

Deer Valley High School

WASC MID CYCLE REPORT



2016-2017



DEER VALLEY HIGH SCHOOL

MID CYCLE REPORT

**4700 Lone Tree Way
Antioch, CA 94531**

Antioch Unified School District

February 27, 2017 – March 1, 2017

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

**Antioch Unified School District
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Board Member, Vice President	Walter Ruehlig
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Superintendent	Stephanie Anello
Interim Associate Superintendent Business and Operations	Chris Learned
Chief Human Resource Officer	Jessica Romeo
Associate Superintendent Educational Services	Adam Clark, Ed.D.

Deer Valley High School

Principal	Mr. Kenneth Gardner
Vice Principal, House 1	Mr. Reginald Marsh
Vice Principal, House 2	Mrs. Susan Ceballos
Vice Principal, House 3	Mr. Scott Osterholt
Vice Principal, House 4	Mr. Blair Wilkins

Visiting WASC Team

WASC Chairperson	Ms. Amanda Carter
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Deer Valley was honored at an all-school assembly by **Dr. Janet Napolitano**, University of California President and **Mr. Eloy Ortiz-Oakley** California Community College Chancellor. Dr. Napolitano recognized Deer Valley as a model for improving acceptance and admissions rate to the UC's for diverse students.

DEER VALLEY HIGH SCHOOL VISION STATEMENT



Deer Valley High School is a place where every student achieves excellence. Rigor, relevance and relationships are the foundation on which knowledge and skills are built to prepare students for success. Critical thinking, problem solving, life-long learning and character development enable students to become contributing members in an ever-changing world.

DEER VALLEY HIGH SCHOOL MISSION STATEMENT



Excellence, Equity, and Accountability through Rigor, Relevance, and Relationships.



SCHOOLWIDE LEARNER OUTCOMES

Every Deer Valley High School student will be:

An Effective Communicator...

- Actively listens
- Reads, understands, and clarifies information
- Responds effectively in verbal and written format
- Researches, accesses, retrieves and evaluates information

A Self-Directed Learner...

- Sets and achieves goals
- Utilizes appropriate study skills
- Understands personal financial responsibility

A Critical Thinker/Problem Solver...

- Demonstrates higher order thinking skills to solve problems
- Evaluates sources of information
- Analyzes and draws inferences from data
- Makes connections within and across disciplines
- Uses a variety of strategies to solve problems

A Proficient User of Foundation Skills...

- Displays competence in reading, writing, and math skills
- Accesses information from multiple sources
- Displays technological awareness in the selection and use of appropriate hardware, software and other electronic media.

A Person of Character...

- Respects one's own and other's beliefs, opinions, and ideas
- Displays responsible citizenship, fairness and trustworthiness
- Takes responsibility for actions both independently and as part of a team

TEAL TRACKS

DEER VALLEY HIGH SCHOOL

**OUR MISSION IS TO STRIVE FOR
EXCELLENCE, EQUITY, AND
ACCOUNTABILITY THROUGH RIGOR,
RELEVANCE, AND RELATIONSHIPS**



OUR VISION IS THAT EVERY STUDENT AT DEER
VALLEY HIGH SCHOOL CAN ACHIEVE EXCELLENCE.

RIGOR, RELEVANCE, AND RELATIONSHIPS ARE THE
FOUNDATIONS ON WHICH KNOWLEDGE AND
SKILLS ARE BUILT TO PREPARE OUR STUDENTS FOR
COLLEGE, CAREER, AND LIFE.

CRITICAL THINKING, PROBLEM SOLVING, LIFE-LONG
LEARNING AND CHARACTER DEVELOPMENT WILL
ENABLE STUDENTS TO BECOME CONTRIBUTING
MEMBERS IN AN EVER-CHANGING WORLD.

TEAL TRACKS

EVERY STUDENT AT DVHS WILL BE:

**AN EFFECTIVE COMMUNICATOR
A SELF-DIRECTED LEARNER
A CRITICAL THINKER/PROBLEM SOLVER
A PROFICIENT USER OF FOUNDATION SKILLS
A PERSON OF CHARACTER**

Section I: Student/Community Profile Data

- A general description of the school
- Schoolwide student goals
- Student demographics
- Faculty/staff demographics
- An analytical summary of disaggregated and interpreted student achievement data since the last full self-study
- Show growth or change for the entire school and designated subgroups of students
- Note the status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan.

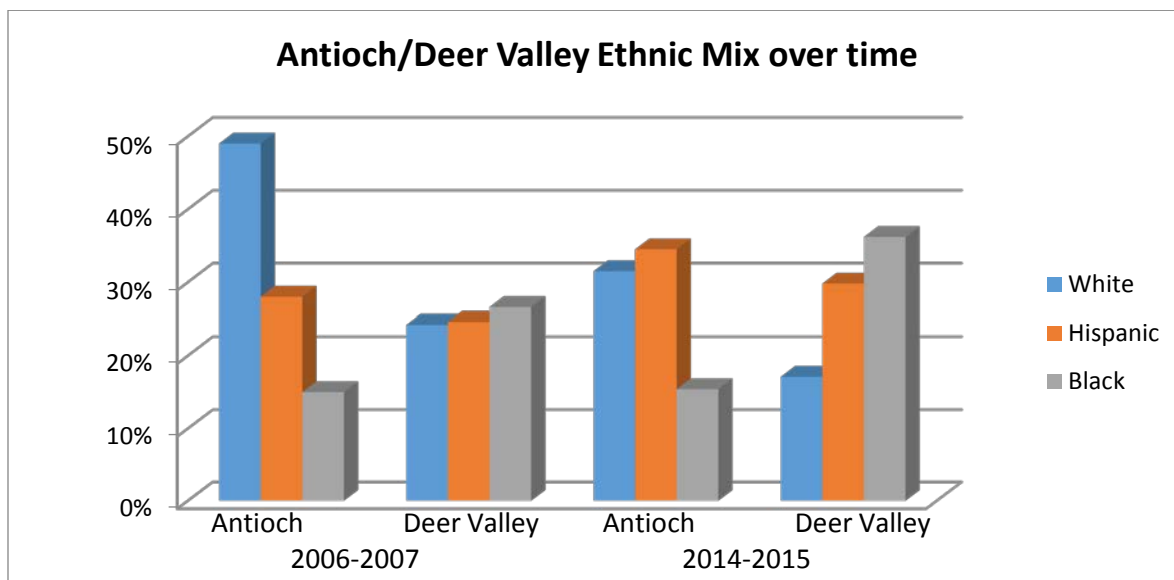
General Description

Deer Valley High School (DVHS) is a comprehensive high school located in Antioch, California, which is in eastern Contra Costa County approximately 50 miles from San Francisco. Located on a 60-acre campus, the school was opened in 1996 to alleviate overcrowding within the Antioch Unified School District (AUSD). AUSD currently has thirteen elementary schools, four middle schools, two comprehensive high schools, one specialized high school, and three alternative high schools. Student enrollment in the AUSD has declined 3% since our last WASC report in 2015, and currently stands at 17,329. During the same time period, the total number of AUSD employees increased 1.5% to 1,765, while the total number of teachers dropped 10.3% to 780 (AUSD). Deer Valley has experienced an 11.1% decline in student enrollment from 2,409 students in 2008-2009 to the current enrollment of 2,141 (eSchool, 2016). The population of Antioch has grown by 3.7%, to 112,000 people from 2015. (Antioch City Report, 2016)

“DVHS has experienced a 11.1% decline in student enrollment... since 2015-16”

Antioch is a bedroom community impacted by urban issues. Most adults who reside in Antioch work in larger cities within the greater Bay Area. The city has experienced an enormous amount of growth in the last 30 years, as real estate prices attracted families to move towards Eastern Contra Costa County. The median age of the community is 34.6 years old. Of the residents who are 25 years or older, 86.98% have a high school diploma. Approximately 20% of residents have a four-year degree or higher level of education. The estimated median household income in 2015 was \$65,770 and the estimated per capita was \$24,499 in 2015, up slightly since 2014. The average cost of a home in 2006 was \$456,000; however, due to the market crash, the home prices dropped in 2013 to \$237,000. The current median home value is \$240,000.

The ethnic breakdown for the community has significantly changed in the following manner (U.S. Census Bureau Data, 2012; usa.com, 2016; (eSchool 2016)



The ethnic demographics of DV do not reflect the city of Antioch as a whole. The majority of the new development during the housing boom was located in the southeast section of Antioch. Larger homes were more affordable to families, many of whom left urban environments within the greater Bay Area. When the housing market “crashed” many of these properties went into foreclosure. Additionally, many Section 8 properties are located within DV’s attendance area. Couple an economic downturn along with an increase in the number of group homes and foster youth with our attendance area, DV has become a home for many at-risk youths within the bay area. As the housing market begins to recover, many section 8 homes are being purchased by families who are recent immigrants to the United States.

WASC History

DV opened in 1996 with freshman and sophomores only. A new class was added during each subsequent school year, with the first senior class graduating in June 1999. Our first WASC visitation resulted in an Initial Accreditation in 1999. DV received a six-year accreditation with three-year review in 2002. Due to a change in site administration, we were granted an extension from spring 2008 to fall of 2008. DV completed the self-study and received a three-year accreditation with a 2011 revisit that did not require a full self-study. In 2011, DV received a three-year extension with a full self-study required in 2013-2014. In 2014 DV received a two-year probationary accreditation resulting in a 2016 visit. In 2016 we received a full accreditation, with a mid-cycle visit in February 2017.

Academies

The district has an open enrollment policy for all comprehensive high schools. Eighth grade students are recruited at Academy Showcases at each middle school. Academy leads, site administrators, and the district Director of Program Improvement host the event. Academy lead teachers present their academy in an open forum with eighth grade students and their parents. Parents then submit an academy ranking sheet that is entered in the open enrollment lottery. Once students have been selected, they are assigned to an academy based on their ranking sheet and academy availability.

Deer Valley currently offers five academy choices; four are career-based academies: Academic Challenge and Enrichment (ACE), Business and Technology, Deer Valley Academy of Performing Arts (DVAPA), Law and Justice, and Non-Themed, which has been renamed Diversified Arts as of fall 2016. The lead academy teacher is responsible for working with the administration to facilitate the academy's direction. Additional responsibilities include: creating agendas for monthly meetings, participating in trainings with their colleagues, organizing events, engaging in the interview process for selecting teachers for vacant positions, and various other duties.

“DVHS currently offers five Academy choices.”

Academic Challenge and Enrichment-STEAM Academy (ACE)

This academy was established in the fall of 2001 as an ESPACE (Earth, Space, and Astronomy Center for Education) academy and has evolved over time to a STEAM academy, now called ACE. This academy offers an opportunity to complete an advanced sequence of courses targeting a single academic area or career focus. As of 2015, ACE students may choose from several pathways including: Biomedical Technology, Robotic Engineering, Visual Arts, or General Studies.



“The Robotic Engineering Pathway was established with a \$135,000 grant from the California Department of Education.”

The General Studies Pathway includes all areas not otherwise covered by existing pathways. These areas currently include astronomy, math, writing, history, and physics. Astronomy students have won numerous awards at multiple county science fairs. The Biomedical Technology Pathway, established in 2014-

2015, allows students to follow a course sequence designed by Project Lead the Way (PLTW). The course sequence includes Principles of Biomedical Sciences and Human Body Systems, with Medical Interventions and Medical Innovations to be available as the cohort advances.

The Robotic Engineering Pathway was established in spring of 2015 with a \$135,000 Specialized Secondary Program (SSP) grant from the California Department of Education to develop and deploy new curriculum in robotics. The development team used researched

information to create a class that facilitates innovation using autonomous robots. The Engineering and Robotics pilot class began in fall of 2015 to initiate the program.

Since the inception, the program has grown. Some of the current projects include building a robot, and working on drones. In addition, in the spring of 2016 an after-school robotics joined the enrichment program to support and continue the work. This group of thirty- two students meets once a week and allows them to compete in the For Inspiration and Recognition of Science and Technology (FIRST) Robotics Competition at University of California Davis in March 2017.

The Visual Arts Pathway is capitalizing on an established visual arts program at the school (DAVAPA), and gives students a chance to do long term and multiple projects for a portfolio, showcase work on Fine Arts Day, and participate in courses such as Cartooning, Digital Photography, Visual Art, and Ceramics.

Students who follow this sequence exceed the minimum college entrance requirements. Students are encouraged to work on advanced research projects in all subject areas under the guidance and supervision of the academy staff. In the fall of 2015, a school wide after school enrichment program was created to encourage ACE and all other DV students to participate in the county science fair.

