semblance of the traditional classroom learning environment

No Longer Able to Support an Athletic Program

Prior to the great drop in enrollment, the DVHA community of stakeholders rallied around girls volleyball and boys basketball. Athletics had been a source of pride, identity and cause for the school community. Games served as the one and only gathering place for our widespread community as a whole. They were the only place some stakeholders would ever see each other, and sometimes the main place for teachers and parents to interact and discuss school progress. Athletics stood as the main reason some students stated for why they stay in high school. Then, enrollment dropped and there were no longer enough students to form a team of any kind.

The biggest consequence of the loss of an athletic program was in student morale for their school. DVHA has countered the loss of athletics by adding field trips to university athletic matches in various sports, professional rugby, and minor league ice hockey, all of which take place in Las Vegas, NV, about 2 hours by bus from DVHA. These activities have helped the student body greatly in giving them a sense of fun, adventure and reward in being a high school student.

No Longer Able to Host School Dances or Proms

Dances and Proms are integral to the American high school experience. They can be a focus of social cohesion for the student body and the mile markers for progress to adulthood and through the grade levels, especially the senior year. None of this truly exists anymore at DVHA due to the

very low enrollment.

There have been a few Valentine's Day dances at DVHA with up to 10 students attending, and one year students were invited to attend the prom of Baker High School, 56 miles to the south of DVHA. While these activities have helped, they still leave DVHA students with a lack of events to look forward to and be a part of. Thus, *keeping up student attitude* toward school, which is one of our 3 major SLO categories, can be a struggle. One way DVHA has attempted to make up for the lack of dances and other fun events at school is to have at least one trip annually to a water park in Las Vegas, NV.

Keeping up student morale due to the lack of athletics and school dances is necessary for keeping up a high school with an appropriate overall environment that is conducive to learning. Student attendance and attitude toward school shows that we are succeeding.

A Lack of Opportunities for Student Socialization and for Cooperative or Group Learning

While there is nothing that states "plays well with others" on a high school report card, socialization is indeed a major part of the high school experience, both in giving the student opportunities to mature into adulthood and in providing cooperative and group learning experiences for all students. With enrollment so low, these opportunities very suddenly ceased to exist as they had in the past.

DVHA has strived to provide students experiences both off campus (with local agencies like the National Park Service) and on campus (with a greater number of guest presenters). Thus, students have had experiences in social situations beyond their tiny student body. Cooperative learning experiences remain limited but are not nonexistent. One challenge for DVHA may be to seek cooperative learning situations via distance learning connections, but this area of interest has not gone past the research stage so far.

No Longer Able to Establish a Semblance of the Traditional Classroom Learning Environment

A challenge for teachers and administrators at DVHA with the sudden extreme drop in enrollment is to figure out how to help maintain student interest, attendance and attitude while there are so few classes with more than the same 4 students enrolled. Then, with these things maintained, how does a teacher provide meaningful learning activities while students have virtually no peers to interact with? Also, student perception of their school included statements like: "We have no school anymore," and "My school is closing. What am I going to do?" and "How can I succeed in life after growing up in a place like this?"

Administrators and faculty tackled these questions with a multi-pronged approach:

- Maintain sense of stability for the remaining student body.
- Keep a positive tone (attitude) on campus toward school and learning.
- Build a student confidence that says, "We can succeed anywhere in life based on a successful high school education at DVHA."
- Fulfill as many student needs possible through the school, even some not typically

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provided by a high school, including teen employment.

- Make the campus as large as possible; that is, involve outside agencies in student educational experiences and provide improved internet to the larger world. (Note: local agencies had stopped educational outreach programs with the national economic downturn but have recently started them back up).
- Use the same tools of technology being used across the nation so that students feel they are keeping pace with American society (and their American peers) at large.

We know that we have been successful in our efforts due to student statements like these:

“This is a *real* school!” (Said by a student at the beginning of the 2014-2015 school year in reference to having qualified faculty in every room.)

“If it weren’t for this school, I would have never gone anywhere.” (Stated by a student, referring to school field trips to places in SoCal)

“Man, we can’t go into any classroom without technology everywhere.” (Reported by a student in the fall of 2015 in reference to the additional educational technology put in use this school year.)

Note: in addition to the sudden and extreme drop in enrollment, there was also the retirement of the very popular math teacher, then the sudden mid-year departure of the extremely popular science teacher, followed by the retirement of the popular English/Social Studies teacher, resulting in a 100% turnover of faculty in a 2 year period.

Providing stability, helping to create a positive tone, and maintaining a positive attitude toward educational success, all of which has come from administrators, faculty, staff, community stakeholders, and students themselves, have all served to save our school.

Chapter IV: Self-Study Findings

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide: (1) a summary of the degree to which the criteria are being met and include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs; (2) the identification of strengths; and (3) the identification of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership and 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

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

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

A1. Vision and Purpose Criterion

The school has 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. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards..

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global*

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competencies, and current educational research.

Findings	Supporting Evidence
<p>Death Valley Academy is unique in that size and isolation mean that the diverse needs of all students must be met regardless of circumstances. Our Mission and Vision Statements supports this notion and recognizes that our goal is to meet the needs of all students living within the borders of our 5000 square mile district. The LCAP has been developed and updated to meet the ever-changing nature of DVHA's demographics.</p> <p>Future global competencies were central in considering the DVHA Mission Statement as it is crucial for the local demographic to attain some foundation competencies that allow graduates to enter more populated areas of the country.</p>	<p>Profile Data LCAP Mission Statement</p>

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
<p>DVHA's challenge has been to synthesize the desires of our parents and communities into a one size fits all set of outcomes mated to a vision and mission statement reflecting our desire to see each of our students transition to the "great outside". Unlike most communities, ours do not lend themselves to graduates who transition easily to larger communities, due to our unusual isolation. The process of developing and refining the vision and mission statements and SLOs involve faculty, staff, board members, parents, town owners, local business owners, community members, and representatives of local agencies, such as the Amargosa Conservancy.</p>	<p>Vision Statement Mission Statement SLOs</p>

Understanding of Vision, Mission, and Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
<p>As reflected in site council meetings, board meetings and other interactions that afford the staff to communicate with parents, graduates and students, there is an understanding of the DVHA Vision Statement, Mission Statement and SLOs.</p> <p>The Board reviewed and approved the Mission Statement and SLOs, and each were given time for community review. The simple yet nature of the</p>	<p>Board minutes Site Council minutes Mission Statement Vision Statement SLOs</p>

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SLOs receives wide support as it reflects the core values of student attendance and positive attitude as well as success in academics.	
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Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, the district LCAP, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
<p>DVHA is constantly evolving not out of choice but out of necessity. When a school is as small as ours there is a constant need to be fine tuning and revising curriculum, schedules and activities. Parental input is often provided at board meetings and school events while student input is garnered on a regular basis as class schedules are revised to ensure that graduation requirements are being met and that special needs are not forgotten.</p> <p>The Vision and Mission Statements have been maintained without revision for over a decade, while the SLOs have had details itemized but no real revisions. The success of each statement is in their reflection of core local values that apply as an acceptable umbrella to the district's ever-shifting demographics.</p>	<p>Board minutes Parent-teacher meetings Mission Statement Vision Statement SLOs</p>

A2. Governance Criterion

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

Indicators with Prompts

Governing Board

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
<p>The District maintains a current set of Board Policies and Procedures. Updates are brought to the Board on a regular basis and result in a manual that is on a par with much larger districts. Board meetings are scheduled on a regular, monthly basis with postings as appropriated. Whereas a large district will allow members of the audience 3 minutes to address the board, the DVHA board will allow audience members all the time they need to address pertinent issues. Board members are selected at large with the sole problem being the lack of community members wanting to serve on the school board. The “at-large” selection of Board members, as opposed to selections per regions, was a shift 3 years ago to reflect changing population areas within the district.</p> <p>All policies are published and available to the public.</p>	<p>Board Policies and Procedures</p>

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes

Indicator: The governing board’s policies are directly connected to the school’s vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the adequacy of the policies and district LCAP to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
<p>The District’s Policies and Procedures are permissive in allowing the Board to address Vision, Mission and Learner Outcomes. The District’s LCAP is intended to interface with these key indicators. In the rare event that current policies may not address an area in need of support, the Board acts</p>	<p>Board Policies SLOs Mission statement Vision statement</p>

with immediacy to modify policy.	
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Governing Board’s Involvement in the Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the process for involving the governing board in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
During each board meeting the principal discusses any matters pertaining to the Mission, Vision and Schoolwide Learner Outcomes. Though not agendized as such, the Principal always includes these focal points in his presentations to the Board. The Board is well versed in the high school program owing to member dedication and the size of the school student body.	Board minutes Enrollment figures

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
NA	NA

Understanding the Role of the Governing Board

Indicator: The school community understand the governing board’s role, including how parents can participate in the school’s governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school’s governance including their role in the determination of the district LCAP.*

Findings	Supporting Evidence
Community and board members know each other personally. It is hard not to know everyone when only a few dozen people live in a community. Community members are informed personally by their governing board representatives while out in the community. Parents know how to participate in the governance process either through their chosen representative or by participating directly in a board meeting. Announcements and memos are posted on local Post Office boards and the school website. The LCAP was open for	Board announcements LCAP review and adoption period

public review for a 30-day period.	
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Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
<p>The Board and professional staff have a close relationship as the board cultivates a sense of community here in our isolated area. In our small world it is important for a board to make every member of the staff feel welcomed and valued. In short, the Board supports the staff.</p> <p>New faculty members are introduced to the board during board meetings. The Board is often involved in the hiring process. Accomplishments and extra tasks performed by teachers are reported to the board and sometimes receive official board approval. Faculty and staff know board members and of their family members who may attend DVHA.</p>	<p>Board attendance Board policies</p>

Board’s Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities.*

Findings	Supporting Evidence
<p>The Board looks at long term progress in terms of teacher hiring, course offerings, student success after graduation, staff retention, community feedback and a constant eye on fiscal health as well as compliance in regards to personnel and student affairs. The LCAP is reviewed and approved by the Board. Monthly principal update reports during Board meetings enable the Board to evaluate, monitor and assess.</p>	<p>Board minutes LCAP review and approval process</p>

Complaint and Conflict Resolution Procedures

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

Prompt: *Comment on the effectiveness of the established governing board/school’s complaint and*

conflict resolution procedures.

Findings	Supporting Evidence
<p>The District's adopted complaint procedure is in line with CSBA's recommended complaint procedures and Administrative Regulations. In addition, the Board invites public comments and is willing to meet in closed session should the need arise. Over the last 10 years there have been no complaints that have required legal intervention or any suggestion that conflict resolution was necessary.</p>	<p>Published complaint and conflict resolutions procedures.</p>

A3. Leadership: Continuous Planning and Monitoring Criterion

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

Indicators with Prompts

Broad-Based and Collaborative

Indicator: The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
Death Valley Unified School District is very small and, by virtue of numbers, DVHA can plan only from an all-inclusive though small base. Everyone has to be involved, from students who want to see a change in PE, to teachers who want to ensure that they are able to meet the needs of all students, to local agencies and businesses. Local businesses seeking teen employees and local agencies seeking to foster improvements in the local environs meet with school leaders and develop ways to ensure success of the school, its students, and local concerns via meetings with school administration. Success is often guaranteed due to the small and up close and personal nature of connections fostered in our small communities. Challenges arise due to distances between communities, but the advent of better e-communication capabilities has enabled these challenges to be met. [Reminder: cell phones do not work within much of the District, and land-line phone service can be spotty.]	School site council minutes. Local agency meetings. Local business involvement

School Plan Correlated to Student Learning

Indicator: The school’s Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

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

Findings	Supporting Evidence
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<p>Every student is looked at individually and course offerings are created in order to meet individual needs or desires. The school assumes that each student is college bound. Along the path to college readiness the student either continues on the college path or elects otherwise either. DVHA located next to Nevada where less than ½ of the population has a high school diploma. We take our high school graduation rate as quite an achievement.</p> <p>The principal meets weekly with teachers to discuss in detail critical learner needs, SLO focus, and success toward meeting academic standards. These needs are represented in the Action Plan and LCAP. Each teacher has a copy of the Action Plan and remains aware of growth to be attained.</p>	<p>PLCs Action Plan LCAP</p>
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Correlation of All Resources to the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP

Indicator: There is correlation of the allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

Prompt: *Evaluate the degree to which the allocation of all resources supports the implementation, monitoring, and accomplishment of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.*

Findings	Supporting Evidence
<p>DVHA staff works diligently to address student outcomes as they relate to the LCAP and SLOs. Staff meetings to address student outcomes and progress are held at least weekly and oftentimes scheduled on the spur of the moment. As we have such a low student to teacher ratio we are able to conduct team meetings regarding an individual student as well as the direction the program itself is headed.</p> <p>Decisions as to how to meet learner needs are evaluated and met via the SLOs, LCAP and Action Plan.</p> <p>Teachers and administrators understand the student need is the reason for the school to exist.</p>	<p>LCAP Action Plan SLOs PLCs</p>

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared*

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responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.