As of June 2016, 100% of ACE students who completed the course sequence and project requirements have been admitted to college. Students have gone on to attend prestigious schools, including: University of California, Berkeley, Cal Tech, Princeton, UC Davis, UCLA, the University of Arizona, Sonoma State University, and others. ACE graduates are now civil engineers, mechanical engineers, technicians, researchers, and writers. ACE alumni are currently employed by Raytheon, Boeing, IBM, Apple and other major tech companies.

Business and Technology Academy

The Business and Technology Academy (BTA) continues

“Students in this academy are provided courses ... through a work-based learning environment.”

working through the California Partnership Academy to provide students with the high-tech skills of business culture. Successful



completion of the Business Academy curriculum prepares

students for college and/or entry-level position within the business world. These skills include technological and interpersonal skills necessary to be successful in post-secondary careers and opportunities. Students in this academy are provided courses that focus on entrepreneurship, marketing, and finance through a work-based learning (WBL) environment. In the Marketing class, students manage all aspects of The Den, one of our student stores on campus. Academy students create business plans, purchase products, manage inventory, and sell merchandise.

The standards based curriculum reinforces reading, writing, critical thinking, oral communication, problem solving and technology skills. Currently, the California Partnership for Academies agreement is written for 10th-12th grade students. The Business and Technology Academy has developed a 9th grade Small Learning Community which feeds into the 10th-2012th CPA academy model.

In Business Ethics, students create and run a virtual business while competing in the global economy with thousands of other schools. Under the guidance of a teacher-facilitator and business mentors, students create and manage their virtual businesses from product development, production and distribution to marketing, sales, human resources, accounting/finance and web design. Virtual Enterprise International (VEI) firms offer diverse products and services—from banking, insurance, and technology to publishing, advertising, app creation, tourism, and fashion.

The academy has implemented this class using the VEI model during the 2015-16 school-year. VEI imitates aspects of a corporation where students work in small groups to create and manage their virtual businesses.

This year, our VEI efforts have paid big dividends. In December of 2016, the Academy Lead took twenty VEI students to compete in the Northern California Regional Business Plan Competition at Napa College. Students were tasked with creating a concept along with the business plan, funding source, and marketing strategies. Students were judged by professionals and industry experts. From group of twenty, a team of six students qualified for the California State Business Plan Competition January 2017 in Bakersfield, California. Their hope is to qualify and compete for Nationals in New York City in the spring of 2017.

The Deer Valley Academy of Performing Arts (DVAPA)

Joining Deer Valley in August of 2010, DVAPA continues to offer beginning through advanced classes in the disciplines of performing arts: dance, theater arts, vocal and instrumental music and technical



theater production. Students in this academy must enroll in at least one performing arts elective class each year. In addition, freshmen must take a semester course in technical theater, and seniors are required to take the capstone class that offers work-based learning internships both on and off-campus. Over the last three school years, the Production Practicum course has been refined to reflect a high level of expertise that includes running professional productions on campus. Currently, there are sixty-three senior DVAPA students enrolled in a work-based learning internship.

“Advanced classes reach out to the artistic community...”

The academic core classes integrate performing arts opportunities for students in the classroom. There are after school productions that provide performance opportunities for students. Advanced classes reach out to the artistic

community through performances and collaboration with community organizations. Master classes and workshops expose students to additional styles and learning opportunities. Fieldtrips expose students to the professional world of performing arts. A recent field trip to Diablo Valley College included an opportunity for our students to ask questions and engage in a conversation about post high school theatre experiences.

Academy students meet monthly for an assembly and also hold regular lunchtime activities to offer performance opportunities and camaraderie.

The academy works to prepare students for studies in college or for employment in their chosen field. Students are encouraged to think independently and work cooperatively, while becoming lifelong learners and performers of the arts. DVAPA has significantly improved the rate at which its seniors meet or exceed the A-G requirements. In 2013, 26% of DVAPA seniors met the requirements. In 2014, the academy improved to 43%, and in 2015 the completion rate by DVAPA seniors reached 65%. (eSchool data)

The Law and Justice Academy

Established in fall of 2010, this academy prepares students for success in college and career. The Law and Justice curriculum is rigorous and challenging; however, the academy is designed so that any student who is interested and willing to work hard will succeed.



“Graduates of this program are well prepared to enter any four-year college or university in California and/or pursue a career in the legal field...”

The Law and Justice Career theme is integrated throughout most subject areas. Graduates of this program are well prepared to enter any four-year college or university in California and/or pursue a career in the legal field or related areas. This academy became a California Partnership Academy in the fall of 2011. In the spring of 2013 the Law and Justice Academy was certified as a Linked Learning Academy.

Non-Themed Academy

The Non Themed Academy was established in the 2012-2013 school year to allow students to opt out of some of the confines of specific academy themes but still maintain a small learning community. In establishing a framework for small learning communities, students who self-select to participate in the Non Themed Academy, are placed in cohorts and share the same advantages of those scheduled in a themed academy. As such, students in the Non Themed academy share the same cadre of teachers in respective subject areas from one grade level to the next. Planning time and common prep periods are also attempted in the master schedule to allow teachers an opportunity to develop interdisciplinary projects and monitor the progress of their shared students.

Academics

DV has a strong academic focus, based on the strength of professional staff and led by administration. Our staff follows the mandates of the district and state as we always are looking for opportunities to create exciting learning environments for students. These efforts allow us to meet student need so they are academically ready to move forward through high school and beyond. The teachers of each academic department work as a team to create, implement, and measure learning in all content areas. Our departments are charged with creating the curriculum for each area of study.

The District instructional focus with respect to instructional strategies continues to be Explicit Direct Instruction (EDI). The implementation of EDI is a district expectation. Some of the components of EDI are: Learning Targets (LT), Checking for understanding (CFU), Active Student Participation (ASP), White Board Configuration (WBC), and randomization, among others. In the 2015 - 16 year DV administration initiated a monthly EDI focus, with an emphasis on the strategies. In addition, faculty members utilize additional strategies such as think-pair-share, cooperative groups, questioning techniques as well as other engagement and instructional strategies. The administration is actively involved with the instructional process. One of the feedback methods involved with monitoring instruction is the classroom walkthrough process that puts administration or peer leaders into classrooms.

Demographics

Staff Data

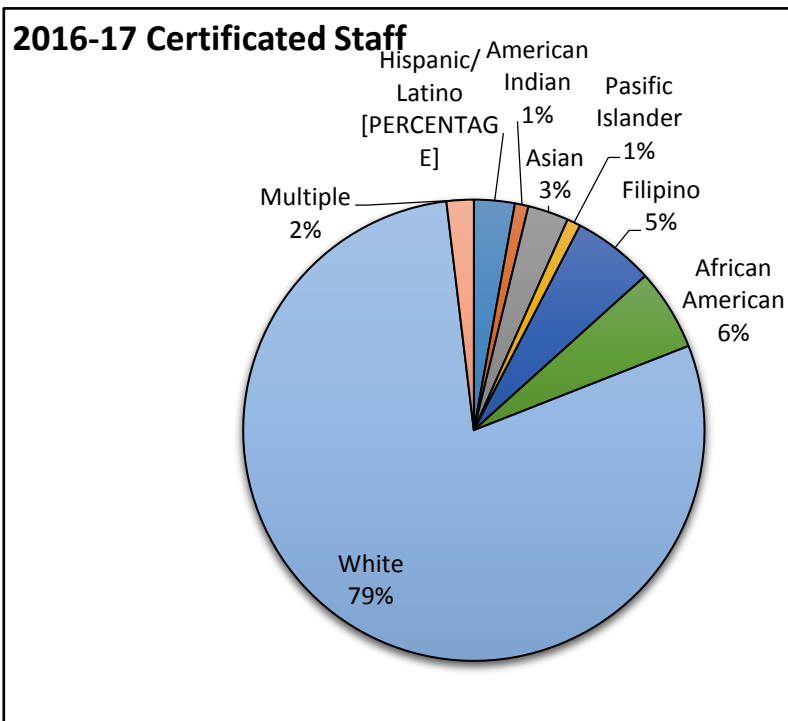
Certificated Positions in 2016-2017	Count
PRINCIPAL – SECONDARY	1
VICE PRINCIPAL – SECONDARY	4
COUNSELOR	5
TEACHER - SPECIAL ASSIGNMENT	1
TEACHER - RSP SPECIAL ED	7
TEACHER - SDC SPECIAL ED	10
TEACHER – SECONDARY	77

The DVHS teaching staff is a talented and gifted group. Several of our teachers have been selected as district teachers of the year or runners up. Most recently, one of our teachers was selected as the 2015 Contra Costa County Teacher of the Year, a semi-finalist for the 2015 California Teacher of the Year, and was awarded the 2015 Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). More than 37.8% of our certificated staff has

earned postsecondary degrees. One teacher is a doctoral candidate, and another teacher has earned National Board Certification.

The 2016-2017 DVHS teaching staff is appropriately assigned pursuant to the Education Code, and is fully credentialed in the subject areas they are currently teaching. There are three certificated staff members who are currently working with the Antioch Teacher Induction Program (ATIP). We also have two interns and three teachers working with emergency credentials. All teachers are either CLAD certified or had CLAD/BCLAD embedded within their teaching credential program.

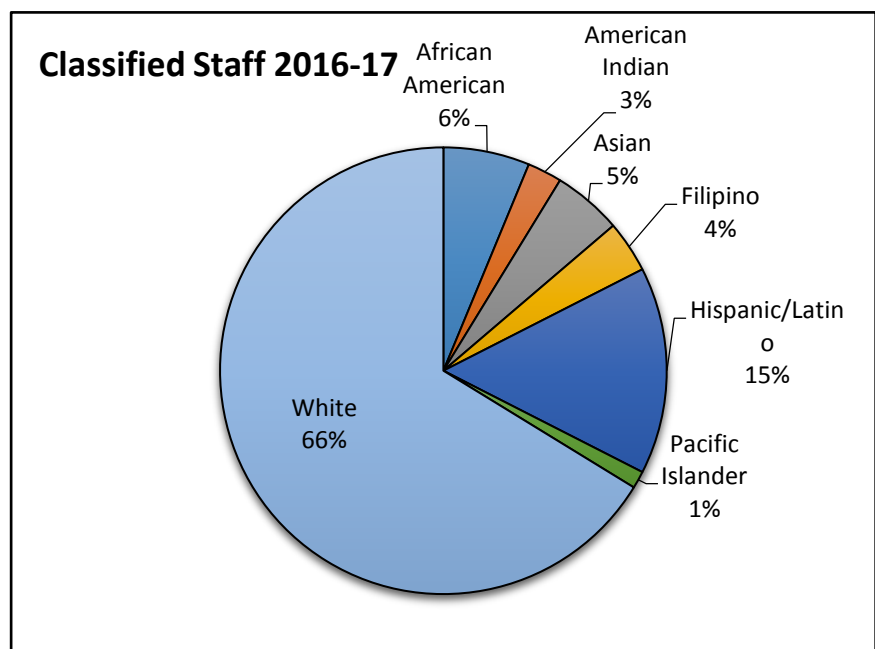
All DV teachers participate in staff Professional Development (PD) at both District and site level. The District has three designated full days distributed throughout the school year for District wide staff development. Those topics are often school developed and site specific. Moreover,



at DV professional development continues to be incorporated only into late start Wednesday mornings but also in most staff meetings. Teacher leaders from every content area share best practices, implementation strategies which lead to discussion on ways to adapting practices across content areas. Furthermore, as a site, in have developed date conversations that dovetail with professional development. Those efforts are ongoing and continue to be refined. Some of the 2015-16 specifics include English Language Arts (ELA) analyzing data from Pearson writing assessments (newly adopted

textbook with new rollout of assessments), whereas in math, College Preparatory Mathematics (CPM) is examining responses to specific questions, practice and performance tasks. The English Learner was working to support ELA teachers along working to support ELA and implement their assessments implement on line exams from coincide with their new textbook (get name of book) while to reclassify students. The Special Education Department (SPED) attended the Legal Bootcamp at the District level under the direction of the new SPED Director. For specifics for content areas, please see attached.

In the fall of 2016, DV initiated Culturally Responsive Pedagogy as a PD focus. SEEDS Community Resolution Center, continues to be the



2016-17 Classified Positions	Staff
ACCOUNTING ACTIVITIES SPECIAL	1
ATTENDANCE ASSISTANT	1
CAREER CENTER TECHNICIAN	1
CUSTODIAN	7
HEAD CUSTODIAN III	1
INSTRUCTIONAL ASST - BILINGUAL	1
INSTRUCTIONAL ASST - SP NEEDS	7
INSTRUCTIONAL ASST - SPEC ED	24
LEAD CUSTODIAN	1
LIBRARY MEDIA TECH II	2
NS ASSISTANT I	11
NS ASSISTANT II	4
REGISTRAR III	1
SCHOOL ADMIN ASSISTANT III	1
SCHOOL ADMIN ASST HIGH SCH VP	4
SCHOOL OFFICE ASSISTANT II	3
SCHOOL OFFICE ASST I BILING	1
SITE SAFETY ASSISTANT	6
SITE SAFETY COORDINATOR	1
STUDENT MONITOR	1
SUPERVISOR HIGH SCHOOL NS	1

site PD partners charged with the work of not only continuing Restorative Justice (RJ) practices but deepening the connection of relationship that impact instruction throughout the learning environment and ultimately affect school culture in a positive and impactful way. Furthermore, DV is the only school in the District that invites students to lead a PD for the staff. Fifteen students from our National Coalition Building Institute (NCBI) led staff through a Wednesday morning PD seminar working with teachers to see how students and teachers can interact in a more meaningful and direct manner that supports learning and student achievement. Lastly with PD and the increased importance of the role of Local Control Accountability Program (LCAP), we invited District personnel to educate the staff on some of intricacies of the LCAP funding and budgeting process

In the 2015-2016 school year, DV had 25.47 FTE classified paraprofessionals, including a part time bilingual aide who works with second language learners. While there was an increase in staffing from 2013-2014 to 2014-2015, staffing dropped 1 FTE in 2015-2016 due to declining enrollment. The DV office and clerical staff have remained relatively constant at approximately 2.5 FTE, as have “other classified staff,” at approximately 21.5 FTEs.

A custodial staff of nine maintains the buildings and grounds of the 60 acre, twenty-one-year-old facility. During the 2008 budget crisis, DV’s custodial staff was cut by 2.5 positions which have not been restored. This continues to impact custodial staffing today, resulting in 20 fewer custodial cleaning hours each day and has made it more difficult to keep the campus clean and in good repair. We are getting more custodial support this year, but the level of support continued to be a need. The DVHS Science department maintains laboratory environment,

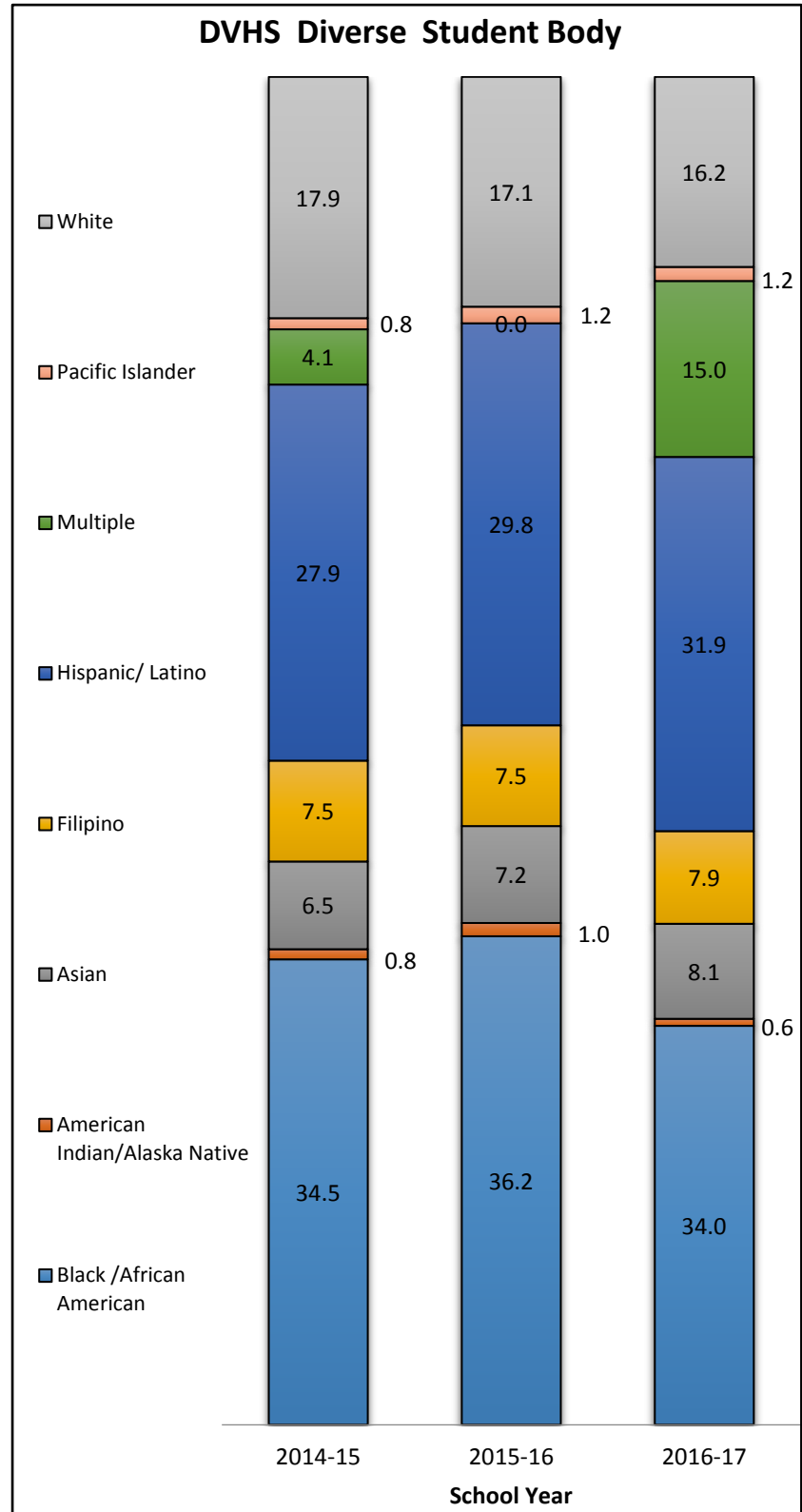
including chemical storage to safety. We also maintain aspects of our computer system where we can.

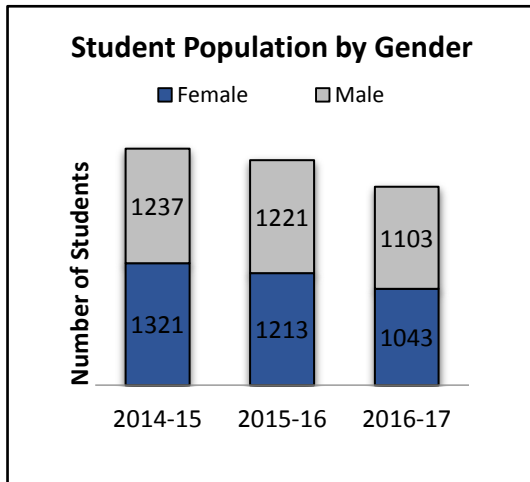
Student Data

Enrollment

Deer Valley’s student population continues to change over time. Our total student enrollment has decreased by 400 students in the past three years. This decline may be due in part to the district’s “high school open enrollment policy” which allows students to select a pathway of study within any high school. Deer Valley still has the same three major subgroups as in our last full self-study, Black/African American, Hispanic or Latino, and White. From 2015-2016 to 2016-2017, the population of Black/African American students decreased by 2.2%, the Hispanic/Latino population increased by 2.1% and the white student population decreased by .9%. Our Hispanic/Latino population has increased steadily for the past few years.

The size of each incoming freshman class has decreased over the past three years. Freshmen enrollment has decreased 30%, and total enrollment has decreased 15.3%. Overall, the district has seen an enrollment decrease of 7.8% from 2011 to 2015. Over the same time period, other district high schools have seen an increase in freshmen enrollment. This may be due, in part, to the district’s open enrollment policy.





We have also seen a significant decrease in the enrollment of female students. The male population decreased by an average of 3.8% per year over the last four years, while the female population decreased by approximately 7.1% per year over the last three years. Other high schools have seen an increase in female population over the same time period. This may be due, in part, to the district's open enrollment policy.

Special Groups

English Language Learners

In 2016-2017, 28.7% of the Deer Valley student population speaks a home language other than English. Of these students, 26.8% are designated as English Learners. Among English Learners, 73.9% speak Spanish, 6.2% speak Pilipino or Tagalog, and the remainder speak a variety of languages including Amharic, Bengali, Farsi, Pashto, and Urdu. Overall, more than thirty languages other than English are spoken in the homes of Deer Valley students.

CELDT LEVELS	2013-2014		2014-2015		2015-2016	
	#	%	#	%	#	%
Beginning (1)	11	7.6	10	6.5	13	7.3
Early Intermediate (2)	13	9.0	11	7.2	18	10.2
Intermediate (3)	42	29.0	46	30.1	42	23.7
Early Advanced (4)	53	36.6	57	37.3	56	31.6
Advanced (5)	26	17.9	29	19.0	48	27.1
# of Students Tested	145		153		177	

With the change in law, in 2015-2016 the AUSD implementing an opt-out program with parent consent for EL students that requested to be exited from English Language Development courses. Deer Valley worked with parents through our site English Learner Advisory Committee (ELAC). Those meetings lead to parent/ student conferences with the site EL Administrator and the lead counselor sharing data that not only impacted opt out, but the overall impact affecting the remainder of their student's high school career but the set for college and/or career. The focus was on the current skills, growth and the potential success/readiness for regular education classes. It was important the data discussed and program explanation in those conferences (grades, A-G completion, on graduation track, credits, two or four college, work/career options, etc.) be thoroughly dissected so parents could now make an informed decision. For many, this process was the first opportunity any school had delved so deeply into the EL experience. Then in the 2015-2016 school year, fifteen students opted out of the EL program by the parents,

being mindful this was not reclassification. Students were not exited from the program, but were exempt from the designated EL class. Students would continue receive services through support of the regular education English teacher. To date, in 2016-2017, thirteen students have opted-out of the EL program. In the summer of 2016, District hired a new EL District Director.

Special Education

In the 2016-2017 school year, Deer Valley has 326 students with IEPs; 315 of these students are officially enrolled as students of Deer Valley and make up 13.7% of the student population. The remaining 11 students are served by Deer Valley teachers but are assigned to different home schools that are administered through the district office. In addition, we have 59 students who have a 504 plan to assist the students’ attainment of educational goals.

Socio-Economic Status

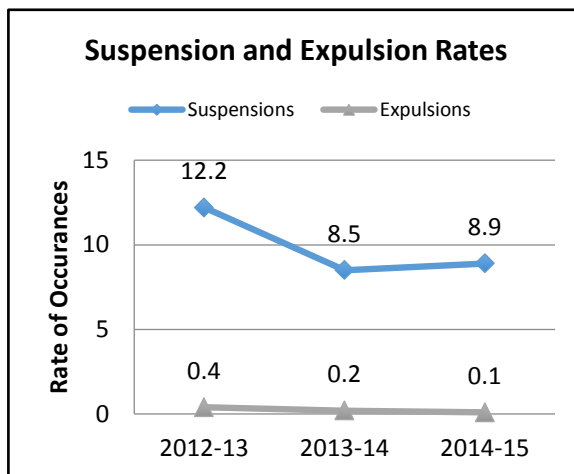
Antioch Unified is a Title I district; however, Deer Valley is not a Title I school. Since 2014-2015, the percentage of Deer Valley students who qualify for free or reduced lunch has remained relatively constant at approximately 54%. From 2014-2015 to 2016-2017 the number of Deer Valley students residing in foster homes or group homes dropped one percentage point to 1.8%. The students classified as homeless has also decreased in this time frame by 0.6% to 4.9%. The majority, 88.7%, of our students in the homeless category are considered “Temporarily Homeless-Doubled Up.” This means they are living with family or friends due to an economic hardship.

Attendance

The attendance rate at Deer Valley continues to improve. In the 2014-2015 school year 67.9% of Deer Valley students were classified as having “Excellent” or “Satisfactory” attendance. In 2015-2016, this percentage increased to 73.2%. Chronic absenteeism, which is defined as missing 10% or more of the school year for any reason including excused or unexcused absences, decreased by over 3.25% in the same time period. Deer Valley’s Average Daily Rate of Attendance (ADA) has remained stable at around 95% since 2013-2014.