Findings	Supporting Evidence
<p>The district attempts to model itself on a participative management model. We are small enough that ideas are shared across the board knowing that the actions of one individual impact the entire staff. The fact that DVHA had, for many years, the highest API in Inyo County shows that DVHA is supporting student learning..</p> <p>Because faculty teach learners in classes year after year throughout all grade levels, teacher effectiveness is achieved via fostering and maintaining somewhat personal relationships with the students which foster communication, multi-tiered support, and great awareness of student academic and personal needs.</p>	<p>PLCs Action Plan Report Cards Progress Reports Assessment Data</p>

Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
NA	NA

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
<p>By virtue of size and location the leadership of the school, teachers and administrators work together as a collaborative team constantly. It is an integral part of the daily function of the school. Student success is why all of us are here, and it is impossible for a student and student needs to go unnoticed. Weekly PLCs ensure formal discussion and focus on successful student learning, but issues that require immediate attention are expressed immediately as faculty and administrators informally during lunch and passing periods.</p>	<p>PLCs</p>

Internal Communication and Planning

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

Prompt: *How effective are the existing structures for internal communication, planning, and*

resolving differences?

Findings	Supporting Evidence
<p>We are very successful at communicating owing being a small isolated campus. The principal actively meets with faculty and staff both formally and informally to gain knowledge of and to resolve and differences.</p> <p>In recent years, no differences have been so great that any formal process of resolution has been needed. Ongoing communication and open discussing are sufficient.</p>	<p>PLCs</p>

A4. Staff: Qualified and Professional Development Criterion

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

Indicators with Prompts

Qualifications and Preparation of Staff

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

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

Findings	Supporting Evidence
Staff qualifications are determined by a combination of factors. Those include credential evaluations by the Inyo County Superintendent of Schools office, the in-district interview process , resume reviews and, finally, classroom performance. The rules for small school districts are such that a teacher can teach out of his/her credential area if he/she is okay with the idea and can show or has shown adequate academic background to teach in the subject area in question.	Teacher Credentials Administrator Credentials

Staff Assignment and Preparation

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

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities, including any type of online instruction.*

Findings	Supporting Evidence
Steps are taken to ensure teacher competency to teach in any given subject area. Due to our small size, teachers often teach courses outside their single subject credential area. Teachers, however, only teach in areas for which they give evidence of competency or great interest. When needed, teachers may be paired with a teacher in another school in Inyo County or with a support person at ICSOS.	Master schedule

Defining and Understanding Practices/Relationships

Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making

processes, and relationships of leadership and staff.

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

Findings	Supporting Evidence
We have a student handbook, a staff handbook and a set of policies and procedures. Teachers receive a revised and update teacher handbook annually. Teachers and principal often work face to face and are able to collaboratively sit down and address areas of concern. The principal also communicates matters via text and email.	Student handbook Teacher handbook PLCs

Support of Professional Development

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

Prompt: *How effective is the support of professional development/learning? Provide evidence and examples.*

Findings	Supporting Evidence
Our district is very isolated which leaves us unable to access much professional development delivered on site. The Inyo County Superintendent of Schools offers various workshops and inservice opportunities, even though they are 250 miles away. On a case by case basis the district will send teachers to trainings with rooms and meals paid along with district transportation. Webinars are also utilized. Teachers share their PD out at PLC meetings. ICSOS workshops satisfy needs for keeping up to date with CCC and CAASPP and with general educational technology. Paid workshops and webinars satisfy specific teacher needs and interests.	PD records

Supervision and Evaluation

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

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

Findings	Supporting Evidence
Administrators work up close with teachers rather than having a formal once a year visit to the classroom. It is not uncommon for administrators to visit classrooms multiple times per week. What comes of this constant contact is constant feedback from administrator to teacher and from	PLCs Observations Joint lesson planning.

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<p>teacher to administrator. Principal and peer feedback is almost daily, albeit informal. We can't work together in such an intimate environment without each of us being aware of what is going on and how well the staff is collaboratively creating a well synchronized academic program for all students.</p>	
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Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
NA	NA

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
<p>The foremost measure of success in PD and coaching is teacher comfort and stress in teaching classes per the DVHA master schedule. The second measure is the almost immediate reaction provided by the small student body. The third measure is the observation of teachers becoming not only competent in areas but flourishing and becoming creative in ways to teach in an area that was formerly challenging.</p>	<p>Observation Student anecdotes and testimonials</p>

A5. Resources Criterion

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

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the schoolwide learner outcomes, the district’s LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

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

Findings	Supporting Evidence
<p>DVHA allocates resources to meet student needs in conjunction with the expectations of Common Core and toward a graduating class capable of being competitive in the world, per the DVHA Mission Statement.</p> <p>Administrators ensure that students remain the first priority of all workings of DVHA. To this end, our limited resources are allocated entirely with student need in mind, per the DVHA Mission and Vision statements, SLOs, Action Plan, academic need, career readiness, and LCAP.</p> <p>Faculty and administrators jointly identify DVHA needs and the allocation of resources toward those needs.</p> <p>The observable impact on student learning is recent assessment data as well as the satisfaction expressed by students in what DVHA provides them.</p>	<p>LCAP</p> <p>Vision Statement</p> <p>Mission Statement</p> <p>SLOs</p> <p>Action Plan</p>

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.).

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

funds. (Note: Some of this may be more district-based than school-based.)?

<p>Transparency is key to our fiscal process. Our independent auditors look at the district as a whole rather than at individual school sites. For example, DVUSD is a “Disorganized Study Body”, meaning that student activity funds are not handled as they would be in a larger school with an “Organized Student Body”. All funds for the district’s schools flow through an audited account with no transaction passing between less than two sets of disinterested hands.</p> <p>DVHA has no game ticket sale funds to pilfer or vending machines accumulating coins.</p> <p>DVHA is mandated to have a minimum number of teachers and have various monies set aside in restricted funds with little wiggle room when it comes to auditable monies.</p> <p>Budgets and audits are reviewed and approved by the Board.</p>	<p>Board Minutes</p> <p>Audits</p> <p>Annual Budget</p>
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Facilities

Indicator: The school’s facilities are adequate to meet the school’s vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Prompt: *Specifically, to what extent do the facilities support the school’s vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students.*

Findings	Supporting Evidence
<p>The DVHA facilities are more than adequate to meet the school’s vision and the educational program. Classrooms are spacious, restrooms are all safe and workable, and the food services program meets the needs of all students. Also, facilities are keeping up to date with new educational technologies.</p> <p>Newer air conditioning units provide cool air on hot days and heat on cold winter days, helping to provide classroom environments conducive to learning.</p>	<p>Facilities</p> <p>AC Units</p> <p>Maintenance employees</p>

Instructional Materials and Equipment

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

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

Findings	Supporting Evidence
<p>Resources exist for equipment, supplies and textbooks. The stated desire of the Board and administration is that teacher needs and requests are met promptly.</p> <p>Huge strides have been made in the last year in acquiring many forms of educational technology: each DVHA student is issued a Chromebook, high speed internet has been achieved, Plato Courseware is in use, interactive whiteboard technology is in use, as is computer projection.</p> <p>A remaining need is for an upgraded lab science facility.</p>	<p>Educational Technology Textbooks</p>

Well-Qualified Staff

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

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

Findings	Supporting Evidence
<p>The resources exist to support a well-qualified staff. What impacts DVUSD is an inability to provide salaries that are more competitive with urban areas and the difficulties that arise when trying to recruit teachers to relocate to our remote area. Still, DVHA has been very successful in maintaining a highly qualified faculty and greatly increasing the longevity of teacher tenure.</p>	<p>Employment roster</p>

Long-Range Planning

Indicator: The district and school’s processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>Under LCFF the business of education has changed. Future</p>	<p>Vision statement</p>

<p>planning is mandated budget-wise. Stakeholders of DVHA hope that the current winds of change won't destroy small schools like ours.</p> <p>DVHA maintains a focus on keeping current and updated educational technology available to all staff and students.</p> <p>Detailed long range planning can be elusive given DVHA's tiny and ever changing enrollment and demographic. DVHA seeks to maintain overall funding for the long term while maintaining great flexibility and adaptability in regard to meeting critical learner needs and SLOs.</p>	<p>Budget information. LCFF</p>
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A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and other Resources) Plan

Indicator: The school regularly reviews its long-range plan (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.

Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan.*

Findings	Supporting Evidence

Regular Accounting and External Audit Procedures

Indicator: The school has defined regular accounting and external audit procedures.

Prompt: *To what extent does the school have defined regular accounting and external audit procedures? Comment on the effectiveness of the procedures to determine if they meet they meet the generally accepted principles of accounting and audit procedures.*

Findings	Supporting Evidence

Budgeting Process — Transparency

Indicator: The school develops and monitors its annual budgeting process to ensure transparency.

Prompt: *Comment on the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency.*

Findings	Supporting Evidence

Adequate Compensation, Staffing, Reserves

Indicator: The school governing body provides adequate compensation to faculty, administrators,

and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

Prompt: *To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?.*

Findings	Supporting Evidence

Marketing Strategies

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

Prompt: *Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence

Stakeholder Involvement

Indicator: All stakeholders are involved in future planning, including addressing long-range capital needs.

Prompt: *To what extent are all stakeholders involved in future planning, including addressing long-range capital needs? How effective are the processes to involve all stakeholders?*

Findings	Supporting Evidence

Informing the Public and Appropriate Authorities

Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence

Adequacy of Reserve Funds

Indicator: The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

Prompt: *How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school? Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.*

Findings	Supporting Evidence

Decisions — Schoolwide Learning Results

Indicator: The school bases resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students.

Prompt: *To what extent does the school base its resource allocation decisions in relationship to the schoolwide learner outcomes and the critical learner needs of the students?*

Findings	Supporting Evidence

A7. Resources Criterion [Charter Schools only]

The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standard.

Indicators with Prompts

Written and Adopted Policies/Procedures

Indicator: The school has written adopted fiscal policies and procedures for internal controls.

Prompt: *Comment on the effectiveness of the school’s process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.*

Findings	Supporting Evidence

Annual Financial Audit

Indicator: The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

Prompt: *Examine how the school ensures accountability and determine the effectiveness of these policies and procedures.*

Findings	Supporting Evidence

Compliance of Personnel

Indicator: Personnel follow the fiscal policies and procedures.

Prompt: *Evaluate the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.*

Findings	Supporting Evidence

Processes for Implementation of Financial Practices

Indicator: The school has processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; 4) the policies and procedures for the use of credit cards and other lines of credit.

Prompt: *Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence

Contracts — Accounting

Indicator: The school has a contracting process for services, equipment, and materials and accounts for all contracts of \$75,000 or more and their purposes.

Prompt: *Explain the effectiveness of this process.*

Findings	Supporting Evidence

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

DVHA maintains an older building (1957) as an appropriate facility for an environment conducive to learning. New AC units maintain appropriate classroom temperatures. Newly purchased educational technology keep DVHA in pace with, and in some ways ahead of, other Inyo County high schools. A stable and active school board expresses support and perspective on DVHA goals, methods and expenditures. LCAP, Action Plan, and Mission Statement all remain aligned and appropriately funded.

Prioritize the strengths and areas for growth for Category A.