Suspensions and Expulsions:

Deer Valley student suspension and expulsion rates have decreased significantly since 2012-2013. Both the total number of occurrences and the total numbers of days of suspension declined from 2012-2013 to 2013-2014, decreasing 38.4% and 22% respectively. This trend continued from 2013-2014 to 2014-2015, with percentages decreasing 4.5% and 14.1% respectively. From 2014-2015 to 2015-2016 the number of occurrences and of days of suspension increased slightly by 3.4% and 6.1%. As of October 2016, the number of occurrences and



days of suspension from October 2015-2016 to October 2016-2017 decreased 56.1% and 63%. This may be attributed to many factors including to our reaching out with Restorative Justice, SPED RJ Coaching (2015-16), Positive Behavior Intervention and Support, Culturally Responsive Pedagogy, the National Coalition Building Institute, Facing History and Ourselves, Peer Mediation, Social Emotional Counseling, Counseling Interns working with at risk youths (2015-16), academy supports and interventions, after school enrichment, first school evening carnival, Collect All 15 A-G campaign along with a host of other positive support positive and intentional relationship building efforts . Staff professional development time continues to be dedicated to the development of policies, practices, and procedures designed to best meet the vast and constantly varying needs of our student population. Building positive relationships is the base core to our school culture. Our work is paying off not only seen in strong attendance rates while reducing suspension but also is apparent in unseen ways of non - verbal communication which often sets the tone for sustaining and allowing space to continue.

School Achievement Data

API

As of March 11, 2015, State Superintendent of Public Instruction Tom Torlakson announced that the State Board of Education voted unanimously to suspend the Academic Performance Index (API) for the 2014-15 school year as the state develops a more comprehensive accountability system based on multiple measures rather than a single index. Because of this change in state testing, The Antioch Unified School District is working with state educational programs to design more comprehensive local assessment measurements.

California Assessment of Student Performance and Progress-CAASPP (SBAC)

Deer Valley's Smarter Balance Assessment Consortium (SBAC) data shows an overall increase in student scores in both English Language Arts and Mathematics for the 2015-2016 school year. In 2015-2016, 64% of the students tested met or exceeded the standard in English Language Arts, compared to 50% in 2014-2015. In mathematics, 32% of the students tested met or exceeded the standard, compared to 20% in 2014-2015. When disaggregating mathematics data by course, 60.4% of juniors were enrolled in math course work at or above the Algebra 2 level. Of those students, 50.5% met or exceeded the standard, 33.1% nearly met the standard, and 16.3% did not meet the standard. For the 39.6% of juniors enrolled in math course work below the Algebra 2 level, 2.6% met or exceeded the standard, 23.4% nearly met the standard, and 73.9% did not meet the standard.

SBAC 2014-2015				
ELA	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
African American	22.00 %	39.00 %	23.00 %	8.00 %
Hispanic Latino	18.00 %	27.00 %	34.00 %	9.00 %
White	14.00 %	21.00 %	39.00 %	21.00 %
Math	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
African American	67 %	15 %	5 %	2 %
Hispanic Latino	49 %	22 %	11 %	3 %
White	33 %	29 %	23 %	7 %

The SBAC English Language Arts data is disaggregated by subgroup and shows that 47% of African American, 65% of Hispanic/Latino, and 73% of White students met or exceeded the standard compared to 41%, 50%, and 71% respectively statewide. In mathematics, 17% of African American, 27% of Hispanic/Latino, and 52 % of White Deer Valley students met or exceeded the standards compared to 14%, 20%, and 44% respectively statewide. At Deer Valley, results from 2014-2015 to 2015-2016 show growth in all areas. Achievement gaps between subgroups still exist; however, work is being done in both ELA and Mathematics to address this. Overall subgroup achievement is increasing and exceeding state levels.

The English Language Arts and Mathematics departments have put many strategies and practices in place designed to fully implement the Common Core State Standards and increase overall SBAC achievement. District wide, the English Language Arts departments recently adopted a new hybrid curriculum (combination of online and in-print materials). English teachers have also been certified as ERWC (Expository Reading and Writing Curriculum) teachers. ERWC is the program initiated by the California State University College to ensure high school graduates are ready for college English courses. ERWC is a program which focuses intently on non-fiction text and the strategies needed to understand and process difficult texts.

SBAC 2015-2016				
ELA	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
African American	27.00 %	26.00 %	34.00 %	13.00 %
Hispanic Latino	13.00 %	22.00 %	43.00 %	22.00 %
White	11.00 %	16.00 %	34.00 %	39.00 %
Math	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
African American	56 %	27 %	12 %	5 %
Hispanic Latino	44 %	29 %	21 %	6 %
White	22 %	26 %	32 %	20 %

Google Classroom is also being used by some English teachers, facilitating the use of online collaboration skills as well as allowing for electronic delivery of content both to and from the teacher. There has also been a concerted effort to minimize the number of tests given in the English classes overall: being mindful of test anxiety and burnout are real concerns for the students.

Through the “Collect All 15” campaign, all site faculty are focusing specifically on the A-G requirements to ensure that all students understand the requirements for graduation and for acceptance into the college of their choice. The Deer Valley faculty has also worked diligently to increase the amount of writing across the curriculum and is focusing on close reading skills to develop more fluent readers and writers. Student reflection and metacognition are also being built into daily lessons by many teachers.

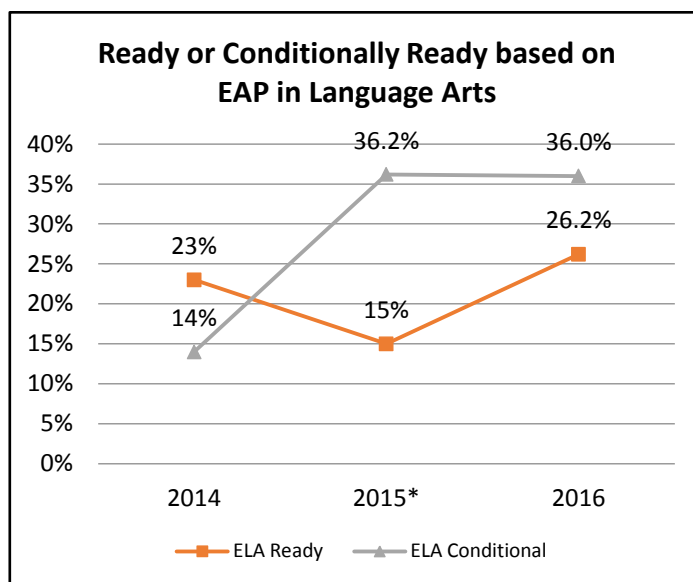
The Deer Valley mathematics department adopted the College Preparatory Mathematics (CPM) curriculum in its implementation of the Common Core State Standards (CCSS). This curriculum focuses on developing conceptual understanding of mathematical ideas through the development of critical thinking and problem-solving skills. Writing is an integral part of the CPM curriculum. This supports Deer Valley’s goal of writing across the curriculum while also requiring students to clearly articulate their mathematical reasoning, a task required by the SBAC.

Math teachers are participating in ongoing professional development to strengthen both their instructional practice, assessment skills while analyzing data to adjust lessons for greater student achievement. Deer Valley’s California Academic Partnership Program grant has funded twenty days of professional development per year for Deer Valley math teachers in addition to the three days provided per year by the district. Furthermore, with respect to classroom teaching strategies and practices, math teachers are focusing on developing common formative and summative assessments, with corresponding analysis of assessment results, to inform and tailor instruction to student needs. Assessments from the Mathematics Diagnostic Testing Project (MDPT) are being used to identify student needs. Plans this year also include the use of available SBAC formative assessments to further familiarize students with the format, interface, and question types presented on the SBAC.

**Early Assessment Program (EAP):
College Readiness**

Beginning in 2015, the EAP was embedded in the SBAC exam and no additional testing components were required. All 11th grade students who took the SBAC automatically participated in the EAP.

In 2015, Deer Valley changed from administering the CST to administering the SBAC exam. In English Language Arts, the percentage of students testing at college ready declined to 15.1%, while the percentage of



students testing at the conditionally ready level increased to 36.2%. In 2016, the percentage of college ready students increased markedly, rising from 15.1% to 26.2%, while those testing conditionally ready saw a slight decrease from 36.2% to 36%. These two categories combined reveal that in 2016, 62.2% of students tested “conditionally” or “college ready” compared to 51.2% in the 2015.

CST Life Science Exam

In addition to the SBAC exam, Deer Valley also administers the CST Life Science Exam to 10th grade students. From 2014 to 2016, the percentage of students scoring at the proficient or advanced level has remained consistent at around 43%.

LIFE SCIENCE	2014	2015	2016
Students tested	639	524	607
Students with scores	637	512	581
% Advanced	18	17	19
% Proficient	25	25	24
% Pasic	34	37	35
% Below basic	15	15	12
% Far below basic	6	7	10

SBAC English and Math

With the first administration of the SBAC in 2015, all 11th grade math students participated in the EAP. Previously, under the CST, only students enrolled in Algebra 2 or beyond participated in the EAP. Many of the students taking the SBAC were not enrolled in Algebra 2 or beyond. EAP results for 2015 reflected a dramatic drop in both “conditionally ready” and “college ready” students. Deer Valley worked to further disaggregate the SBAC data, by math course, to gain a better understanding of our students’ progress and implement needed changes to curricular programs. In 2016, the percentage of college ready students increased markedly, rising from 5.8% to 11.4%, and those testing conditionally ready also increased from 14.4% to 22%. These two categories combined reveal that in 2016, 33.4% of students tested

EAP		2014	2015*	2016
ELA	Number tested	586	516	446
	Ready	23%	15.1%	26.2%
	Conditional	14%	36.2%	36.0%
Algebra II	Number tested	156	x	x
	Ready	1%	x	x
	Conditional	11%	x	x
Summative High School Math	Number tested	170	x	x
	Ready	16%	x	x
	Conditional	59%	x	x
Total Math	Number tested	326	499	446
	Ready	9%	5.8%	11.4%
	Conditional	36%	14.4%	22.0%

“conditionally” or “college ready” compared to 20.2% in 2015. The math department continues to analyze SBAC data, disaggregated by course, to identify areas of strength and need within the math program. The department is also exploring the use of the SBAC formative assessments as a means to provide students with practice in the format, structure, and content of the SBAC exam.

Annual Measurable Achievement Objectives (AMAOs)

Title III of the ESEA sets Annual Measurable Achievement Objectives (AMAOs) or targets that school districts receiving Title III funds must meet. The first AMAO (AMAO 1) relates to annual progress on the CELDT, the second AMAO (AMAO 2) relates to attaining English proficiency on the CELDT, and the third AMAO (AMAO 3) relates to meeting AYP by the English Learner student group at the LEA level. AMAOs 1 and 2 are based on CELDT results. AMAO 3 is based on data from the CST, CMA, CAPA, and/or the CAHSEE. Deer Valley’s students met the overall annual growth targets of AMAO 1, 2, and 3 in both 2013-2014 and 2014-2015. Due to the sun-setting of the NCLB act and the institution of the ESSA, data for English Language Learners is not available for 2016. Our ELD program continues to address the needs of the ELL students as before.

Graduation and Dropout Rates

From 2012-2013 to 2015-2016, graduation rates have increased from 91.8% to 96.6%. In the 2015-2016 school year, 96.6% of seniors received a high school diploma, one student earned a certificate of completion (SPED Completers), and 2.7% did not earn a diploma and not enrolled after graduation

A-G Requirement Completion

The percentage of Deer Valley graduating seniors who have completed A-G requirements has increased continually from 18.1% in 2012 to 31.4% in 2016. Over the last three years, Deer Valley created, and is now implementing, a “Collect All 15” campaign. This campaign, created through a California Academic Partnership Program (CAPP) grant, is an informational and incentive based program designed to increase the proportion of students successfully completing the UC/CSU A-G requirements. The campaign consists of several components including: individual classroom A-G letter banners, large common area A-G banners, professional development for Deer Valley staff, an A-G checklist for students, lanyards and A-G letter buttons, and an annual recognition program designed to acknowledge yearly completion of requirements and culminating in the completion of all A-G requirements and recognition in the graduation program.

With a counseling staff that consists of four academic counselors, students get individualized support in relation to their A-G college requirements and goals. Counselors review a four-year plan with each student in the spring semester and present to students each fall on A-G requirements and college options.

Advanced Placement

From 2013-2014 to 2015-2016, the percentage of 10th-12th grade students taking at least one AP class remained constant at around 17%. The percentage of students who earned a score of three or higher on the exams increased from 44.9% in 2013-2014, to 51.2%, in 2014-2015; however, they fell to 46% in 2015-2016.

Individual course enrollment

numbers and pass rates among the individual courses vary greatly. For the past five years, 2012-2016, mean scores on the AP Government, Calculus AB, and Statistics tests have exceeded both the state and global means.

The AP Program recognizes high school students who have demonstrated outstanding college-level achievement through AP courses and exams with the AP Scholar Awards. AP Scholar Awards include: AP Scholar-granted to students who receive scores of 3 or higher on three or more AP Exams, AP Scholar with Honor-granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams, AP Scholar with Distinction-granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams, National AP Scholar-granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams. Over the last four years, 19.1% (2013), 13.2% (2014), 11.1% (2015) and 16.4% (2016) of Deer Valley AP students qualified for one or more of the AP Scholar Awards.

SAT Scores

From 2009-2010 through 2012-2013, 39%-42% of the senior class took the SAT exam. In 2013-2014, 59.1% of seniors took the SAT exam. In 2014-2015, 37.2% of seniors took the SAT exam. From 2013-2014 to 2014-2015, reading scores decreased by 9 points, math scores decreased by 5

AP Scholars					
Award	Criteria	2013	2014	2015	2016
Scholar	3 ⁺ on 3 exams	27	23	36	26
w/Honors	3.25 ⁺ on 4 exams	11	10	8	6
w/Distinction	3.5 ⁺ on 5 exams	19	15	12	16
National Scholar	4 ⁺ on 8 exams	3	5	0	3
Number of scholars		57	48	36	48
Mean (%)		3.69	3.63	3.25	3.5

SAT Scores (from DataQuest)			
	2012-2013	2013-2014	2014-2015
Grade 12 Enrollment	603	604	666
Number Tested (%)	246 (40.8)	357 (59.1)	248 (37.2)
Reading Average	480	487	478
Math Average	484	482	447
Writing Average	464	470	464
Total >= 1,500 Number	97 (39.4%)	136 (38.1%)	94 (37.9%)

points and writing scores decreased by 6 points. Despite the individual category decreases, the percentage of students who scored at or above 1500 remained fairly constant, at approximately 38.5%, fluctuating less than two percent from 2012-2013 to 2014-2015.

In the fall of 2015-2016, Deer Valley provided the PSAT, free of charge, to all 10th grade students and administered the test during the school day. Juniors were given information about the importance of the PSAT and were encouraged to participate as well. PSAT results for 10th grade students were used to identify students' AP potential. In February of 2016, Deer Valley provided the PSAT 8/9, free of charge, to all 9th grade students and administered the test during the school day. Deer Valley counselors used the PSAT 8/9 scores to assist students in making wise course choices for the 2016-2017 academic year.

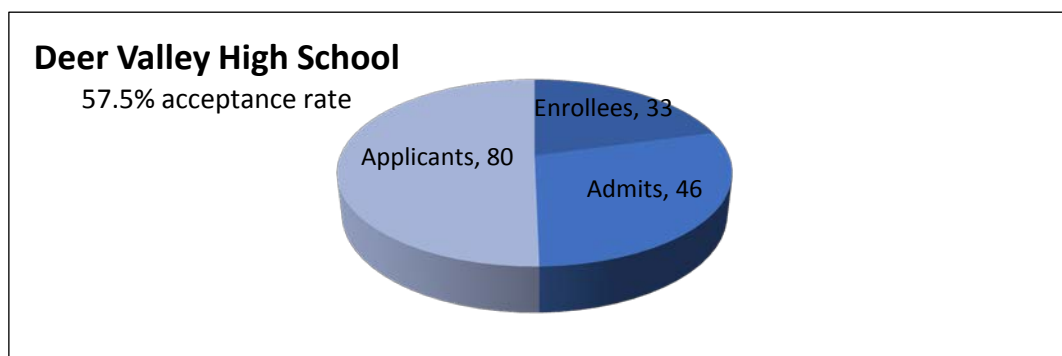
In the fall of 2016-2017, all Deer Valley students took either the PAST 8/9, PSAT, or an ACT writing field test on a school-wide testing day. The PAST 8/9, PSAT, and ACT field test were provided, free of charge, to all 9th, 10th and 12th grade students respectively. Juniors were given the option of taking the PSAT (not provided free of charge), or taking the ACT writing field test. Data from these assessments will be used to help students plan their future course work at Deer Valley. Data for the 2015-16 school year is still being evaluated by the site testing coordinator.

ACT Scores

The percentage of seniors taking the ACT exam decreased from 17.6% in 2012-2013 to 15.9% in 2013-2014 and rebounded to 17.4% in 2014-2015. Average scores for the four sections have remained constant at approximately 21 over the last four years. The percentage of seniors scoring 21 or more decreased by approximately 4% from 2012-2013 to 2013-2014 but increased by approximately 5% from 2013-2014 to 2014-2015. The 2015-16 data is still being evaluated by the ACT.

University of California Admittance and Enrollment

The percentage of Deer Valley seniors applying to the University of California increased from 11.9% in 2013 to 14.2% in 2014 and fell to 12.6% in 2015. Of those who applied, 62.5% were admitted in 2013, 55% were admitted in 2014, and 57.5% were admitted in 2015. Of those admitted, 43% enrolled in 2013, 38.3% enrolled in 2014, and 41.2% enrolled in 2015. In 2015, Deer Valley had the highest admittance rate of all AUSD high schools and the second highest admittance rate among neighboring districts.



UC Application, Admission and Enrollments					
	Class of 2015	African American	Hispanic /Latino	Asian	White
Applied	80	19	18	22	18
Admitted	46	6	12	18	8
Enrolled	33	4	9	9	5
	Class of 2014	African American	Hispanic /Latino	Asian	White
Applied	89	23	9	30	21
Admitted	49	7	7	16	15
Enrolled	34	4	6	10	11
	Class of 2013	African American	Hispanic /Latino	Asian	White
Applied	72	13	11	25	20
Admitted	45	5	7	17	13
Enrolled	31	N/A	6	13	9

California State University Admittance

The percentage of Deer Valley seniors admitted to the California State University system increased slightly over the three year period from 2013 to 2015. Admittance rates increased from 8.7% in 2013 to 9.1% in 2014 and 9.8% in 2015. From 2013-2015, Deer Valley seniors were admitted to 19 of the 23 CSU campuses, with most students being admitted to CSU San Francisco, CSU Sacramento, CSU San Jose, and CSU East Bay.

Section II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Deer Valley High School is proud of the success it is having with all students. We are especially proud of the large number of students who are choosing to attend the UC or CSU college systems after high school. In addition to the largest percentage of students from any schools in this area, we also are sending the most students from underrepresented ethnic groups in the East Bay Area. Because of our success with minority college admissions, during the fall of 2016 Deer Valley was selected as the model for diversity in the preparation of students attending the UC or CSU systems. We were honored by a visit from Dr. Janet Napolitano, former governor of Arizona, presidential cabinet member and now President of the University of California system. Choosing only one school to visit this year, Dr. Napolitano spoke to the entire student body about options for college and the ability of all students to attend the university system. In addition to Dr. Napolitano, we were also visited by Mr. Eloy Oakley, the newly chosen Chancellor of the California Community College system and by Jerry McNerney, United States Congressman from the Antioch area.

It has been a very short time since our last self-study report. While we have been able to turn our attentions to our areas of growth, most of the attention has been directed towards implementing the goals in an action plan as identified in the last report. All departments moved steadily towards more opportunities and higher expectations for students, and the school has continued to see growth and improvement in most identified groups. Since last year's report, Deer Valley High School has focused on school meetings, teacher trainings, and new strategies to increase collaboration at all levels. Deer Valley staff has attended professional developments, workshops and tutorial sessions with teachers across the curriculum to receive specific training in the implementation of cross-curricular projects.

Examples include a recent project-based learning training for the ACE Academy in which teachers of different disciplines were in attendance. The Deer Valley Academy of the Performing Arts staff attended a collaboration strategy workshop prior to the start of school, and Deer Valley Law and Justice Academy staff attended a meeting in which specific strategies regarding collaboration were utilized. Multiple cross-curricular projects were formulated and enacted by teachers and administration at this meeting. Advanced Placement trainings and curriculum calibration seminars were attended by members of the Deer Valley Social Science department. The data generated at the seminar was used to create a school wide understanding of standards alignment throughout the department, which has informed teaching for the 2016-17 school year. Interdisciplinary projects have been developed, and have started to be rolled out in freshman and sophomore classes.

One of the strengths of Deer Valley High School over the past five years has been the consistency of the administration team. This stability provides Deer Valley administration with

the ability to guide the programs in a consistent manner. One of the most significant changes has been the loss of a vice principal since last year. Because of declining enrollment, the district opted to move one of our five vice principals to a different school site, and the administrative responsibilities at Deer Valley were shuffled. Although this has meant more tasks assigned to the vice principals, the leadership of the school and the direction of the programs has remained consistent.

Explicit Direct Instruction (EDI) is recognized as a district initiative, and additional teacher training and ongoing monitoring is continually provided. While not fully internalized by all staff members, additional training and monitoring is being provided to move towards full implementation on campus by the spring of 2017. Professional Development has been offered at the site, and each department has addressed this issue within the department meetings. In additions, peer-led trainings were held school-wide in the fall of 2016, and there will be additional trainings in the spring of 2017.

Our suspension rates have continued to decline as Deer Valley staff has implemented an array of culturally responsive strategies to interact with students. Through professional development over the past year, staff have been presented with the basic tools involved in conflict resolution and classroom management, and this has led to less time spent out of the classroom for disciplinary reasons. In addition, Deer Valley has seen continued growth in the peer-mentor and Restorative Justice programs, which have successfully mediated multiple conflicts and concerns between students. Additionally, all staff have received Restorative Justice talking points on the back of every staff badge to address “Response to Challenging Behavior and “To Help Those Affected.” Furthermore, the staff received specialized trainings in these evidence-based behavioral interventions that maximize academic and social behavior for students.

Within the last year we have seen continued growth in implementing Positive Behavior Intervention and Supports (PBIS). Since the inception of PBIS, Deer Valley has seen a reduction of student discipline issues. It has also improved the culture and climate on campus. Initially piloted by Deer Valley Academy of the Performing Arts, PBIS expanded to include all Deer Valley students in the fall of 2016. Deer Valley’s version of PBIS is “DV Pride”, and sets the campus-wide behavioral expectations of “being safe, kind, responsible and proud”. All staff members are given Paw Prints to distribute to students seen exhibiting these desired behaviors. Students may turn Paw Prints into any of six Pride Boxes all around campus, and then become eligible for monthly drawings of highly coveted prizes such as prom tickets, clothing items from our Wolverine Warehouse, pizza parties, and tickets to a wide variety of sporting events and performing arts productions. PBIS serves as a crucial tool designed to strengthen the positive relationships between staff and students, thereby helping to enrich students’ overall high school experience.

Deer Valley academic success extends beyond the classroom. The scholar-athlete recognitions have increased by 18%, since the 2015-16 school year. While athletic programing and other activities have thrived, the coaches, parents, teachers, and administrators have teamed together to make sure that academics continues to be the most important goal for students at

Deer Valley. Coaches and advisers have created study opportunities for their teams and have monitored grades carefully during this past year. This collaboration led to Deer Valley Varsity football team earning a 3.0 average for the first time in Deer Valley's history.

The district and the school site have continued to work as a team to prioritize facility and maintenance issues on campus and to address deferred maintenance projects. The school has undertaken programs to have students become involved in campus clean up and continued efforts are beginning to reach students who are showing pride in their school. The theater stage has been resurfaced and has received new curtains, trees have been planted, silver diamond-plating has been installed on cafeteria walls, and courtyard pillars' peeling paint has been scraped and cleaned.

"Collect all 15" was introduced to encourage a college-going culture on the campus of Deer Valley. Lanyards and buttons have been purchased and distributed to staff to start wearing as a conversation piece and visible promotion of the program. This past August, each student received a special lanyard, "Go A-G & Collect all 15" and on the back of students' ID badges is an illustration of the A-G; students also received a flyer explaining the campaign. In December 2016, all Deer Valley students received the A-G pins that they had already earned, and many students are now prominently displaying those buttons on their required school lanyards.

Section III: Ongoing School Improvement

- **A description of the school's procedures for the implementation and monitoring of the single schoolwide action plan.**
- **Comment as needed on the integration of plans into one single schoolwide action plan.**
- **Include how annual progress reports, as well as this midterm progress report, have been prepared and whether they were presented to the governing board.**
- **Provide a copy of the current schoolwide action plan as well as copies of the schoolwide action plan for all years since the last full self-study. The assumption is that the plan has been modified and updated annually based on progress and changes.**

Deer Valley High School's last WASC team visited only a short time ago, but nonetheless, the school has seen several significant changes to the school. The critical areas for follow up left by the team who conducted the 2-day visit were reviewed the Deer Valley's administrators and ILT team. The administration and the ILT created and implemented plans for the 2016-2017 school-year to more adequately address the CAFU's. Changes included new programs, new meeting agendas and new meeting objectives. Once the programs and meeting changes had been agreed upon by the administrative team and the ILT, individuals on campus were selected to carry out specific tasks. Our activities director was assigned with the task of leading school-wide implementation of PBIS with support from a lead teacher. Department chairs were responsible for creating agendas focused around common assessments. Academy leads were tasked with creating agendas and allocating time for the creation of academy-wide projects.