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

Well-maintained facilities

Upgraded internet connectivity

Several additions in educational technology per classroom

Alignment of school board and other stakeholders to vision and mission statements, SLOs and LCAP

Active and supportive interactions between Board, administrators and faculty

Appropriate credentialed teachers in an extremely hard to staff school

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

- Continue to develop up-to-date science lab capabilities
- Increase use of school website for all stakeholders
- Continue to seek professional develop in use of educational technology

Category B: Standards-based Student Learning: Curriculum

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college- and career-readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

Findings	Supporting Evidence
<p>All lessons for core courses are based upon Common Core Curriculum and differentiated per classroom as needed.</p> <p>Teachers maintain membership in professional organizations PD for common core objectives.</p> <p>Teachers attend professional development workshops, read professional development articles and view teaching videos.</p> <p>The teacher lounge contains a library of current books on educational trends and research.</p> <p>Through daily informal meetings and formal weekly meetings (PLCs) teachers share current educational research, methods learned in PD sessions, and their own successful and unsuccessful lessons presented at DVHA in order to further improve instruction.</p>	<p>Small Class Size</p> <p>Lessons created and adjusted to the particular needs and interests of students per class</p> <p>A variety of teaching techniques employed to aid student learning, such as visual demonstrations, step-by-step breakdown of concept; association with prior knowledge</p> <p>Marzano Strategies</p>

<p>Many teachers develop lessons following the BAM (Backwards Assessment Model) and include a variety of opportunities that promote authentic learning, such as, hands-on activities, viewing documentaries, observing actual artifacts, and additional online research.</p> <p>Textbook, textbook resource materials, and teacher resources are all aligned to California Common Core Standards. This year further technology has been introduced to DVHA with Chromebook deployment one-to-one for high school students. Based on current educational trends, introducing technology in the classroom helps teachers teach and students learn with the latest tools, computer simulations, and problem based learning. Research has shown that introducing technology into the classroom has increased class participation and improved standardized test scores.</p> <p>Students are exposed to as many of the IT fields as possible; thus, students can develop an understanding of the many smaller components that make the whole of the IT field. Since students are natural consumers of the end products of Information Technology (IT), the goal is to give these digital natives the foundation and skills to convert them from consumers to producers. One main goal is enable them to find an area of study or career that interests them and that they would like to pursue. The Students demonstrate their grasp of the topic by completing an end of topic project.</p> <p>Teachers implement common core objectives which include technology in the classroom, real world problems and Problem Based Learning Lessons.</p>	<p>Kagan Strategies PLATO courseware</p> <p>Technology Tools used in class- ixl.com (practice, lessons realted directly to common core), KhanAcademy (allows students self assessment and provide analytics for teachers), PearsonSuccessNet (Textbook support online with interactive practice)</p> <p>CUE Rockstar Technology Conference, member of ACSD, Edutopia, Tech & Learning, IXL.com, TED talks, etc.</p> <p>Electronic interactive notebooks</p> <p>ASCD, BIE (PBL), NACADA,</p>
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Academic and College- and Career-Readiness Standards for Each Area

Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Prompt: *Evaluate to what extent there are defined academic standards and college- and career readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. Examine the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.*

Findings	Supporting Evidence
Lesson plans are developed according to Common Core for	Master schedule adjusted to

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<p>all Math and English classes. The CCSS's are supplemented with other materials, such as advanced literature, weekly written assignments, and in-depth analysis and comparison of literature. Classes are also augmented with authentic learning activities such as written assignments about relevant current affairs. These lesson plans are written down in specific detail each week with supporting standards. The small class size allows for adjustment of pacing and remediation as necessary to accommodate each student's needs.</p> <p>Science lessons are also planned following the California Common Core State Standards. In addition to reading and working from Common Core aligned textbooks, students have opportunities to participate in wet labs activities, conduct research on a variety of topics, and present findings to their classmates in a variety of formats. With a different discipline of science being taught each year, our students receive education in at least two of the three disciplines (biology, physics, and chemistry) as outlined in the "a-g subject requirements". Students interested in taking additional college-prep elective courses, which may not be regularly offered on campus, have access to PLATO courseware.</p> <p>Currently all Math teaching materials, teacher resources and lesson plans are based on Common Core Standards. Benchmark, Formative, and Diagnostic testing is based on current state standards.</p> <p>In CTE classes, the progression from beginning to more advanced topics builds a solid foundation that prepares the students for college level classes and for entry level positions in the IT field. Projects are developed that require student attendance, perseverance and application of prior and recently obtained knowledge.</p> <p>College level assignments are often integrated into math, Economics and science classes.</p>	<p>provide appropriate curriculum</p> <p>Students' achievements and college needs assessed and addressed on an individual basis through traditional testing of material, teacher observation, written material, and creative assignments such as power point presentations and visual arts presentations.</p> <p>Common Core aligned textbook from Pearson, Houghton-Mifflin, Plato Courseware and PearsonSuccessNet</p> <p>YouCubed (Stanford), SMG (the stock market game) and CashCourse</p>
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Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
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Plato Courseware is aligned to Common Core Standards	Plato Courseware
Khan Academy is aligned to Common Core Standards	Khan Academy

Congruence

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

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

Findings	Supporting Evidence
<p>All skills taught are related to the CCC's. Courses are CCC driven and much of the classwork and discussion around the CCC's create multiple opportunities, such as applying ideas presented in classic literature like "Romeo and Juliet" to today's society. These also allow for student development toward the school SLOs. Students are continually guided toward higher level thinking Depth of Knowledge (DOK) levels 3 and 4. With the small class size, assessment is immediate as teachers observe student responses.</p> <p>Lesson plans are developed utilizing Common Core State Standards, Curriculum Essential Frameworks, and Backward Assessment Model. Developing lesson plans in this manner ensures that concepts and skills being taught are aligned with appropriate academic standards, including college-and-career readiness standards. Through high expectations of students, teacher collaboration to provide learning experiences across subjects, and differentiated instruction students are guided toward meeting the SLOs.</p> <p>Lesson are designed using Backwards Mapping to ensure learning activities and learning experiences tie directly to Standards Objectives and Goals.</p>	<p>Common Core driven instruction</p> <p>Small class setting allows for immediate assessment summative assessment</p> <p>Paper and Online Lessons created by Teachers and textbook publishers.</p>

Student Work — Engagement in Learning

Indicator: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

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Findings	Supporting Evidence
<p>Representative examples of student work demonstrate snapshots of student engagement in learning and illustrate the implementation of common core based curriculum. The work shows mastery or progression toward skills taught in English language usage via weekly written assignments and revisions of these assignments.</p> <p>Lessons are developed by utilizing Common Core State Standards and Curriculum Essential Framework . Therefore, representative work samples will demonstrate progression toward mastery of specific standard-based concepts and skills. Snapshots of student engagement in learning may show students involved in hands-on activities, utilizing technology, and working in cooperative groups. These opportunities allow students to engage in activities that promote higher order thinking.</p> <p>Students engage in learning through auditory, visual, and hands on tasks. In-course and end-of-course assessments and projects allow the students to demonstrate their grasp of the topic. Use of technology and the freedom to explore preferred topic areas lead to strong learner engagement.</p> <p>Group work, lesson activities, formative assessments and student work are directly tied to goals of Common Core Standards.</p>	<p>Written work: critical thinking, student focus on classwork, student cooperation, teachers reflect student questions back on student for consideration, perspective, and how the material applies to them, their lives and the world at large</p>

Integration Among Disciplines

Indicator: There is integration 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.

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

Findings	Supporting Evidence
<p>ELA, SS and Health courses have collaborated on lessons across disciplines using Literature.</p> <p>Math, Science and ELA teachers are developing a collaborative lesson on a current events topic.</p> <p>Due to the tiny size of DVHA, students are aware that</p>	<p>History, Language arts, and health classes collaborated on a lesson across disciplines.</p> <p>Math, Science, Language Arts and CTE are working on a collaborative lesson regarding</p>

<p>teachers have a close knit community and may work together in lesson planning as well as be aware of student achievements and behaviors.</p> <p>In all disciplines, students are exposed to possible career field choices. Students are taught and then demonstrate foundational knowledge which translates well into more advanced technical training, or into entry-level career positions. This is accomplished by building their knowledge of a topic and finishing with an end of topic final project to demonstrate that knowledge.</p>	<p>the ZIKA virus.</p>
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Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school’s curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
<p>DVHA assesses curriculum in an ongoing manner, adapting classes and independent study to fit the needs of students for graduation requirements, college preparatory requirements and marketable skills for local communities. School Board and community members share timely and valid input regarding students’ needs as well as teachers and administration via casual daily communication and weekly meetings.</p> <p>Teaching methods and course content are continually evaluated based on student comprehension, course relevancy, and desired outcomes.</p> <p>Real world problems are presented that are student centered and are based on both community and student interests.</p>	<p>Weekly Faculty Meetings (PLCs)</p> <p>Monthly board meetings</p> <p>Community organization outreach programs</p> <p>Individual student achievement records</p> <p>For Example: The Stock Market Game, Accident analysis from an Insurance agents perspective (physics class)</p>

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and*

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evaluation of the curriculum to ensure it matches the school's mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.

Findings	Supporting Evidence
<p>School Board, Teachers, Admin, and the Community are directly involved in the choice of text materials. Materials are put up for public review and Board approval. SLOs are also Board approved.</p> <p>DVHA has adopted the use of Chromebooks for all DVHA high school students. Teacher input has driven this adoption and their use. Through the use of Chromebooks and Google Docs teachers are able to monitor student work in real time observation. Curriculum is enhanced by each student having immediate access to research material. In English classes students are given assignments to research the historical background of literature being introduced as well as relevant author biographical information. Students' written work is observed and commented on as it is being written allowing teacher to monitor each student's progress. Chromebooks can be used to create PowerPoint presentations creating a real-life scenario for office work environments.</p>	<p>Chromebooks for each high school student</p> <p>Enriched curriculum via easily accessible research data</p> <p>Real-life applications with Power Point Presentations</p> <p>School Board minutes</p>

Additional Online Instruction Prompt: *Determine the school's effectiveness in the use of outsourced curriculum to maintain curricular integrity, reliability, and security.*

Findings	Supporting Evidence
<p>Plato Courseware is used ensure students may meet all high school course requirements, even if within the small DVHA course offerings do not include the course in any given semester.</p>	<p>Plato Courseware</p>

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and 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.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>The sole direct feeder school for DVHA is Shoshone Elementary (currently educating grades 1-6), which is located on the same school grounds as DVHA and partially taught by</p>	<p>Graduates return to report success in higher education in relation to HS curriculum</p>

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<p>teachers who also teach at DVHA, so articulation with this feeder school is ensured.</p> <p>Students have participated in Dual Credit programs with Great Basin College and in field trips to UNLV and Barstow Community college. In development are plans for distance and dual credit learning for DVHA student with Cerro Coso Community College.</p>	<p>Small community allows personal knowledge of all students beyond graduation</p> <p>Immediate feeder school, Shoshone Elementary, is located on same campus grounds as DVHA and is taught by DVHA teachers</p> <p>Current Senior Student completed us gov't and economics at Great Basin College.</p>
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B2. Access to Curriculum Criterion

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

Indicators with Prompts

Variety of Programs — Full Range of Choices

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

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

Findings	Supporting Evidence
<p>The school’s career and post-secondary education counselor is the DVHA superintendent, along with the school’s administrative assistant.</p> <p>Military recruiters located in California and within the military zones that serve DVHA refuse to visit the school due to its remote location. Therefore, the school counselor makes arrangements to drive students to military recruiting offices in Las Vegas, NV, which can only be done by special permission of the California military recruitment office.</p> <p>A field trip is arranged during any given students 4-year team of high school so that students may visit a university campus. The nearest university is University of Nevada, Las Vegas, but trips are also made to other universities, such as Barstow Community College.</p> <p>DVHA offers senior students opportunities for work experience on campus, including kitchen, landscape maintenance and IT work.</p> <p>Students interested in taking additional college-prep elective courses not regularly offered on campus have access to PLATO courseware that will satisfy those needs.</p> <p>There is a career exploration module through Plato courseware.</p>	<p>Primary focus: college preparatory English and math</p> <p>Counselors (Sup and his asst.) for career and movement to post secondary ed. and training</p> <p>Military</p> <p>Students apprised of graduation and A-G requirements. Master schedule attempts to provide for all needs and is sometimes supplemented by independent study.</p> <p>Opportunity placement</p>

Also, informal career advising comes from Teachers and Admin.	
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Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for all students.