The first major change to Deer Valley is the school-wide implementation of Positive Behavior Intervention and Support, PBIS. In December 2015, the Deer Valley Academy of Performing Arts (DVAPA) implemented a Positive Behavior Interventions and Supports (PBIS) program to motivate DVAPA students to exhibit desired behaviors in their DVAPA classes and Deer Valley's Theater. The program consists of students recognized by teachers for exhibiting one of four positive behaviors: Be Respectful, Be Responsible, Show Integrity, or Strive for Excellence. When a student is recognized, the teacher issues the student a "Paw Print" (raffle ticket) with the exhibited behavior circled and the teacher's signature. Due to DVAPA's reported success, PBIS has been infused throughout the school culture.

Link Crew also contributes to a positive school culture. Link Crew is a mentoring program that pairs current Junior and Senior "Link Leaders" with groups of freshman students. Link Crew provides freshman orientation and special events throughout the school year, including movie nights, football games, and peer tutoring during finals. Students have set up school action committees, which were essential in aiding with the freshman transition during Freshman Orientation. Data showed an increase in the number of freshman students whose attendance, grades and behavior improved due to the constant interaction with their Link Leader and participation in the Link Crew activities.

Common Assessments were another focus for the school during the 2016-2017 school year. During the 2015-2016 school year, an emphasis was placed on more meeting time for departments to collaborate. The 2016-2017 school year built upon the increased collaboration

time with the specific intention of using the extra time to create and analyze common assessment results. Each department did this in different ways.

The math department did extensive formal testing and data analysis. Last school year we used MDTP (CSU/UC Mathematics Diagnostic Testing Project) computerized version of diagnostic tests in Algebra 1 classes. This school year we have tested all Algebra 1 students using the paper version of the diagnostic test, and all Geometry and Algebra 2 students using a field test. We have received results of Algebra 1 tests. Each Algebra 1 teacher has received a complete analysis of test results that shows which questions students missed, what is the class average in different areas (fractions, decimals), etc. Each student has received feedback that includes student strengths and weaknesses with suggestions on which topics the student should work more. On Monday, October 31st, 2016, during the collaboration meeting Algebra 1 and Algebra X, Y teachers analyzed data from MDTP High School Algebra Readiness Test given to all Algebra 1 students.

The Special Education Department attend all subject area department meetings where they share and discuss strategies that can be used for students with special needs, as well as those placed in general education. Additionally, the Special Education Department has provided professional development to all staff during Wednesday PD's and monthly staff meetings to share best practices as they relate to assisting students with special needs and specific learning disabilities.

The science department used time to create common assessments on the district's data analysis software, Illuminate. Illuminate gives a significant amount of data to the end user. The department analyzed which questions were answered correctly, and what the most common missed questions were. Based on that analysis, re-teaching strategies were devised for any area where significant numbers of students struggled. Science department common assessments range from site created, to district level benchmarks.

The English and social science departments also have a wide variety of common assessments that include district benchmarks, Document-based Questions, and "Fire Writing" prompts. These assessments are discussed during department meetings, best practices are shared and re-teaching strategies are devised.

The staff has made strides since our last effort to give students a voice on campus and build a college going culture. During the 2016-2017 school year, the staff made the Mission Admission game a school wide activity. The game was created to help students gain insight about what applying to college entails, and what the process for the application looks like. Students play as avatars and have those avatars complete certain goals. Their avatars may have to write their FASFA, write a letter of introduction, or apply for college. Students were given opportunities before, during, and after school to play. Deer Valley placed highly in the Mission Admission challenge, placing in the top 5 for schools that played.

Counselors introduce and review the "A-G's" each year during classroom presentations and parent nights held in the fall semester. These presentations take place in each grade level English class during the school day and on separate evenings each month for parents, from

September until December. All sophomores, juniors and seniors are given copies of their transcripts as a means of being able to identify which of their classes correlates with "A-G" courses offered. Freshman review their first transcript during spring course request and also develop their four-year plan. Additionally, counselors support the "Collect All 15" campaign by discussing the A-G letter banners. Early in the second semester, students will review the "A-G's" during course registration for the upcoming school year.

The fifth counselor's role has shifted from academics to social-emotional support to address the needs of students. The Social-Emotional Support Counselor is currently enrolled in a Marriage and Family Therapy Master's Program, which allows her to implement therapeutic support to students during the school day. Additionally, this counselor provides group and individual counseling and consults with administration and academic counselors to address and identify students who need additional supports.

Section IV: Progress on Critical Areas for Follow-up/School-wide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

Deer Valley was given six recommendations or critical areas of follow-up by the most recent visiting committee. The school staff has addressed these critical areas in the following ways, and incorporated them into to the action plan, which can be viewed in Section V.

Critical Area 1: Explicit Direct Instruction (EDI) was recognized as a district initiative with teacher training and on-going monitoring provided. It was evident the strategies have not been internalized by all staff and additional training and monitoring must be provided to require that the program be fully implemented on campus with fidelity.

Teachers continue to be encouraged to design lessons that teach bell-to-bell and have been given strategies within departments and within academies to assist with this process. Explicit Direct Instruction (EDI) is recognized as a district initiative and additional teacher training and ongoing monitoring is continually provided. Professional development remains a focus at the site not only through monthly professional development (PD) but our efforts dovetail with District designated PD work because our staff designs those sessions to address site instructional needs. Furthermore, department, academy and staff meetings have an element to share practices at every meeting.

Throughout the past year various strategies continue to be implemented and specifically designed to meet the needs of teachers and student for our 100-minute block. Representatives from every department shared best practices from their content areas. Many of those practices incorporated ideas across curricular area such as science connects to English and math standards or how physical education connection science along with written skills to name a few. Being able to work inter-disciplinary allows sound strategies to be utilized by all teachers. This work is a springboard to better lesson design that addresses student engagement. In addition, peer led trainings have been held school-wide in the fall of 2016 with the plan of implementing the EDCamp model for professional development in March of 2017. This is a teacher driven model where teachers/staff facilitate various relevant education topics and staff selects the topic they are most interested in. DV is leading the way and we will be the first District site to implement this innovative approach.

CCSS continues to drive instruction and is reflected throughout our professional development. Moreover, we realize that relationship along with respecting and engaging cultural diversity play a part in learning environment. So this year, SEEDS provides staff with Cultural Relevant Pedagogy (CPR) opportunities. In August before the new school year began, we held our first CPR session. A follow up seminar was held in October to strengthen and deepen our

understanding to support diversity, engagement and inclusivity. EDI has occurred this year as refresher to veteran staff while supporting teachers new to DV. In English, teachers are integrating ERWC strategies; World Languages addresses comprehension via differentiated strategies. New mathematics courses have been added to support mastering algebra. Those courses are Mastering Algebra 1X and Mastering Algebra 1Y. Both along with other math curriculum are taught using CPM.

In addition to teaching the curriculum during the 100 minute block, there has been a renewed focus on the academies and school to career engagement in all classes. In the academic areas, time has been built in to address academy goals and career based opportunities within the content area.

Critical Area 2: While the District/School recognizes effective first teaching/re-teaching model as an intervention strategy, the committee recommends looking at more active interventions to meet the needs of all students who are struggling academically.

Interventions have become integral to the instructional program at Deer Valley High School. Most notably, as mentioned above is Mastering Algebra 1X and 1Y. This is to address students struggling to pass Algebra. Not only is this a graduation requirement but is a gateway to higher. We also offer Cyber High and online credit recovery program at night and at home. Students may take the class independently at home but are required to test with the assigned teacher after-school. The Collect All Fifteen campaign stresses the need to complete all A – G requirements for college entrance. This coupled with our college and career readiness focus opportunities beyond high school. In the fall of 2016, DV has partnered with our local community college, Los Medanos, to provide two courses for concurrent enrollment with college and high school credit. This effort supports the transition from high school to college. Data shows that students earning college credit while in high school are more likely to enroll in college. These counseling classes meet group twice a week on our campus. During the fall semester we offered three sections, two during the school day and one after-school. In the spring semester, students will be enrolled in one of two after-school sections. In the fall of 2016, twenty students participated in the program; expansion shows current signs ups for the Spring semester of 2017 are at 102, thus quadrupling our numbers. We have also begun a partnership with California State University Sacramento. Although new and in development, our intent is to provide a conduit so DV students can make a smooth transition to CSU Sacramento. English Learner students had the opportunity to attend the newly created summer school program that supports transitioning to high school. Most teachers on staff provide homework support and after school tutoring just as a matter of practice. The library has extended hours after school for extra support as well.

Other on-going interventions include: Link Crew (upper class students support incoming freshman); Restorative Justice - teacher coaching in class and peer mediation (overseen by a counselor); social emotional counselor; African – American Bridge program (summer school for AA male students); and National Coalition Building Institute (NCBI) building relationships with teachers and students). Positive Behavior Intervention System (PBIS) was implemented last

year in the Performing Arts Academy (DVAPA) but has now gone school wide this year. SART continues as an intervention for students with attendance issues. High School Common Core Networks continue to serve teachers to address teaching and re-teaching as needed. This is a District Network as we roll out new implemented textbooks, common assessments along with discussing meeting teaching and student learning needs.

In addition to interventions, DV has created an After School Enrichment Program (ASEP). Students have opportunities to have positive interactions with peers and teachers. Over the last year our funding was cut by 66% and yet we continued to grow the program. One of the most impressive projects is the Special Education Garden Project providing fresh vegetables for staff. Building positive experiences along with relationships affect academic success in a positive way.

Deer Valley continues our tradition of academic success through many avenues. DV's Renaissance Program is one of the venues that recognize academic success. Currently 757 students grades 10th through 12th had a grade point average of 3.0 or higher. 45% of our current seniors held a 3.0 GPA or higher as of the second semester 2016. As of September 2016, 143 seniors (8.5% of the student population) had a GPA of 4.0 or higher. The Varsity Girls volleyball team continues their tradition of academic excellence with at GPA of 3.36. The Varsity football team had an average GPA of 3.0 or higher. That was done through mandatory after school study hall supervised by the football coaching staff. That is a first for the school football program. As a school, we are bringing back the Academic Block Letter to encourage student-athletes and reward academic achievement.

With respect to college accept rates, in 2015 – 16, over 50% of the students who applied to UC were accepted. That was the impetus of the UC President Janet Napolitano visit. Considering Deer Valley is a diverse school, our acceptance rate of students of color was outstanding. Another support that has been expanded is the support of African – American students that are interested in attending Historically Black Colleges and Universities (HBCU). Our counselors have taken the lead and worked with Parents Connected in preparing our African-American students; tracking A – G completion, ensuring the graduation track, filling out FAFSA, preparing them for interviews and participating in the HBCU College Fair are just some of the ways that Deer Valley has worked to ensure student success for this subgroup. These efforts have paid off in dramatic fashion with high rate acceptance rates to HBCU's. In 2015 – 16 students received over \$700,000 in scholarship offers. This year reflects a significant increase in scholarship offers. In the Fall of 2016 over 100 seniors participated in the HBCU College Fair. Of those students, forty-four receive acceptance along with scholarship offers including eight with one or more- full rides, and all scholarship offers totaling over \$2,000,000,000.

Lastly, Deer Valley implemented another site based support, the Night School credit recovery program for the 2016-17 school year. In the Fall semester, we have served over 100 junior and senior students who previously failed, or earned a "D" grade in a core academic subject. Core subjects are taught by credentialed teachers, and follow the Common Core State Standards and Next Generation Science Standards. Night School courses are taught at a College Prep level

using standards based curriculum. Struggling students are not only able to recover credits for graduation, but also improve their eligibility for four year colleges. Students are identified and counseled into the Night School program via the counseling staff. Additionally, students unable to complete the Night School may be eligible to complete credit or grade recovery through the online program, Cyber High. Students can recover elective credit needed for high school graduation in this manner.

Critical Area 3: The District/school needs to prioritize facility and maintenance issues on campus to address deferred maintenance projects such as repairing the football field and repainting the school to provide the students with appropriate facilities that are safe and attractive. Continued efforts need to be made to educate students to self-monitor their refuse habits.