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

Findings	Supporting Evidence
<p>All classes are developed according to CCC’s. Courses are also developed across disciplines, for example the same historical novels are read and analyzed simultaneously in Health, History, and English, each class approaching the novel from that discipline’s unique perspective.</p> <p>Because of our unique situation with small class sizes, each student has facilitated access because teachers are able to communicate in a one-on-one setting with students on a weekly and sometimes daily basis.</p> <p>Lesson plans are developed utilizing Common Core State Standards, Curriculum Essential Frameworks, and Backward Assessment Model. Developing lesson plans in this manner ensures that concepts and skills being taught are aligned with appropriate academic standards, including college-and-career readiness standards. DVHA is unique in that it is classified as a “Necessary Small School,” therefore, classes are generally very small, from 2 to 8 students. Small class sizes allow teachers to easily move from explicit to differentiated, and even individualized teaching. Teachers assess students using a variety of formats, such as, summative, formative, or alternative assessments based on student need. With these teaching practices teachers are able to proactively facilitate all students toward success.</p> <p>Teachers offer informal counseling.</p>	<p>Plato Courseware</p> <p>Mainstreaming of most SPED</p> <p>Differentiated Instruction</p> <p>Individualized Instruction</p> <p>IS courses</p> <p>1</p> <p>One-to-one instruction and alternative assessments.</p>

Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
<p>The UC “A-G” requirements are published in each classroom. The Master Schedule is designed with the “A-G’ requirements in mind. Each individual student’s needs are analyzed each semester to make sure that each individual student is on track</p>	<p>Master Schedule</p> <p>Plato Courseware</p> <p>4-Year Plan Records</p>

<p>to complete the requirements within four years. If necessary, courses that are not offered through the Master Schedule are offered via Plato Courseware.</p>	
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Student-Parent-Staff Collaboration

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

Prompt: *Evaluate to what extent 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.*

Findings	Supporting Evidence
<p>Via weekly teacher/admin meetings and as needed parent/teacher communication each student’s personal learning plan and education goals are reviewed and adjusted as needed. For example: A) a high school student was succeeding in math but falling behind in language arts, so a half-hour per day period was set aside for that student to meet in a one-to-one setting with the English Teacher. B) another high school student needed a specific science course to meet “A-G” Requirements, so she was put on the appropriate Plato Courseware program.</p> <p>Teachers and administration meet formally on a weekly basis to review/discuss any concerns regarding students. Due to the size of the school, as well as the close proximity of teachers and students, the opportunity for staff collaboration need not always wait until the next “formal” meeting. Instructional intervention can take place almost immediately if necessary.</p> <p>As a Necessary Small School, many of our students are bussed in from several miles away, and as a result in-person Teacher/Parent communication is somewhat limited. Teacher/Administration and parents mainly communicate via telephone, text messaging or email, except when a Parent/Teacher conference is absolutely required.</p> <p>Parents are invited to join the Learning Management System for their child, which allows them to see their student’s progress, grades and quality of work.</p> <p>Individual student progress reports are sent home to parents</p>	<p>Conferences Email/Phone Communication Posted A-G Requirements Alignment of 4-year plans to A-G Requirements</p> <p>Parent LMS invites were sent at the beginning of the school year.</p>

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<p>when required, to inform them of currently classroom progress or behaviors.</p> <p>Alternative educational paths are negotiated with parents of children with specific needs, including distance, family medical issues, emotional stress.</p>	
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Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
<p>Due to small class sizes and both informal daily meetings as well as formal weekly meetings among faculty, struggling students are identified and their issues addressed immediately. Remediation and individual assessment are given to students struggling. More challenging material is offered to those who require it.</p> <p>Teachers meet formally on a weekly basis to review/discuss students. Additionally, due to the close proximity of teachers and students, informal daily meetings may occur between teachers. As a result of this ability to discuss student needs directly, instructional intervention may begin promptly.</p>	<p>Small Class size Plato Courseware Student class records</p>

Post High School Transitions

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

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

Findings	Supporting Evidence
<p>All DVHA students have access to a counselor on a regular basis to help plan for their educational and career goals. Because most DVHA students have been raised in isolated environments field trips are planned several times a year for students to experience more congested or heavily-populated areas where postsecondary campuses are located. On occasion alumni speakers lecture at DVHA about college experiences, giving students opportunities to ask questions about real-world opportunities.</p>	<p>On-site student counselor Graduate guest speakers</p>

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<p>Two faculty members are military veterans and both offer informal advice to students.</p> <p>One faculty member has over 12 years combined experience working as a Career Adviser and College advisor</p>	
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B3. Preparation for Career and College Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Indicators with Prompts

Real World Applications — Curriculum

Indicator: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Prompt: *Evaluate ways the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.*

Findings	Supporting Evidence
<p>With the introduction of Chromebooks for each DVHA high school student this year, coursework is increasingly created and submitted online as would be expected on a university level as well as in any contemporary office setting.</p> <p>Both real world applications and Problem Based Learning projects are utilized on a regular basis in many classes.</p> <p>The Master Schedule and Plato Courseware ensure student access to appropriate courses. Small class size enable teachers to ensure that each student can successfully learn in any give subject area.</p> <p>In the CTE program, each IT topic taught over the 4 year period has real world application, giving the student a solid foundation, which can help them in college level IT courses, entry-level IT positions or starting their own business.</p> <p>First Year Microsoft Office Suite – Teaches them the skills to use each of the Office products to complete assignments for school, or in business office applications BASIC Programming-Teaches them to think logically and to plan. To envision an end state, then take the steps needed to reach that end state. All electronic devices have some type of programming. This course lays the foundation for more complex programming languages and projects. Students complete the course with a final programming project of their choice.</p> <p>Second Year Creating Web Pages w/HTML-Most everyday use of</p>	<p>Plato Courseware CTE Computer Education Program Student Projects Master Schedule</p>

<p>computing devices involves interaction with a Web Page(s). This course teaches them to create their own web pages using HTML. Students complete the course by creating a web page using the HTML code they learned.</p> <p>3D Design and Printing – Being able to envision, design, and touch an object is very powerful. This course teaches the basics on using CAD software to recreate real world objects, and continues with multiple in course set and free form projects to expand their skills.</p> <p>Introduction to Electronics. – This course teaches the students basic electronics and circuits and is a pre-cursor to a third year class “Physical Computing with Arduino” where students integrate their knowledge of programming (learned in Year 1) and electronics to create electronic devices that they can program.</p>	
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Meeting Graduation Requirements

Indicator: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *Comment on the effectiveness of the academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
<p>CAHSEE is no longer being used but in past years DVHA had a 100% CAHSEE passage rate.</p> <p>The creation of an extra 30-minute period at the end of the regular 5-period day supports a time slot during which students in need of support obtain it from teachers.</p>	<p>100% CAHSEE passage rate Dual control system: front office records and principal records (4-year plan)</p> <p>Graduates have indicated that they feel more prepared for college courses than their peers from other feeder high schools.</p>

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

DVHA offers a full comprehensive CA high school curriculum. Small class size and student-to-teacher ration enable student need to be identified and addressed quickly. Small class size also ensures differentiated and even individualized instruction as needed. Recent acquirement of broadband high speed internet along with vastly improved hardware enables the use of up-to-date educational software and educational techniques. DVHA has fully transitioned to Common Core math standards and is fully in progress in all other subject areas.

Prioritize the strengths and areas for growth for Category B.

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

- Small class size for differentiated and individualized instruction.
- Improved teacher-parent communications via use of text messaging and Haiku LMS.
- Wide and full use of educational technology.
- Expanded availability and use of Plato Courseware for credit recovery and expanded course offerings.
- Creation of a 30-minute period during which to support student need in any given subject area.

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

- Fuller implementation of CCC in all subject areas.
- Continue to expand ways to expose students to post secondary education environments and expectations.
- Expand possibilities to offer dual credit courses.

Category C: Standards-based Student Learning: Instruction

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college- and career-readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

C1. Challenging and Relevant Learning Experiences Criterion

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

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator: The school’s observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>Due to small class sizes working with students is always working in a small group setting or one-on-one where teacher observational assessments are continual, students are challenged, and college and career readiness is assessed. Classroom discussion allows collaborative learning on a daily basis. Formative assessments allow teachers to see where each student is, and this drives instruction for the class or individual as needed.</p> <p>The small class size at DVHA makes it easier to assess students working on tasks and to spend more time analyzing completed tasks. This allows us to identify students that are struggling and need extra assistance, not just at test time, but during class.</p>	<p>Small class size</p> <p>Small teacher-to-student ratio</p> <p>Leveled student groupings in Math and English</p> <p>Lessons created and adjusted to the particular needs and interests of students per class</p> <p>A variety of techniques employed to aid student learning</p>

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<p>Teachers implement common core objectives which include technology in the classroom, real world problems and Problem Based Learning Lessons.</p> <p>Small class size and Plato Courseware enable students to be challenged at their own levels, as lessons are differentiated and even individualized.</p> <p>The SLOs are posted in every room, and as students work through the Academics, teachers refer back to Attendance and Attitude as being factors that enable success in academics.</p>	<p>SLOs</p> <p>Differentiated and individualized instruction</p>
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Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction*

Findings	Supporting Evidence
<p>Students using Plato Courseware receive printed pacing guides with assignments and due dates for the entire semester. Teachers review student progress several times per week. This allows students to work independently and always know how well they are keeping on schedule and reaching expectations.</p>	<p>Plato Courseware Student Pacing Guides</p>

Student Understanding of Learning Expectations

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

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example of online instruction is the use of pacing guides.*

Findings	Supporting Evidence
<p>Students are given the reasons behind each standard as new material is begun. Material is related to their personal lives and the world at large. Historical material is related to current news. Students are given a rubric for each assignment and teacher works with students to make corrections on class assignments.</p> <p>Because DVHA is a unique setting where many of our students attend this same general campus from elementary school through high school graduation, teachers are able to be in constant communication regarding student expectations from complicated issues such as college and career</p>	<p>Plato Courseware orientations</p> <p>Plato Courseware Pacing Guides</p> <p>Class syllabi</p> <p>Rubrics, Textbook's list of standards, Common Core Standards</p>

readiness down to standardized formatting.

Students are given daily objectives within the lesson plan, students have focus questions on the board which are written in their student interactive notebooks and know what goals they are to achieve for that Unit.

Student textbook list the standards addressed in each section and teacher and students read aloud the standard for the day.

Beginning with each new area of study, students are given a brief overview concerning the subject, what sub-topics make up the subject, and what the expected outcome will be

For example:

The 3D Design and Printing course

Viewed various YouTube videos showing how 3D Design and Printing has changed the manufacturing process, and how it has enabled people's lives

- Medical

- Aerospace

- Automotive

- Rapid Prototyping

The videos introduced the students to the field of 3D printing and helped me make the point of

"If you can envision it you can design and make it. The possibilities are limitless"

We then discussed the different types of 3D printing

We went over the components that make up a 3D printer

We discussed CAD and CAM software

We discussed how the class would proceed

- Learn the tools offered with the CAD software

interspersed with projects that make use of those tools

With the Overall Goal of eventually combining the Topics we learned and will learn

- Programming

- 3D Design and Printing

- Intro to Electronics

- Programmable Microcontrollers

to make something truly extraordinary maybe a Robot, or a

functioning Prosthetic, or some other project.	
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Differentiation of Instruction

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

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Since starting the use of Chromebooks for all DVHA high school students, technology is a constant presence in the classroom. In English and Social Studies, students have the vast resource of the internet at their fingertips at all times. This allows for independent research in a timely and productive manner. Students can complete assessments as well as written assignments in Google Docs where the progress can be monitored and corrected by the teacher in real time. Access to computers and internet in the classroom allows teacher to make use of standards based interactive programs as well as educational programs used in conjunction with textbooks.</p> <p>Technology in the classroom allows instruction to reach the full spectrum of learners through enriching the learning experience with music and sounds appropriate to whatever genre or period is being studied in literature and history.. Students are able to see more detailed representations of materials being studied than what is possible with just a textbook. Kinesthetic learners are able to use interactive programs and create physical projects such as cooking foods or creating 3 dimensional recreations of scenes from literature or history.</p> <p>Technology is used on a regular basis as a tool for both Formative and Summative Assessment. Independent practice using computer simulations and other forms of technology to fill in gaps in learning.</p>	<p>Interactive whiteboard capability</p> <p>Projectors</p> <p>Haiku</p> <p>Chromebooks</p> <p>TV screen computer displays</p> <p>Khan Academy</p> <p>IXL.com</p> <p>Plato Courseware</p> <p>Google Docs</p>

C2. Student Engagement Criterion

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

Indicators with Prompts

Current Knowledge

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

Prompt: *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Textbooks are supplemented with internet instruction on a daily basis. For example, when introducing a new era in Social Studies, period music and art are presented to students via internet. In English students will research historical information regarding the piece of literature being studied to help improve understanding of the historical dynamics affecting the writing. Students also make use of the Chromebooks to research a variety of summative assessment projects, such as cooking items that accurately represent historical periods, constructing 3 Dimensional projects of the time, or illustrating concepts that were covered in class.	Chromebooks Projectors TV computer monitors Interactive whiteboard capability High speed broadband internet Haiku
Technology is used on a regular basis in the classroom from Teacher lesson delivery to student research. Lessons are listed and described online, for student and parent access. Student work is submitted online.	Text Publisher's research links Computer simulations, Document cameras

Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
NA	

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
The small class sizes at DVHA make the task of "coaching"	Small class size

<p>more personable because it is easier to form one on one relationships with the students and to really learn how they learn and how to motivate them.</p> <p>Class size allows for interaction between teacher and students individually on a daily basis. Teachers are able to give personalized attention and allows teachers to customize and differentiate lessons.</p>	<p>student to teacher ratio</p> <p>Having the same students in class for all years of high school</p>
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Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Classes are facilitated with inquiry based learning by having continuous access to internet with Chromebooks. Prior to beginning a new unit students are given direction to research a particular topic. Students then organize the information and share it with the class, prompting discussion of students' prior knowledge and questioning further new information. For example, in a unit on mythology, students were given the names of two mythological characters who they were to research. The students then formed their findings into slide presentations complete with visual images that they then presented to the whole class. Projects require to organize, access, and apply the knowledge that they have already acquired.</p> <p>As students proceed through a topic they are given ample classroom opportunity to demonstrate knowledge through either a directed project or free-form project. During free-form projects students routinely inquire about more advanced features or discover on their own these advanced features to complete their project.</p> <p>Problem based learning and Project based learning are used as both formative and summative assessment and are based</p>	<p>Classroom notebooks Student portfolios Student Projects etc...</p> <p>Example- EarthQuake building test/shake table.</p>

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on prior knowledge.	Insurance adjuster Physics project.
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Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Student work is reviewed online via Haiku, Plato and the Google Platform. Both verbal and written feedback is provided directly through the comment features in Haiku, Kaizena and Google. This allows quick feedback from teachers and also allows parents in on the process, as they have access via Haikiu. Students respond better to quick feedback and to knowing parents also have access to this feedback.	Haiku Kaizena Google

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

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

Findings	Supporting Evidence
In researching material students are given the opportunity to work together in pairs and small groups. With the small class sizes, each class is often its own small group. Often, pairwork is what works best for the small class size.	Classroom notebooks Student projects Students essays, writings
Students are sometimes given a Problem without being told exactly how to discover the answers. Students then need to reason, use prior knowledge and use problem solving skills as a group to determine the best answers.	BreakOut Game-(problem based game) Earthquake Building Test

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

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

Findings	Supporting Evidence
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<p>Whether the assignment is textbook originated or research based students produce their results via Google Docs or Google Slides. Even more formalized assessments, such as vocabulary tests and comprehension tests, are composed and answered on Chromebooks.</p> <p>Many lessons include a technology component, such as: internet research, online study tools, online quizzes, computer simulations, videos, technology based projects, and daily use of Haiku LMS and Google platform.</p>	<p>Chromebooks</p> <p>Plato Courseware</p> <p>Google Docs</p> <p>Haiku</p> <p>Math Text publisher materials</p>
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Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

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

Findings	Supporting Evidence
<p>Students are given the opportunity to supplement textbook information with online research using their Chromebooks. At the end of a unit in English students are asked analyze the finished selection and compare it to their world.</p> <p>In Social Studies students are asked to compare historical information to current world affairs.</p> <p>For Math, Khan Academy and other online resources are used.</p>	<p>Haiku</p> <p>Kaizena</p> <p>Google</p> <p>Chromebooks</p> <p>CTE Computer courses</p> <p>High speed broadband internet connectivity</p>

Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: *Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.*

Findings	Supporting Evidence
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<p>Senior students are offered job opportunities through school when they don't already have them with local businesses. All students are given training in web design through computer classes. Students also have the opportunity to learn how to use a 3D printer.</p> <p>Guest lecturers from local businesses and the National Park Service are scheduled throughout the year.</p> <p>Career awareness, exploration, interview skills, resume writing, etc. are made available through school staff and counselors.</p> <p>Computer simulators demonstrate real world applications used in math and science.</p>	<p>Work Experience Program</p> <p>Guest Lecturers (NPS, Amargosa Conservancy)</p> <p>CTE Computer Classes</p> <p>Resume writing workshops</p> <p>Annual overnight field trips to science based facilities (Aquarium of the Pacific, San Diego Safari Park, The Living Desert, Ocean Institute)</p> <p>Gizmo (Explore learning, BIE)</p>
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Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
NA	NA

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

The very small class sizes at DVHA create a very small student-to-teacher ratio, and students progress through high school with the same group of only 4 teachers. Thus, teachers act as coaches and mentors and are better able to differentiate and individualize instruction. All math classes have fully transitioned to CCC, while other subject areas are in progress, with ELA expected to be fully in place by next school year. New and much improved internet access along with renewed participation of the National Park Service and Amargosa Conservancy in the DVHA academic and extracurricular program have created more real world experiences and learning experiences well beyond the text and classroom experience.

Prioritize the strengths and areas for growth for Category C.

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

Small class size and student-to-teacher ratio is maintained, allowing for teachers as coaches

Small class size improves teacher ability to differentiate and even individualize instruction

Transition to common core standards is completed in Math classes and well underway in all other subject areas

There is a high, daily use of educational technology

Local agencies, like the National Park Service and Amargosa conservancy, are actively involved with classroom and off campus learning activities

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

- Continue to seek ways to offer dual credit courses
- Maintain highly qualified faculty
- Complete transition to CCC in all subject areas, with appropriate adoptions
- Continue to increase cross curricular planning and projects
- Increase real world and critical thinking activities

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

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college- and career-readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

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

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

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
DVHA has a designated standardized test coordinator who schedules exams and deals with all related paperwork, including intake of test results.	Haiku Progress reports
For testing of smaller groups of students, as with CELDT and CAHSEE, the coordinator collects and disaggregates all testing information to parents, faculty, administration, while the principal reports the information to school board members.	Email contact log Phone contact log Text messaging
For annual CAASPP testing, the same coordinator distributes results to administration and faculty for analysis, and results are reported to students, parents and stakeholders.	Assessment for the California Mathematics Standard for grade level
DVHA holds annual award assemblies, during which students with high scores or significant gains are honored. DVHA has performed very well in relation to other schools within the county over the past 8 years, often being the top scoring	Keystone National Middle School Assessment

secondary school in the county. Each year, this fact is communicated to and celebrated with all students and stakeholders and with the general community.

Before report cards are distributed, administration reviews student grades and discuss any concerns with the teacher(s) involved.

Teachers in all subject areas discuss and compare student language arts proficiency levels. This enables teachers to confirm assessment results and lead to a consensus among teachers on how to approach the needs of students.

Plato and Khan Academy, as well as publisher and teacher created materials, are used to assess students throughout the school year.

RTI and student study teams are called for students with motivational and behavioral needs and for students who require academic intervention.

Teachers use various assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills, such as essays, portfolios, individual or group projects, tests, etc. Parents are regularly informed about student progress.

Plato and Khan Academy assess student academic growth against national norms.

Teacher-created worksheets are standards-based and reflect student achievement of the academic standards.

Social studies and science labs and projects demonstrate student ability to apply covered standards, student understanding and student ability to set goals and work cooperatively with partners.

Point-of-view writing assignments give students opportunities to think critically and make evaluations based on their viewpoints and values.

Special needs students are often mainstreamed and

<p>demonstrate achievement in the same manner as general students do.</p> <p>Diagnostic assessments are used in the beginning of the year to determine placement of students and to help determine what strategies to use for differentiated instruction.</p> <p>Diagnostic assessments are also used to place incoming students at any time of the school year.</p>	
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Monitoring and Reporting Student Progress

Indicator: There are effective processes 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.

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

Findings	Supporting Evidence
<p>During school board meetings, the principal reports to the Board on student achievement in all areas.</p> <p>Report cards and quarterly progress reports are issued for all students. Weekly progress reports are issued upon arrangement with parents.</p> <p>Student achievement may be published on the school website and the district Facebook page and announced during the annual student awards ceremony.</p> <p>Major achievements are often announced by the principal at special functions, like fundraisers and student performances.</p> <p>Parents are invited to join their students' Haiku LMS and see student progress on demand. Teacher/Parent contact via email, written notices, and telephone has become common with the growth of these technologies in this remote district.</p> <p>In addition, personal parent-teacher meetings are arranged both in and outside of school, whichever is convenient for parents and students.</p>	<p>Board Minutes</p> <p>Website</p> <p>Flyers</p> <p>AlertNow</p> <p>Shoshone Museum Newsletter</p> <p>Alumni Organization</p> <p>Social Media</p> <p>Haiku LMS</p>

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Prompt: *Determine the adequacy and effectiveness of the school's strategies to ensure that parents*

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and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Findings	Supporting Evidence
<p>Report Cards and Progress Reports contain detailed explanations.</p> <p>Parents are informed during meetings and with various types of communications when assessments compare results to national norms or results.</p> <p>For standardized testing, teachers and administrators offer conference time with any parent who wishes to have results clarified.</p> <p>DVHA relates schoolwide standardized test results to those of other CA high schools, both large and small, in similar environments in the Mojave Desert. DVHA scores favorably well.</p>	<p>Website</p> <p>Annual Awards Ceremony</p> <p>Campus Bulletin Board</p> <p>Social Media</p> <p>Plato Courseware</p>

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Teachers and principal meet in PLCs on a weekly basis to discuss and evaluate student progress and make interventions when necessary.</p> <p>Teachers and principal meet informally as needed to discuss student concerns that may arise. There is ample opportunity on the small DVHA campus to do this.</p> <p>Teachers and principal may speak privately via phone intercom from classroom to classroom. This system is used for faculty and principal to report and compare observations or concerns that may arise at any given moment.</p> <p>Attendance and Attitude, which are part of the SLOs, are easily observed on a moment-to-moment basis, given the current tiny enrollment at DVHA.</p> <p>In short, the monitoring system is somewhat informal but often immediate in its effect due to small enrollment and small campus size.</p>	<p>PLCs</p> <p>Classroom Assessments</p> <p>CAASPP Results</p> <p>Quarterly Progress Reports</p> <p>Weekly Progress Reports</p> <p>Online Assignment Records</p> <p>Home Contact via Haiku, email, text and phone</p> <p>Intercom phone system</p>

Basis for Determination of Performance Levels

Indicator: The school staff has determined the basis upon which students’ grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>The SLOs clearly state that attendance and attitude, along with academic success, are part of what makes for a “student in good standing.” Thus, attendance and attitude are part of the basis for grading, in addition to the level of success on assignments, classroom participation and subject area assessments.</p> <p>In many classes, teachers maintain the requirement that students must demonstrate mastery at 80% or better assessments before moving on to new material.</p> <p>In some classes students are graded based on practical application of the elements learned. Periodic assessment takes place throughout the course and a final assessment takes place at the end of the course of study.</p> <p>Rubrics are used to help students understand expectations, providing benchmarks for student’s academic achievement</p> <p>Grades, student growth, and performance levels are aligned with California Standards.</p>	<p>Student in Good Standing Status Requirements</p> <p>Rubrics</p> <p>80% or better requirement</p>

Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and aDVHancement and improving the instructional program.

Findings	Supporting Evidence
<p>Within the Plato module student Mastery of 80% is required before moving to the next module. Teachers have the ability</p>	<p>Netsupport</p>

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<p>to hide more advanced modules until the student has demonstrated mastery.</p> <p>Teachers monitor student progress to determine student mastery before moving on to another Unit.</p> <p>Most Plato Courseware materials are used in the classroom</p>	<p>Plato safeguards</p> <p>Observation</p> <p>Checks for understanding</p> <p>Formative and summative assessments.</p>
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion Criterion

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

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
Small class sizes allow for close proximity during tests. In addition the school has adopted NetSupport Student Monitoring Program, which allows teachers to electronically monitor students work when using Chromebooks. CAASPP test materials are kept in a secure place by the DVHA testing coordinator.	CAASPP NetSupport Student Monitoring Program Small Groups makes for easy observation

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including those with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Lessons and assessments are designed from State and Common Core Standards. Frequent formative and summative assessments enable teachers to determine whether students are achieving State Standards. Some courses maintain student portfolios meant to show student understanding, growth and achievement over the duration of a course.	Plato Courseware compares achievement vs. national standards Student Portfolios Student Projects Grade Reports

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<p>Many classes include projects that require students to cooperate and to apply newly acquired knowledge.</p> <p>All of the above give students ample opportunity to demonstrate student achievement of the academic standards as well as to show alignment to SLOs, as successful projects and portfolios require classroom attendance, a cooperative attitude, as academic achievement.</p>	
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Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
NA	NA

Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
<p>DVHA uses standards based curriculum assessments to test whether students can apply the knowledge they learned in class. Application of knowledge is demonstrated largely by the use of Project Based Assessments.</p> <p>DVHA currently has no students whose primary language is not English.</p>	<p>Student Projects (applied knowledge for projects or products)</p> <p>Plato</p> <p>Gizmo</p> <p>BIE</p> <p>Other project based tools</p>

Student Feedback

Indicator: Student feedback is an important part of monitoring student 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 relevant in preparing students for college, career, and life.