The District and the school site have continued to work together to address facility and maintenance needs. In the last year, District support has increased as evidence by: planting new sod in the football stadium, repainting the goal posts and adding slates to the outer fencing to reducing crowd issues from those not attending the game. Maintenance is currently working on replacing the grass on the back physical education fields; this vast area serves both all PE classes and athletics as well. The Maintenance Department is supporting our after school garden project by providing decomposed granite for walking paths along with putting in irrigation. In addition, they have installed new curtains in our theater along with refurbishing the stage wooden floors. In the building, maintenance has addressed HVAC issues to help make classrooms and offices more comfortable. Site work orders requests have had a much quicker response time. The department continues to support our fundraising efforts by providing more personnel and time. In general, the Maintenance Department support has increased, been more efficient and responsive to site needs. Lastly, our combined efforts are exploring the possibility of re-painting the entire site. Those efforts are much appreciated.

Critical Area 4: The school needs to continue to focus their efforts on collaboration at all levels of decision making that emphasizes data analysis which drives decision making to improve student achievement. The administration needs to monitor ongoing discussions at every level of decision making so they are knowledgeable of the criteria discussed and the decisions implemented.

The last WASC report gave us the impetus to focus more on data to drive instruction in a more definitive way. That has given rise through the ILT to create a system focusing on data through departments at in an on-going matter. Discussions revolving around not only district assessments but also teacher designed exams so that teachers can make adjustments moving forward. For example, core academic areas have common exams, some district driven and some site driven through departments. Additionally, our site test coordinator has trained teachers and departments on Illuminate, the District data storage house. Illuminate assists allow us to look specific standards and common errors/responses so re-teaching may occur.

These efforts using data continue to be revised and expanded. The critical issue was establishing a process to concretize not only what works but what doesn't so teachers can share ideas, learn from one another and continue to sustain growth. This structured collaboration process continues in monthly department and academy meetings as well as professional development.

Critical Area 5: Continue and expand use of School Loop across the teaching staff to provided consistent communication on student progress and information to parents and students.

Over the last year school, School Loop and other trainings have been offered to refine and expand skill. Teachers continue to be strongly encouraged to communicate with and provide information to parents on a consistent and ongoing basis. Efforts have been made by technology personnel to make certain that teachers, especially new teachers, understand the use of this powerful tool and continually update records and communicate to parents. This year, the District Technology Department has expanded our bandwidth and increased our wireless network capability. Furthermore, we have purchased more computer on wheels (COWS) which enable more student communication with college entrance and Free Application for Federal Student Aid (FAFSA) applications. Our school communication efforts have grown.

In the 2017-18 school year, the district will be implementing Aeries as our student information system (SIS). This will be a better data collector and communication tool for the District and the school community. Training has been planned for Spring 2017, to prepare staff as we transition to the new SIS system for the coming school year. On - going training is expected. In addition to the teachers and staff, parents will also be trained to use the new SIS system. District Administration selected Aeries because of its robust features and interface connectedness along with being user-friendly for parents.

The Principal has added a weekly automated informational phone message called "Good News" that reaches the entire school community. Lastly, we have increased our presence on social media adding a Facebook, Twitter and Instagram to our communication efforts. The Superintendent has increased the Districts social media efforts and we participate by sending school happenings to post. Furthermore, the CAPP Grant has enabled us to reinforce A- G completion campaign highlighting academic success and college preparation. All of these communication efforts are aimed at fostering, building and deepening relationships for our school community. We realize relationships are integral to success.

Critical Area 6: The school needs to prioritize the further acquisition of technology/ updated instructional materials and provide training to teachers to integrate those resources in the classroom to enhance curriculum delivery, content mastery, and student technology skills.

Deer Valley continues to expand in the area of technology. Several teachers have implemented Google Docs as a matter of practice. We do have at least one “flipped” classroom which is heavily technology based. That practice may expand in the future.

Last year, the English Language Development Department purchased a classroom set of laptops along with twenty iPods for student use. This year, the school has purchased two more COWS (seventy computers) for student use, specifically one to support our TV production program (DVTV) and the other to support the Business Tech Academy’s Virtual Enterprise program. As previously mentioned, the District has increased the school’s bandwidth and wireless network. The new SIS system (Aeries) will go live in the fall. The staff is committed to offering students blended learning opportunities and incorporating technology for research and presentations. Our new robotics program is entering their first competition at University of California Davis this spring. A priority for the Deer Valley staff remains to obtain more technology, get more training while doing the same for students. Being more “college and career ready”, developing proficient technological users and having access to the latest innovations is our mindset for students and staff alike.

Section V: Schoolwide Action Plan Refinements

- **Comment on the refinements that have been made to the schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues.**

The Deer Valley Schoolwide Action Plan was revised in October 2016 after the WASC visiting committee's report and recommendations were analyzed. The Deer Valley WASC Leadership Team and focus groups reviewed the six recommendations. Together they revised the schoolwide goals to address the needs indicated in the recommendations. Additional needs were identified through discussions with stakeholders and staff.

The 2015 Action Plan addressed six areas of need:

1. Improve student engagement in a 100-minute block through rigorous instructional strategies that are aligned to clearly stated objectives.
2. At a minimum of once per quarter, teachers will utilize meeting time within their departments to work collaboratively in analyzing formative and/or summative assessment data to develop re-teaching strategies for the goal of improvements in identified areas of needs objectives.
3. By Fall 2016 teachers and staff will have access to computers and technology needed to perform job duties
4. Staff will provide all students, including under achieving subgroups, the opportunity to receive a high-quality education through the delivery of rigorous curriculum following state aligned standards and A-G college requirements.
5. Improve school culture by increasing levels of communication between all stakeholders and improving school appearance in many areas.
6. Using student achievement data, relevant research, faculty needs, site and district goals, teachers in each Academy will collaborate to create professional development to build effective pathways that serve the individual needs of each student.

The WASC focus group examined these six goals and determined the need to improve upon these goals and include the recommendations from the visiting team. The focus group determined that from the original six goals, the following has been accomplished with fidelity.

Goal #1 accomplishments and schoolwide improvements

- All academies sent representatives to Project Based Learning and Cross-curricular training during summer 2016.
 - Teachers collaborated on projects and curriculum to include directly in departments and academies for the 2016-17 school year.
- Professional Development was developed and presented on the 100-minute block. Department Chairs shared best practices.
- Cultural Responsive Pedagogy Training was implemented to during the 2016-17 beginning of the year Professional Development. It will be incorporated as an ongoing series throughout the school year.

- Teachers and Staff attended AVID training and AVID program was implemented for the 2016-17 school year for sophomores.
- Three teachers attended a two-week intensive training for Project Lead the Way Bio-medical classes.
 - Project Lead the Way is now implemented in 9-11th grade and capstone class will be added for the 2017-18 school year with one more teacher being trained.
- Teachers and staff attended CTE training and workshops at Diablo Valley College (DVC), they will be working with DVC and Los Medanos College (LMC) to implement more dual-enrollment programs at the High School level.

Goal #2 accomplishments and schoolwide improvements

- Data Evaluation to drive “data-informed” decision making
 - Administration created a form to organize discussion around data-informed collaboration within departments
 - ILT requested collaboration time in Spring 2017 to develop a common list of questions to drive data-informed discussions
 - ILT requested to create a timeline for data-informed collaboration for the 2017-18 school year (by quarter)
- Data Evaluation and “data-informed” decision making department accomplishments and improvements.
 - Physical Education Department: analyzed mile times
 - All PE staff collaborated and reviewed the association between BMI and mile times and developed a program to improve times with the goal of passing the Physical Fitness Tests.
 - Social Science Department: analyzed “Fire Writing” and Document Based Questions
 - All social science staff brought writing samples to discuss integrating writing assignments into Social Studies curriculum.
 - All social science staff brought samples of writing at low, medium and high levels with the goal of improving writing instruction.
 - English Department began quarterly meetings to discuss benchmark assessments this semester (Fall 2016)
 - Performing Arts Academy: staff in the academy met with all academy freshman who received a grade of “D” or “F” on a quarter report card and with this baseline data, established a goal to reduce the number of D’s and F’s received by academy students by 20%.
 - Academy staff conducted personal conferences with each student on the freshman “D&F list”.
 - Science Department: Established a “Universal Lab” per subject
 - Department staff met quarterly and compared results, claims with evidenced based reasoning, and evaluated every response with the goal of improving instruction in NGSS science standards and writing across the curriculum.

- World Language Department: reviewed policy regarding students who fail or earn a “D” in a World Language course.
 - Discussed with counseling and administration, and reviewed the use of a waiver to be signed by parent, student, teacher, counselor stating they understand low grades don’t count for college acceptance, and it is not recommended to move on to the next level.
 - The department discussed students who didn’t pass one language and switch to another, how to help them be successful in second language.

Goal #3 accomplishments and schoolwide improvements

- All teachers received new desktop computers by Fall 2016.
- Teachers and staff have access to projectors and ELMO’s
- Teachers and staff have access to COWs (Carts on Wheels) for use during classroom activities and SBAC testing.
- ELD classes have an iPad cart and a Computer on Wheels (COW).
- Project Lead the Way and Bio-med classes have also received a COW.

Goal #4 accomplishments and schoolwide improvements

- The staff handbook was created in Summer 2016 to include all core standards for teacher and staff reference.
- Improved and increased the “College Going Mindset” for students and staff
 - “Collect All 15” A-G campaign rolled out to students
 - A-G list is on the back of all student ID’s
 - Students to receive buttons for lanyards as they complete each letter.
 - Transcript Evaluation Service is being implemented during 2016-17 to review student’s progress on A-G and award A-G buttons.
 - A-G requirements were rolled out to staff
 - Letters in each A-G corresponding classroom
 - Posters in all offices, library, cafeteria
 - Professional Development presented by counselors at the beginning of the year staff meeting
 - As part of the CAPP Math Grant, students completed the “Mission Admission” game that encourages college-going culture; students received prizes and learned the admission process.
 - Added additional A-G qualified courses
 - Virtual Enterprise
 - Statistics
 - Introduction to Robotics
 - Medical Interventions
 - AP Italian
 - AP Research and AP Seminar have been approved by the College Board and we anticipate that the AUSD Curriculum Council will approve for the implementation during the 2017-18 school year.

- AVID program will expand in upcoming school years. Current program for 10th grade students and 11th and 12th grade AVID tutors
- Visit by Janet Napolitano, President of the UC system
 - Assembly to all Deer Valley students regarding college readiness and access to higher education with speeches by Janet Napolitano, Eloy Ortiz Oakley (Incoming Chancellor of the California Community Colleges), former Deer Valley student and Cal Berkeley graduate, Hamed Suleman, and congressman Jerry McNerny.
 - Meeting between Janet Napolitano, Deer Valley and District Secondary Counseling Staff regarding UC admissions and review of recent data regarding financial aid, admissions and college readiness.
 - Brochure provided by UC President for Deer Valley discussing Deer Valley specific data and encouraging students to apply to the UC.
- Counselor and Administrator meeting with representative for Sac State regarding the “CSUS/Deer Valley Pipeline”
 - Reviewed the difference between “college eligible” and “college-ready”
 - Began planning the coordination of resources to assist students with college readiness assessment prep, i.e. ELM and EPT for graduating seniors.
- AAMAI summer bridge students are participating in groups with counseling staff to review grad requirements, set four year plans, and improve understanding and completion of A-G qualifications.
 - Counselors coordinated with LMC director of EOPS program to include college mentoring and increased access to resources at the community college level for AAMAI students.
- Counselors coordinated with district staff and community organizations to increase student participation in the HBCU College Fair for the 2016-17 school year.
 - 107 seniors participated, 44 received scholarship and admission offers and 8 students received full-ride college tuition offers.
 - Total Scholarship monies offered = \$2,597,824
- Common Core Training for new staff and Special Education Staff
- Special Education staff using common core aligned curriculum for all core courses.
 - Attending department meetings and collaborating with departments to improve teaching strategies for students with special education needs in general education settings.