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

Findings	Supporting Evidence
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<p>Students often express satisfaction with any passing grade, but this is countered not only by having an 80% achievement bar in many classes but also by frequent informal counseling from teachers and administrators. Frequent informal teacher-student conferences are also used to make sure students understand their academic progress.</p> <p>Challenges arise due to DVHA's small and isolated community, which provide limited ways for students to observe what it takes to prepare for college, career and life. These challenges are met via teachers and other staff members sharing of their own knowledge and life experiences.</p> <p>The skills learned in the CTE program and other classes are directly transferable to college, career, and life.</p>	<p>Small class size</p> <p>Teacher-student relations</p> <p>Teacher observation and checks for understanding</p>
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Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
<p>Data collected during standardized tests and during formative assessments are used to help differentiate learning and decide how best to teach. With very small enrollment, however, aggregated data is not published in order to protect student privacy rights.</p> <p>Pretests and diagnostic tests are used to help place students and differentiate learning.</p> <p>DVHA uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process. Assessment results drive the number and type of intervention courses offered as well as student placement. Intervention level courses are generally offered in English and Math. Also, for the past 4 years Death Valley High Academy has acquired the use of Plato Courseware for students with particular course needs to credit recovery.</p>	<p>PLCs</p> <p>Small class size leads to individualized attention per assessed needs</p> <p>Pre-test, Diagnostic Tests</p> <p>Master Schedule</p>

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

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

Indicators with Prompts

Assessment and Monitoring Process

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

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

Findings	Supporting Evidence
<p>The district offices are one and the same as the DVHA offices and, therefore, district administrators are one and the same as DVHA administrators and are directly involved with monitoring student progress.</p>	<p>Community feedback of local student behaviors</p> <p>Employer feedback</p>
<p>The Board is comprised of DVHA graduates who have or have had children and grandchildren attending DVHA. So, they are often involved both professionally as part of their responsibilities as Board members as well as parent or grandparent.</p>	<p>Special event participant feedback and reporting of perceptions/observations</p> <p>Board Minutes</p>
<p>There are very few local businesses locally. The few here monitor student progress in that they seek students qualified in basic ELA and arithmetic skills and able to main responsibilities. Whether DVHA has employable teens is their key concern.</p>	<p>PLCs</p> <p>Awards Night</p> <p>Parent-teacher meetings</p>
<p>Student success is often a matter of pride for DVHA communities as so many community members personally know students, student families, staff members and Board members. Therefore, progress is monitored via this network of community concern, often via social media posts in addition to formal school announcements and published reports.</p>	
<p>Administrators and faculty take student and parent monitoring of student progress very seriously. The challenge faced in this area is that such a small sample of students leaves</p>	

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<p>comparisons to difficult. There are so few pairs among whom to compare results. Therefore, marking progress based on nationally normed assessments or other widely scaled rubrics is imperative. Still, students tend to find more meaning within their own peer groups, which are virtually nonexistent with the current low enrollment.</p>	
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Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
NA	NA

Schoolwide Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
<p>The biggest area of change due to assessment results during the past 6 years has been in the area of Mathematics. STAR showed that DVHA students scored lower in Mathematics than in any other area. Thus, the Master Schedule has reflected more intervention courses and the creation of a half period block of time at the end of each day for a “Math Lab” during which students may receive intervention. Math scores have been improving overall.</p> <p>The ever-changing nature of the student demographic has led to there being no other notable trends visible in assessment data. Rather, the current tiny enrollment allows data to be dealt with on an individual basis.</p> <p>A notable area of classroom based assessment involve two of the school SLOs: Attendance and Attitude. These areas are paramount as academic success depends upon them. While attendance issues persist for some students, there is an increased student awareness of the importance of attendance. Over the past 3-4 years, there is marked improvement in student Attitude, as measured by a reduction</p>	<p>PD Workshops</p> <p>Professional Library</p> <p>Plato Courseware</p> <p>Master Schedule</p> <p>Disciplinary Referral Notices</p>

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in Disciplinary Referral Notices and an observable pleasant demeanor in the student body and increased student cooperation in all classrooms	
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ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

Prioritize the strengths and areas for growth for Category D.

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

- A Learning Management System has been put in use this school year.
- There are multiple ways and avenues for student results to be shared, from school website and social media to direct contact with individual stakeholders.
- The Master Schedule reflects improved opportunities to meet assessed student intervention needs.
- Weekly faculty PLC meetings provide a system for the interpretation of assessments and behaviors, which leads to the ability to provide a course of action.
- The School Board remains active, vocal, and well-informed of student assessment and progress.
- The school has renewed avenues with local agencies (NPS, Amargosa Conservancy) that have themselves renewed their commitments and hired new employees for educational outreach, which allows their needs and concerns for an educated youth in our region of CA.

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

- Try to further expand the minimum required achievement on classroom assigned work, assessments, and projects to 80%.
- Continue to expand use of LMS and school website for communication of student and schoolwide progress.
- Continue to seek various ways to assess student progress and make results meaningful to students and parents.
- Expand use of LMS and school website to communicate student and school progress.

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

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Focused programs such as IB Diploma Program, college- and career-readiness programs, school/college partnerships, AVID, and independent study programs.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

E1. Parent and Community Engagement Criterion

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

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents, special needs, and online students.

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

Findings	Supporting Evidence
<p>Faculty have ongoing involvement with parents and guardians of students via phone, email, text messaging, formal meetings and casual encounters, so it is common for faculty and staff to know families of students in some depth. Parents are encouraged to chaperone school trips, attend fundraisers, and participate on special school events and athletics. Parents are contacted as needed to discuss students' needs. Due to the remoteness of the school location and the distance which most families need to travel communication is most often via phone or email, however, teachers will sometimes meet outside of school hours near parent place of employment if necessary. Often, parents request weekly paper progress reports which summarize student accomplishment and behaviors for the week. The end result is that teachers have ready and frequent communication with parents as needed.</p>	<p>BlackBoard Connect in use via Admin Assistant for Calendar Alerts and general information</p> <p>Teacher-parent communication occurs via telephone, email and school website.</p> <p>Parents often chaperone school trips</p> <p>Weekly progress reports when needed.</p> <p>Fundraisers</p>

Use of Community Resources

Indicator: 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.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
<p>One hundred percent of DVHA seniors are employed through school work programs, local resort businesses, or the Shoshone Museum.</p> <p>DVHA students and faculty contribute items and time to fundraisers.</p> <p>DVHA regularly coordinates with CA Fish and Wildlife Service, National Park Service, CA Fish and Game, the Amargosa Conservancy as well as geology graduate students and local artists to speak with students and assist on field outings in the surrounding environment.</p> <p>DVHA’s closest urban environment is Las Vegas, NV. Excursions are made to Las Vegas to attend UNLV sporting events, spend a day at Le Cordon Bleu Culinary Academy, as well as to attend cultural activities offered there.</p> <p>The National Park Service at Death Valley National Park stopped educational outreach services during the national economic downturn, but in November of 2015, DVNPS announced that they are establishing a new educational outreach program. DVHA students are just now getting involved by attending orientation meetings and filling out applications for a new NPS internship program being designed specifically for DVHA needs.</p>	<p>Local bird expert for local science presentations, CA Fish and Wildlife Service, National Park Service rangers, Deputy Sheriff, CA Dept. of Fish and Game, Geology Graduate Students studying the local environment, local artists</p> <p>Each year about 10% of students acquire work via a local resort business</p> <p>Our annual ASB fundraiser is a whole community event hosted by a local business.</p> <p>When CTE culinary arts classes occur, students spend a day at Le Cordon Bleu culinary academy in Las Vegas, our most local urban area</p> <p>Guest Presenters from Various Organizations (NPS, etc)</p> <p>In-House Hiring of Students for Work Experience</p> <p>Local business hosts annual school fundraiser</p> <p>Le Cordon Bleu culinary trips</p>

	Shoshone Museum as employer and agency

E2. School Environment Criterion

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

Indicators with Prompts

Safe, Clean, and Orderly Environment

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

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
The DVHA campus is maintained by two full-time maintenance employees who are responsible for direct maintenance of campus grounds, including construction, plumbing and landscape upkeep.	2 FT maintenance employees
Teachers meet weekly in PLCs and speak daily in informal meetings to discuss common expectations and classroom issues and successes in order to better educate DVHA students.	PLCs
Each year students read and sign the DVHA student handbook, which documents internet uses and regulations, acceptable student attire, and other basic school rules and expectation.	Student and Parent Handbook
Questionable internet sites are blocked by the district. Computer history is frequently monitored to be sure students aren't browsing unacceptable sites. DVHA employs two full-time maintenance staff who keep the campus clean and safe at all times.	

High Expectations/Concern for Students

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

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Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
<p>Small class sizes and the fact that teachers see the same students year after year enable and necessitate a strong bond between student and teacher. While the Student Handbook outlines official school rules and regulations, teachers meet and and share notions of acceptability as well as high expectations.</p> <p>All faculty members share the same group of students. Immediate concern for a student is brought up and discussed with admin and other faculty members. At weekly PLC meetings all students who are either struggling or exceling are discussed in-depth.</p> <p>When problems arise between students two or more faculty members call an intervention meeting between students.</p> <p>....</p>	<p>Wild Iris</p> <p>Observations of student desire and readiness to be with teachers during non-class time</p> <p>Personal connections between faculty, staff and students</p>

Atmosphere of Trust, Respect, and Professionalism

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

Prompt: *To what degree is there evidence of an atmosphere of trust, respect, and professionalism?*

Findings	Supporting Evidence
<p>The strongest evidence of an atmosphere of trust, respect and professionalism is that students reach out to teachers with sensitive issues and concerns.</p> <p>All teachers interact on a daily basis, support each other, and cooperate to create consistently high expectations from classroom to classroom.</p>	<p>Observation</p> <p>PLCs</p> <p>Informal Faculty Gatherings</p> <p>Cross-curricular planning</p>

E3. Personal and Academic Support Criteria

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

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

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

Findings	Supporting Evidence
<p>The only local health service center closed its doors in the Fall of 2015, leaving no local health services at all. Pahrump, NV or Barstow, CA iis where families must go to find such services.</p> <p>The small intimate nature of DVHA enables students and faculty to notice and communicate areas in need of support.</p> <p>DVUSD has contracted professional counseling services in Pahrump, NV, which is currently in use for a limited number of students.</p> <p>Distance between home and services remains an obstacle to more widespread use.</p>	<p>Health and Human Services Wild Iris Small school size and Plato Online Courseware allows scheduling for individualized learning plan Period "X" allows for extra instruction, tutoring and homework help when needed Math teacher is college counselor Local Health Center in town now closed.</p>

Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence

Direct Connections

Indicator: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/ advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

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Findings	Supporting Evidence
<p>The SLOs require students to attend school, cooperate in school and classroom activities, and to excel in academics. Academic standards, therefore, are wrapped into the school SLOs.</p> <p>The DVHA superintendent and student counselor has ensured that psychological and health services are available to this remote population of students. In the past few years, an interstate agreement has been forged that enables services to be received in Pahrump, NV, as opposed to more than 200 miles away in CA.</p> <p>The closure in August 2015 if the only local Health Center has created new challenges in enabling health services for the students population.</p> <p>CAASPP results as well as classroom assessments and teacher observations are communicated directly to DVHA administrators and student counselor at a moment’s notice. Students struggling with academic standards and SLOs are identified and administrators help evaluate student need and appropriate and available services. Often, individualized services must be developed to meet the needs of students.</p>	<p>SLOs</p> <p>Interstate agreements for psych/counseling services</p> <p>Death Health Center closed in August 2015</p>

Support and Intervention Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>Small class sizes enable teachers to both teach in a Direct Teaching classroom environment and also to approach most every class as a tutoring environment in which teachers may spend one-on-one time with students. Thus, personalized instruction is apparent in lesson planning. But, on the contrary, it is also important for DVHA students to be held to common expectations rather than to have too much</p>	<p>class size</p> <p>enrollment</p> <p>teacher lesson plans</p> <p>student work</p> <p>master schedule</p>

<p>personalized for them, for school may the only environment in which they are held to such a common standard.</p> <p>DVHA is so small that there is no other way to approach education than to implement personalized approaches to learning and instruction. In fact, past teacher turnover rates were often a result of educators from larger class situations being unable to adapt the very personal nature of education in DVHA's intimate educational setting.</p>	
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Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>Incoming students are greeted by administrators and apprised of the Student Handbook. A brief and casual interview is meant to ascertain the student's background and reason for living in the area. Students are informed that while the transition to a tiny school may be difficult and unsettling, most students come to be very comfortable at DVHA.</p> <p>More importantly, the student body at DVHA is very much like a family unit, and they welcome newcomers and quickly inform them of social expectations and acceptability.</p> <p>Incoming students are assessed academically in the areas of ELA and Math upon entering DVHA. Teachers put new students under high levels of observation for both academic and behavioral assessments. Their transcripts are used to determine credit and course needs, and students are assigned to appropriate courses. Peer groups of students orient new students to the school environment and educational expectations.</p>	<p>Observation Lack of altercations, truancy, disciplinary actions</p> <p>Math and ELA assessments PLCs</p>

Support Services and Learning

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

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

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Findings	Supporting Evidence
<p>Student participation in classroom learning activities and extracurricular activities is easily monitored at DVHA due to its tiny enrollment. Both informal and formal faculty meetings include discussion and sharing of observations of student participation and attitudes toward school and learning. Students are immediately referred to the student counselor or principal should emotional or psychological issues seem to be interfering with learning and participation.</p> <p>PLCs identify under-performing and struggling students and develop intervention strategies. Should such interventions not work, these students may be referred to professional services or to SPED testing.</p> <p>Local support services are nonexistent in this rural area. DVUSD and Inyo County have contracted agreements with counseling services in Pahrump, NV. County services are more than 200 miles away. A representative from Juvenile Probation visits DVHA on a nearly monthly basis, even if no students are on probation. This representative offers student workshops, a resource for legal counsel, and a connection to resource personnel in Inyo County.</p> <p>Inyo County Mental Health and CPS are available via phone and email, and make local visits as they deem appropriate. Wild Iris Crisis Center in Bishop sends a representative to DVHA on a monthly basis. This representative offers impromptu and casual counseling sessions to students identified by DVHA or who request the service.</p> <p>Identifying under-performing and struggling students is done through observation, assessment, and discussion during PLCs and after school or lunchtime faculty meetings.</p>	<p>Pahrump Counseling Center Juvenile Probation PLCs Extracurricular attendance</p>

Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
<p>All high school students are administered a Chromebook for the academic year. All students are given subscriptions to Plato Courseware as supplemental to classroom texts and/or for independent study or credit recovery courses.</p>	<p>Chromebooks Plato Courseware</p>

<p>There is complete equity of access and availability of computers and internet at DVHA. Inequities of access arise in the home environment, due to socio-economic background and/or due to homes being outside cell or high speed internet range.</p> <p>Support services have, when needed, payed for and supplied internet access for special needs students.</p>	<p>LV Net internet service</p>
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Equitable Support to Enable All Students Access to a Rigorous Curriculum

Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *After studying the accessibility of a challenging, relevant, and coherent curriculum and from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments), evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement.*

Findings	Supporting Evidence
<p>Alternative schedules are largely accomplished via the use of Plato Courseware in a “study hall” type classroom in which the teacher is an academic resource as well as a pacesetter, goalsetter, and holder of academic expectations.</p> <p>Students can achieve dual credit via community college attendance, though this is still a rare occurrence for DVHA.</p> <p>PE credits may be earned via extracurricular and at-home programs.</p> <p>DVHA does not offer summer classes.</p> <p>Summer school is not offered at DVHA, but alternative schedules are created as needed and as feasible. Plato Courseware enables credit recovery classes and Independent Study options create a means for students to earn credit for courses not currently being offered in a traditional classroom setting. Period X, which is a supplemental half period at the end of each school day, offers a means for students to earn credit in needed subject areas and to receive intervention lessons.</p> <p>For students who wish to accelerate beyond DVHA course</p>	<p>Plato Courseware Master Schedule</p>

<p>offerings, students are referred to various other learning institutions, such as the BYU high school program, through which they may earn course credit.</p> <p>Students who have also earned dual credit at Great Basin College.</p>	
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Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
<p>Co-curricular activities have been made available via community programs, which for the past few years have been scarce. There has been, however, a recent resurgence of such programs, from which students are beginning to benefit in the 2015-2015 academic year. The National Park Service has reinstated an educational outreach program that caters to the needs of DVHA students, providing experiences to benefit career-readiness, responsibility for attendance and work attitudes, and application of academics and classroom experiences to actual real world situations. Similarly, the Amargosa Conservancy is currently working on similar programs to involve DVHA students.</p> <p>An annual essay contest for all high school students of Inyo County schools awarded a DVHA sophomore with an Honorable Mention in the Fall of 2015.</p>	<p>Amargosa Conservancy National Park Service ICSOS Essay Contest</p>

Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<p>The existence of school clubs is new this school year. They take place during a "home room" period during which students had been watching a daily news program. These clubs give students opportunity to socialize with students with similar interests. Over 90% of students elected to be involved in one or more clubs.</p>	<p>Club membership</p>

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

DVHA involves families, local agencies and businesses, and available services to support student personal and academic growth. The positive school environment and connections among faculty and parents enable student need to be addressed with immediacy. DVHA has developed multiple alternatives to athletic and performing arts programs to keep the student body interested in the school beyond academic activities. Parent-teacher communications have improved with the use of new technologies and applications.

Prioritize the strengths and areas for growth for Category E.

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

- Parent-teacher communication continues to expand.
- Local agencies continue to offer activities, internships and workshops for students.
- Excursions to university athletic events provide an alternative to a viable school athletic program.
- The “family” environment of the small campus creates and safe school environment free of bullying.
- Up close and personal communications among students, faculty and administration foster a supportive environment.

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

- Continue to seek ways to make health and support services available.
- Continue to seek ways to employ students locally.
- Continue to seek ways to encourage attendance.
- Continue to seek ways to continue and expand excursions, clubs and extracurricular activities.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Maintain highly qualified faculty
- Complete transition to CCC in all subject areas, with appropriate adoptions
- Continue to develop up-to-date science lab capabilities
- Continue to seek ways to offer dual credit courses
- Increase use of school website for all stakeholders
- Increase real world and critical thinking activities

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Schoolwide Action Plan 2015-2016

Objective 1: Keep pace with transition to California Common Core standards and materials.

Rationale and Critical Academic Need: Required to maintain academic relevancy and equivalency.

Actions to be Taken	Estimated Costs + Funding Source	Persons Responsible	Assessing Progress	Timeline	Responsible Staff Member
Hold PD inservice sessions dedicated to CCC	none	Administration	Faculty knowledge and comfort with CCC; inservice session dates of attendance	ongoing	Mr. Hill
Further develop and maintain communications with ICSOS in regard to CCC and participate in their workshops	none	Administration	ICSOS contact list; faculty participation in ICSOS workshops	ongoing	Mr. Hill
Fully transition to CCC in all 7-12 Mathematics courses	Cost of textbooks and teacher materials per class	Administration and Math Faculty	Materials ordered and in use in all classes	ongoing	Mr. Hill, Ms. McNeese
Continue to research CCC adoptions and news in Inyo and other CA counties; participate in ICSOS adoption process for CCC in ELA	none	Administration		ongoing	Mr. Hill

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Objective 2: The staff continues to develop, utilize, and infuse new technology into the curriculum to support students, which includes online courses.

Rationale and Critical Academic Need: Technology captures student attention, enables students to access subject area content in various and meaningful ways, increases possibilities for real world connections, and brings in materials beyond textbooks and perhaps even course offerings (i.e. distance learning and online courses); technology and its educational uses change rapidly.

Actions to be Taken	Estimated Costs + Funding Source	Persons Responsible	Assessing Progress	Timeline	Responsible Staff Member
Maintain Educational Technology research and stay up-to-date with current educational tech and trends	None	Admin and Faculty	Log of research findings, record of committee activities, grant applications	Ongoing	Mr. Hill and IT
Continue increased use of tech	\$2,000	Admin and Science Faculty	Purchase orders and evaluation of classroom and student success	End of school year	Mr. Hill, Mrs.Hallett
Maintain online learning, for Credit Recovery and expansive course offerings	\$2,500-5,000 subject to state and grant funding	Admin and IT	Subscription and use to online learning system	Installed and in use for entire academic year	Mr. Hill
Assess, monitor and assist teachers with the use of technology in the classroom and computer lab, schedule PD as needed, faculty shares	Professional Development costs	Admin, L. McNeese	Teacher feedback, minutes of faculty meetings, professional development log	Ongoing	Mr. Hill

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Maintain record of best practices with technology	None	Admin and Faculty	Quality and quantity of educational technology in actual classroom use	Ongoing	Mr. Hill, faculty
Maintain, expand, improve internet connectivity	Subject to E-rate award	Admin and IT	Existence of high speed broadband in use at DVA	By start of 2015-2016 school year	Mr. Copeland
Stay current with current ed tech trends and developments (eSchool News and more)		Faculty, Admin and IT			Mr. Hill

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Objective 3: The staff and administration continue to explore ways to increase communication among all stakeholders.

Rationale and Critical Academic Need: Support of stakeholders is critical to the success of the school, and servicing the needs of stakeholders is the purpose of the school. Not all stakeholders are aware of all the ways in which they can communicate their desires, needs and concerns, and not all stakeholders and community members are aware of the successes of the school. Not all stakeholders know how they may communicate among each other.

Actions to be Taken	Estimated Costs + Funding Source	Persons Responsible	Assessing Progress	Timeline	Responsible Staff Member
Continue use of AlertNow	none	admin and admin asst.	stakeholder feedback	Start of academic year	Mrs. Van Duser
Develop new website	\$500 annually or less	District IT and admin.	stakeholder feedback, actual existence and use of website and its elements (like Calendar)	Ongoing	Mr. Hill, Mrs. Van Duser
Continue to submit regular ongoing press releases to local community publications	\$500 annually	admin	community and stakeholder feedback, actual published releases	Ongoing	Mr. Hill
Faculty, staff, admin, students to participate in community based events and fundraisers	none	Admin and admin asst.	Record of participation at events	As events arise	Mr. Hill

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Objective 4: Increase and maintain student interest (school spirit), academic motivation, a positive educational climate, and attendance in a climate of dwindling enrollment, a lack of athletics and extracurricular activities, and ongoing threats of school closure by developing alternatives to now defunct athletic programs.

Rationale and Critical Academic Need: A belief in their school as an institution and a sense of a lasting security in their educational environment lead to students’ greater academic success.

Actions to be Taken	Estimated Costs + Funding Source	Persons Responsible	Assessing Progress	Timeline	Responsible Staff Member
Continue to find ways for students to participate in non-league athletics	Transportation costs	Admin	stakeholder feedback, actual events	2015-2016 school year	Mr. Hill
Continue to offer a variety of excursions to non-school athletic events	Transportation and ticket costs	Admin	stakeholder feedback, actual events	2015-2016 school year	Mr. Hill
Further research and offer extracurricular excursions	Transportation and ticket costs	Admin	stakeholder feedback, actual events	2015-2016 school year	Mr. Hill
Increase and improve upon academic field trips	Transportation and ticket costs	Admin and faculty	stakeholder feedback, actual events	2015-2016 school year	Mr. Hill

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Objective 5: Further administration and staff participation in writing an annual progress report that addresses each of the WASC critical areas for follow up and each section of the action plan, including steps to maintain faculty-wide familiarity with all expectations of WASC, and is shared with all stakeholders.

Rationale and Critical Academic Need: to have a united staff and a comprehensive action plan that meets the academic needs of all students, in all classrooms, in all subject areas; to familiarize all staff and stakeholders with the expectations of WASC.

Actions to be Taken	Estimated Costs + Funding Source	Persons Responsible	Assessing Progress	Timeline	Responsible Staff Member
Establish new WASC “self-study” leadership abilities among faculty	none	Admin		Fall semester 2015	Mr. Hill
Leadership utilize WASC website and Powerpoints	none	WASC Leadership Team and/or Administration		2015-2016	Mr. Hill
Continue to monitor and assess items in the schoolwide action plan	none	WASC Leadership Team and Admin		ongoing	Mr. Hill, faculty
Faculty/admin to volunteer for WASC visiting committees	\$300 per day	WASC Leadership Team and Admin	WASC Visiting Committee Invitations	2015-2016	Faculty, Admin
Maintain and continue to increase WASC presence on school website	none	WASC Leadership Team, District IT, and Admin		2015-2016	Mr. Hill

List of Major Objectives for DVHA Schoolwide Action Plan 2015-2016

(see above tables for itemized tasks)

Objective 1

- **Common Core:** Keep pace with transition to California Common Core standards and materials.
- **Rationale and Critical Academic Need:** Required to maintain academic relevancy and equivalency.

Objective 2

- **Educational Technology:** The staff continues to develop, utilize, and infuse new technology into the curriculum to support students, which includes online courses.
- **Rationale and Critical Academic Need:** Technology enables students to access subject area content in various and meaningful ways, increases possibilities for real world connections, and brings in materials beyond textbooks and perhaps even course offerings (i.e. distance learning and online courses), engages students; technology and its educational uses change rapidly.

Objective 3

- **Communication Among All Stakeholders:** The staff continues to develop, utilize, and infuse new technology into the curriculum to support students, which includes online courses.
- **Rationale and Critical Academic Need:** Support of stakeholders is critical to the success of the school, and servicing the needs of stakeholders is the purpose of the school. Not all stakeholders are aware of all the ways in which they can communicate their desires, needs and concerns, and not all stakeholders and community members are aware of the successes of the school. Not all stakeholders know how they may communicate among each other.

Objective 4

- **Student Motivation and School Climate:** Increase and maintain student interest (school spirit), academic motivation, a positive educational climate, and attendance in a climate of dwindling enrollment, a lack of athletics and extracurricular activities, and ongoing threats of school closure by developing alternatives to now defunct athletic programs.
- **Rationale and Critical Academic Need:** A belief in their school as an institution and a sense of a lasting security in their educational environment lead to students' greater academic success.

Objective 5

- **WASC Processes:** Continue administrator and faculty participation in assessing annual progress on each of the WASC critical areas for follow up and each section of the action plan, including steps to maintain faculty-wide familiarity with all expectations of WASC, and is shared with all stakeholders.
- **Rationale and Critical Academic Need:** to have a united staff and a comprehensive action plan that meets the academic needs of all students, in all classrooms, in all subject areas; to familiarize all staff and stakeholders with the expectations of WASC.

Appendices:

- A. Timeline of self-study process**
- B. Results of student questionnaire/interviews**
- C. Master schedule**
- D. School accountability report card (SARC)**
- E. Graduation requirements**

Notes:

- Approved AP course list: NONE
- UC a–g approved course list: NONE
- School Quality Snapshot: Not available due to it not being published for low enrollment schools

Appendix A

Timeline of Self Study Process

2012-2013 Mid Cycle Visit

2013-2014 Re-focus of school needs and Action Plan based on crash of enrollment, prepare for lapsation of the school.

2014-2015 Recover from likely lapsation, the loss of 50% of student body, the loss of Self Study parent group, and the restructuring of faculty assignments due to enrollment shifts and the sudden mid-year resignation of the entire science department (1 teacher). Plan for retirement of entire English/Social Studies department (1 teacher, who was not prepared to participate in the Self Study process) and provide PD and support for first year intern Math department (1 teacher, who had no prior experience with WASC) along with new part time Science teacher (new to CA and to high school teaching). Prepare the new Math and Science departments (2 teachers, one of them part time at DVHA) for WASC Self Study (that is, begin the process from scratch with them).

2015-2016 Decide with stakeholders whether to go through with Self Study or save the money due for WASC fees. Prepare the new English/Social Studies department (1 teacher, a former career substitute beginning her first regular high school teaching assignment) in the needs of WASC and the Self Study. Begin actual writing of Self Study in October. Hold weekly PLC meetings throughout the Fall Semester. Review WASC Action Plan, school needs and goals throughout the semester with School Board and any and all participating stakeholders, including recruiting and forming new parent group. Review with stakeholders, edit, rewrite and finalize the Self Study report in January and February 2016. Finally, take a sigh of relief that DVHA is still standing and serving its unique community in a stable and ever-improving fashion.

Appendix B

Student Survey Results 2015-2016

Questions	Yes =	No =	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Do You Have Reliable Internet At Home?	6	14					
Do You Regularly Check Your Grades On Line	3	17					
The Teachers at DVA Act Professionally			7	9	2	2	0
The Teachers at DVA Are Qualified to Prepare Me For My Future			8	8	4	0	0
The Teachers at DVA are Prepared			13	6	1	0	0
DVA Has Enough Staff to Meet Student Needs			7	6	5	0	0
The Administration at DVA Provides Good Leadership			9	6	2	1	0
The Administration at DVA is Visible on Campus			5	14	1	0	0
The Administration at DVA are Accessible			7	9	2	2	0
Classes at DVA are Challenging			0	10	7	3	0
I Am Familiar with the School's Student Learning Objectives			6	13	1	0	0
DVA Prepares Students for College and Careers			7	9	2	2	0
DVA Offers Courses That Help Me Achieve My Career Goals			5	10	4	1	0
The Environment at DVA Offers a Challenging Class Schedule			6	13	1	0	0
The Curriculum in My Classes is Based on Standards			6	13	1	0	0
I Understand the Sequences of Courses for Graduation Requirements			7	11	1	1	0
My Teachers Provide Sufficient Feedback			9	10	1	0	0
Students Perform a Wide Variety of Activities			5	11	2	1	0
Students at DVA Have Influence on School Decisions	17	3					
I Know That I Can Speak to a Counselor	16	4					

Appendix C

Master Schedule

Class Schedule 2016 Spring Semester

Instructor	Breakfast	1 8:15-9:10	2 9:15-10:10	3 10:14-11:10	LUNCH	C.A. 11:38-11:53	4 11:57-12:53	5 12:57-1:53	X 1:57-2:27
Bolton		HS Senior English	HS World Hist	HS 9-11 English	X		Senior Econ	6-7 English	Driver's Ed
Hallett		6-7 World History	K-4 Reading	Ind. Study Coord.	X		6-8 Earth Science	PE	SE Support Lab
Hill		DVA Bus. Math	6-7: Geography Spanish Lab 1	6-8 Geography	X				DVA Study Hall and IS
McNeese		HS Earth Science	Integ Math 2	6-7 Math/Pre-Algebra	X		Ind St	Integ Math 1	DVA Math Lab
Payne			CTE Computer	CTE Applied Web Design	X		CTE Computer	PE	CTE Lab
Marty					X				5-8 Art

Appendix D SARC

**Death Valley Academy
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Death Valley Academy
Street	Old State Highway 127
City, State, Zip	Shoshone, CA 92384
Phone Number	(760) 852-4303
Principal	Craig Hill
E-mail Address	chill@deathvalleyschools.org
Web Site	deathvalleyschools.org
Grades Served	7-12
CDS Code	14-63271-1438308

Death Valley High Academy ACS WASC/CDE Self-Study Report

District Contact Information	
District Name	Death Valley Unified School District
Phone Number	(760) 852-4303
Superintendent	Mr. Jim Copeland
E-mail Address	jcopeland@deathvalleyschools.org
Web Site	deathvalleyschools.org

School Description and Mission Statement (Most Recent Year)

Students at Death Valley Academy are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Death Valley Academy's discipline program is to maintain an orderly, stimulating and productive working environment. Parents and students are informed of school rules and discipline policies through the Student Handbook and statement of parents rights and responsibilities which are sent home at the beginning of the school year or upon a student's enrollment at Death Valley Academy.

Students are encouraged to participate in the school's academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom activities promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities focus on educational and recreational field trips and targeted athletic activities including tennis, basketball and track.

Death Valley Academy recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards ceremonies in the spring and the fall.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	2
Grade 8	3
Grade 9	4
Grade 10	1
Grade 11	4
Grade 12	3
Total Enrollment	17

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	11.8
Hispanic or Latino	17.6
White	70.6
Socioeconomically Disadvantaged	58.8
English Learners	5.9

Death Valley High Academy ACS WASC/CDE Self-Study Report

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	4	2	3	5
Without Full Credential	0	2	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Death Valley High Academy ACS WASC/CDE Self-Study Report

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 15, 2015

Death Valley Unified held a public hearing on September 15, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and 10 take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	2006: Addison-Wesley 2006: Addison-Wesley 1982: Prentice Hall	Yes	0.0%
History-Social Science	2007: Addison-Wesley 2007: Prentice Hall 2007: Prentice Hall	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.		

Death Valley High Academy ACS WASC/CDE Self-Study Report

School Facility Conditions and Planned Improvements (Most Recent Year)

Death Valley High Academy was originally constructed in 1957 and is comprised of 7 classrooms a gymnasium, a multipurpose room/cafeteria, a library/computer lab, athletic field.

Cleaning Process: The superintendent works with the custodial staff to ensure that the school is maintained in a clean and neat fashion.
Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair are completed and work orders are addressed in a timely manner. Highest priority is given to emergency repairs. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar for dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

During the 2014-2015 school year the district completed projects including plumbing and lighting upgrades.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: January 2015				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

Death Valley High Academy ACS WASC/CDE Self-Study Report

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	--	35	44
Mathematics	--	18	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	2	2	100.0	--	--	--	--
	8	3	3	100.0	--	--	--	--
	11	5	5	100.0	--	--	--	--
Male	7		1	50.0	--	--	--	--
	8		2	66.7	--	--	--	--
	11		3	60.0	--	--	--	--
Female	7		1	50.0	--	--	--	--
	8		1	33.3	--	--	--	--
	11		2	40.0	--	--	--	--
American Indian or Alaska Native	11		2	40.0	--	--	--	--
Hispanic or Latino	8		1	33.3	--	--	--	--
White	7		2	100.0	--	--	--	--
	8		2	66.7	--	--	--	--
	11		3	60.0	--	--	--	--
Socioeconomically Disadvantaged	7		2	100.0	--	--	--	--
	8		3	100.0	--	--	--	--
	11		2	40.0	--	--	--	--
English Learners	8		1	33.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Death Valley High Academy ACS WASC/CDE Self-Study Report

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	2	2	100.0	--	--	--	--
	8	3	3	100.0	--	--	--	--
	11	5	5	100.0	--	--	--	--
Male	7		1	50.0	--	--	--	--
	8		2	66.7	--	--	--	--
	11		3	60.0	--	--	--	--
Female	7		1	50.0	--	--	--	--
	8		1	33.3	--	--	--	--
	11		2	40.0	--	--	--	--
American Indian or Alaska Native	11		2	40.0	--	--	--	--
Hispanic or Latino	8		1	33.3	--	--	--	--
White	7		2	100.0	--	--	--	--
	8		2	66.7	--	--	--	--
	11		3	60.0	--	--	--	--
Socioeconomically Disadvantaged	7		2	100.0	--	--	--	--
	8		3	100.0	--	--	--	--
	11		2	40.0	--	--	--	--
English Learners	8		1	33.3	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	--	--	--	59	60	56

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

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California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	--
All Students at the School	--
Male	--
Female	--
Hispanic or Latino	--
White	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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

Career Technical Education Programs (School Year 2014-15)

Death Valley High Academy career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom.

Career and technical offerings have been provided under the Inyo County CTE (Career Technical Education) program. These programs focus on career ready technical skill building.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	1
% of pupils completing a CTE program and earning a high school diploma	1
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	41.18
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts					40	100	57	56	58
Mathematics					40	100	60	62	59

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA		0			0	
All Students at the School		0			0	

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parent Involvement

Death Valley High Academy greatly benefits from its supportive parents who are an asset to Death Valley Academy and a key to our school success. The school has a strong base of parent volunteer who are an integral part of our school and its many programs. Parents are also welcomed to join in support of school related activities.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Death Valley High Academy at 760.852.4303.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.00	0.00	0.00	14.30	0.00	0.00	13.10	11.40	11.50
Graduation Rate	83.33	100.00	100.00	71.43	100.00	100.00	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	100	100	84.6
Black or African American			76
American Indian or Alaska Native	100	100	78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	100	100	81.28
Native Hawaiian/Pacific Islander			83.58
White			89.93
Two or More Races			82.8
Socioeconomically Disadvantaged			61.28
English Learners			50.76
Students with Disabilities	100	100	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	5.56	0.00	0.00	2.63	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Death Valley High Academy. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on June 6, 2006 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before and after school and at lunch by (certificated/classified staff and the principal). There is a designated area for student drop off and pick up. Visitors must check in with the office when they arrive on campus.

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D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	4	4		4	3			6	3					
Mathematics	3	4		2	5			3	4					
Science	4	3		4	2			4	4					
Social Science	4	7		5	5			4	8					

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.10	16
Counselor (Social/Behavioral or Career Development)	.25	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.02	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	.02	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	--	--	--	--
District	N/A	N/A	--	\$51,112
Percent Difference: School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, Death Valley High Academy receives funding provided by the Inyo County Superintendent of Schools for CTE (Career Technical Education Programs). REAP funding has been a welcomed financial adjunct to the high school's program.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,399	\$38,953
Mid-Range Teacher Salary	\$57,536	\$57,103
Highest Teacher Salary	\$70,170	\$74,127
Average Principal Salary (Elementary)		\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)	\$72,536	\$97,758
Superintendent Salary	\$30,580	\$117,803
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	4%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Appendix E

GRADUATION REQUIREMENTS

There are certain subjects that are required of each upper level (grades 9-12) DVA student in order to be awarded a diploma. Some are state required, while others are locally required. These constitute a core of subjects which might be considered general education and will give students the skills and attitudes to become responsible family members, dependable workers, active citizens and motivated, successful individuals. In order to graduate, students must pass with a grade of "D" or better in each course. This core of general education includes the following (five credits awarded for one semester of passing work):

1) ENGLISH	4 years/ 40 credits
2) MATHEMATICS	3 years/ 30 credits
3) SCIENCE	2 years/ 20 credits
4) GOVERNMENT/ECONOMICS	1 year/ 10 credits
5) WORLD HISTORY	1 year/ 10 credits
6) U S HISTORY	1 year/ 10 credits
7) COMPUTER LITERACY	1 semester/ 5 credits
8) FOREIGN LANG	1 year/ 10 credits
9) Fine Arts	1 semester/ 5 credits
9) PHYSICAL EDUCATION	2 years/ 20 credits
10) ELECTIVES	No more than 30 credits

A TOTAL OF 185 CREDITS ARE REQUIRED FOR HIGH SCHOOL GRADUATION

COLLEGE AND UNIVERSITY ADMISSION REQUIREMENTS

Entrance requirements change quite often due to state and school policies. Information on admission requirements for most colleges and universities may be obtained from the Counselor and Guidance Center.

GRADING

Grades are issued every nine weeks, using the following:

A = Excellent

B = Above Average

C = Average

D = Below

F = Failing

INC = Incomplete

NC = No Credit

An incomplete will be given only when the student has not been able to complete the assigned work. A student will have two weeks to complete assigned work. If the work is not completed, the grade will become an F or a NC.