Goal #5 accomplishments and schoolwide improvements

- School Appearance
 - Football field was replaced with new sod.
 - Vegetable garden project started through a grant, students participate in garden project through afterschool club, as well as in the Deer Valley Community Based Instruction, Special Education Adult program.
 - Outdoor basketball courts repaved and painted

- Steam cleaning of all carpets and cleaning of all linoleum in classrooms and indoor spaces.
- New diving boards in pool area.
- Deer Valley Campus Beautification Days, more scheduled form 2016-17 school year.
- Increase Communication
 - Invited students and parents to participate in WASC meetings and process
 - Increased the Deer Valley Social Media Presence through:
 - Deer Valley Facebook and Instagram
 - Deer Valley Counseling and Career Center Facebook and Twitter
 - Deer Valley Athletics and Leadership Twitter
 - DVTV Facebook, Twitter, Snapchat, Instagram
 - Superintendent of Antioch started Facebook and Twitter page that promotes positive Deer Valley activities to overall Antioch community.
 - PBIS school-wide implementation 2016-17 school year.
 - Professional Development provided during Fall 2016 staff meetings
 - Teachers and staff equipped to provide students with positive reinforcement of positive behavior through Pride Paw Prints.
 - Principal's communication:
 - "Good-News": Sunday evening all-call to parents, showcasing the week's positive events, activities and honors.
 - Coffee with the Principal: monthly morning drop-in for parents and community members to spend time with and ask questions of the school Principal.
 - Principal meeting with student advisory: student's share positives about school and express concerns to be addressed by the administration
 - Increased use of school marquee to showcase events, activities and student and school honors.
 - Expansion of Unified Sports program bringing varsity high school athletes together with students with special needs to compete in athletics against other area high schools. Expanded from Basketball only, to Basketball, Soccer and Bowling during the 2016-17 school year.
 - Expansion of Restorative Justice and Peer Mediation Program
 - Additional students and staff trained in Peer Mediation during Fall 2016 including site safety and counselors
 - Positive interventions performed by staff (administrators, counselors, and site safety) and peer mediators total 121 interventions for the start of the 2016-17 school year.
 - PBIS, Restorative Justice, and Peer Mediation interventions have led to a reduction of school suspensions by 53% when comparing August-November 2015 to August-November 2016 data (eSchool, 2016).

Goal #6 accomplishments and schoolwide improvements

- The Deer Valley administration developed a survey to assess the staff professional development needs and wants, and scheduled “late-start” professional development around those topics.
 - Professional development lead by site based teachers and staff
- Academy lead teachers meet at the district level to review district academy priorities and site based needs.
- Multiple pathways developed within each Academy
 - ACE Academy Pathways: Robotics, Bio-medical, Visual Arts, General Studies
 - Performing Arts Pathways: Music (voice and instrument), Acting (tech and performance), Dance
 - Law and Justice Pathways: Law, First Responders (pilot for 2016-17 school year, discontinued for 17-18 school year by district)
 - Business Pathways: currently under development
 - Non-themed: Allows students to pursue interests across academy lines, or in career and technical education.

Our Action Plan Refinement

The Deer Valley WASC report was written during the 2015-16 school year, in preparation for our spring 2016 WASC visit. Deer Valley had aligned the Academic and School Site plans with the LCAP, as of August 2016. The WASC Visiting Committee provided Deer Valley with six recommendations. The revised action plan considers the six recommendations, as well as the needs identified by our school community.

The WASC coordinator continues to work closely with Deer Valley’s school community to revise the report. With input from stakeholders, the six recommendations were revised and incorporated into the existing six goals that are aligned to the school academic plan and the district LCAP. The updated six goals were discussed during our WASC whole school meetings. Tasks were assigned and implemented.

The updated goals are as follows:

1. Improve student engagement in a 100-minute block through rigorous instructional strategies that are aligned to clearly stated objectives
2. At a minimum of once per quarter, teachers will utilize meeting time within their departments to work collaboratively in analyzing formative and summative assessment data to develop re-teaching strategies for the goal of improvements in identified areas of need.
3. Improve access to technology for teachers, staff and students needed to perform job duties and/or school-related tasks.
4. Staff will provide all students, including under achieving subgroups, the opportunity to receive a high-quality education through the delivery of rigorous curriculum

- following state aligned standards and A-G college requirements.
5. Improve school culture by increasing levels of communication between all stakeholders and improving school appearance in many areas.
 6. Using student achievement data, relevant research, and a lens on site and district goals, teachers in each academy will collaborate to build effective pathways that serve the individual needs of each student.

Deer Valley High School 2015-16 Schoolwide Action Plan

Goal # 1: Improve student engagement in a 100-minute block through rigorous instructional strategies that are aligned to clearly stated objectives.

Growth Targets

- Teachers will post learning targets agenda and common core standard daily using schoolwide whiteboard configuration
- Engage Students throughout the 100 minute block period using active student participation strategies and explicit direct instruction to better meet our academic goals
- Teachers will utilize rigorous instructional strategies, and will clearly state their objectives for the 100 minute block.
- Deer Valley teachers and staff who were identified in the Instructional Leadership Team (ILT) meeting in the 2015-16 school year will present best teaching practices that promote student engagement, during faculty meetings and “late-start” professional development meetings.
- All teachers’ evaluations will have a focus on Active Student Participation strategies, as outlined in preconference evaluation meeting.

Schoolwide Learner Outcomes

- Self-Directed Learner
- Critical Thinker/Problem Solver
- Proficient User of Foundational Skills

Rationale

- Improve student engagement and success.
- Engagement will increase students’ scores plus attainment of A-G requirements
- Students’ time will be better utilized for learning
- Instruction should reflect stated objectives as per district requirements

Goals	Time Line	Who Monitors	Measurement
<p>Teachers will collaborate during department and Academy meetings to create common lesson plans which provide differentiated instruction and active student participation during the 100-minute block.</p>	<p>October, 2014 – June, 2017</p>	<p>Principal, Assistant Principals, Department Chairs</p>	<p>Increased test scores on all test measures showing improvement by 15%</p>
<p>Teachers will also develop lesson plans to meet needs of all learners by utilizing the full 100 minute blocks</p>	<p>Ongoing</p>	<p>Teachers, Assistant Principals</p>	<p>Multiple instructional strategies that can be shared between teachers in all disciplines and cross curricular</p>
<p>With the input from ILT, administration will implement guidelines and processes for teacher-lead professional development on the use of instructional strategies that promote student collaboration, engagement, and problem-solving through differentiated instruction, while fully utilizing the 100-minute block.</p>	<p>August, 2016 – Ongoing</p>	<p>Principal, Department Chairs, Academy Teachers</p>	<p>Common Core Network Meeting, site level meeting agendas reflecting progress.</p>
<p>In department meetings, teachers will continue to collaborate on best practices to address each common core or NGSS content standard.</p>	<p>August, 2015 – Ongoing</p>	<p>Department Chair, Teachers</p>	<p>Department agendas and minutes,</p>

<p>Department Leads in core content areas (English, Math, Social Science and Science) will continue to meet in their Common Core Network (all department leads for the subject area across the district) to address instructional strategies, curriculum, projects, pacing guides and formative/summative assessments.</p>	<p>August, 2015 –June, 2017</p>	<p>School District Curriculum Counsel Department Chairs Academy Leaders</p>	<p>Student progress and minutes from the meetings and professional development</p>
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Goal # 2: At a minimum of once per quarter, teachers will utilize meeting time within their departments to work collaboratively in analyzing formative and/or summative assessment data to develop re-teaching strategies for the goal of improvements in identified areas of needs objectives.

Growth Targets

- Reduce the amount of students who receive multiple “D” and “F” grades
- Through data analysis teachers will share best practices at least once per month in department or Academy meetings
- All common core subjects will administer at least one formative and summative assessment per quarter and will use department meeting time to analyze the data from the assessments

Schoolwide Learner Outcomes

- Critical Thinker/Problem Solver
- Effective Communicator
- Proficient User of Foundational Skills
- Person of Character

Rationale

- All students need to perform at levels that ensure further educational opportunities

Goals	Time Line	Who Monitors	Measurement
Schedule site-level professional development that targets the use of formative and summative assessments as well as “data-informed” decisions.	October, 2014 – Jan, 2017	Principal, Vice Principals	Increased scores on formative and summative assessments
Department leads will continue to meet in their common core networks to review and improve best practices for formative and summative assessments.	December, 2015 – December, 2017	Department Chairs, Vice Principals, District Curriculum Council, Teachers	Multiple instructional strategies that can be shared between teachers in all disciplines and cross curricular
Teachers will share best practices based on obtained data from formative and summative assessments in monthly department and Academy meetings.	August, 2015 – Ongoing	Teachers, Department Chairs, Academy Leads	Increase in student achievement, report cards and GPA
Academy lead’s, counselors and administrators will review D and F lists quarterly and provide students with appropriate interventions including, but not limited to, SST meeting, student/teacher/parent conferences, after-school enrichment, teacher-led tutoring, peer tutoring, etc.	August, 2015 – Ongoing	Department Chairs, Teachers, Counselors, Academy Leads	Decrease is students with D&F’s, courageous conversations and increased interventions.

Goal # 3: Improve access to technology for teachers, staff and students needed to perform job duties and/or school-related tasks.

Growth Targets

- Increase and improve Wi-Fi infrastructure available to all staff
- Increase teacher proficiency of district-defined student information system, teacher/staff portal and increase use of and proficiency of Google classroom
- All teachers will have access to and be proficient users of document cameras
- Work with district personnel to implement a Wi-Fi network available for students and guests
- Increase student access to technology necessary to complete school-related tasks and assignments.

Schoolwide Learner Outcomes

- Self-Directed Learner
- Critical Thinker/Problem Solver
- Effective Communicator
- Proficient User of Foundational Skills

Rationale

Need to prepare all students for the use of technology as a part of their further learning and everyday use

Goals	Time Line	Who Monitors	Measurement
Begin to move toward Blended Learning opportunities for all students	August 2016 – Ongoing	Teachers District Computer Specialists	Technology will be utilized in all classes in preparation for work-based skills necessary for advanced education and work training
Teachers will incorporate technology into all classes. Teachers will use programs such as GoogleDocs to work with students	December 2015 – Ongoing	GoogleDocs Specialist, Teachers, Vice Principal	Increased skills and use of technology in using data to drive instruction for all students
Train all teachers of effective use of district defined student information system, teacher portal and google classroom, targeting new teachers at the start of each school year.	August 2015 – Ongoing	Site Trainer(s), Department Chairs	Seminars held, Sign in sheets
Improve and increase available technology for assessment creation and review	August 2015 – June, 2017	Site Testing Coordinator	New IT equipment in place

<p>Deer Valley Administration will collaborate with district personnel to review the structures necessary to begin work on the Wi-Fi network available to guests and students.</p>	<p>December 2016</p>	<p>District Personnel, Administration</p>	<p>Wi-Fi capability and access</p>
<p>Purchase additional computers on wheels (COWS), totaling 120 student computers for student use to improve access for SBAC Testing and support of Work-based learning opportunities</p>	<p>March 2017</p>	<p>Administration, Site Testing Coordinator</p>	<p>New equipment in place</p>

Goal # 4: Staff will provide all students, including under achieving subgroups, the opportunity to receive a high quality education through the delivery of rigorous curriculum following state aligned standards and A-G college requirements.

Growth Targets

- Increase number of students graduating with A-G requirements by 5%
- Increase the number of students who know the A-G requirements by 10%
- Increase students successfully completing AP/Honors courses by 5%
- Increase number of students who participate in the HBCU college fair and receive on the spot admissions and scholarships by 10%
- Increase SBAC standard met or exceeded by 5% each year
- Increase student access to high quality credit recovery opportunities through development of site implementation of night school

Schoolwide Learner Outcomes

- Self-Directed Learner
- Critical Thinker/Problem Solver
- Effective Communicator
- Proficient User of Foundational Skills
- Person of Character

Rationale

Deer Valley will increase the success rate for all students through the measurements from formative assessments and state-based common core testing. This expectation will be for all students, and will be measured for all students and all subgroups.

Goals	Time Line	Who Monitors	Measurement
Inform all stakeholders of “college-going” mindset through continued distribution of materials that emphasize A-G requirements.	August, 2015 – Ongoing	Teachers, Counselors, Administrators	Continued number of students who matriculate to post baccalaureate training
Increase the number of Black/African American and Hispanic/Latino students in advanced placement (AP) and Honors courses through advertising (D/TV, posters, fliers), colloquium (elective, AP/Honors fair), PSAT results indicating AP readiness, and direct recruitment by teachers, counselors and administration.	August, 2015 – Ongoing	Counselors, Teachers, Administration	Increased enrollment in AP/Advanced/Honors Classes for AA and Hispanic/Latino Students
Increase the graduation rate by emphasizing that all post-secondary options, including vocational training and military, require a high school diploma.	August, 2015 – Ongoing	Counselors, Administration	Student/Counselors meetings and presentations
Counselors will administer a survey yearly during grade level classroom presentations to determine students’ knowledge of the A-G requirements.	August, 2015 – Ongoing	Administration, Counselors	Survey Completion

<p>Counselors in conjunction with the Career Center Technician and district AAMAI personnel will create and distribute promotional material targeting the HBCU's and the HBCU college fair to increase attendance and admittance.</p>	<p>March, 2016 – January, 2018</p>	<p>Administration, Counselors, District Personnel</p>	<p>Materials and student surveys from HBCU college fair</p>
<p>Stakeholders will continue to develop a plan that addresses the Common Core State Standards with professional development and collaboration across the curriculum to design rubrics, lessons, and discuss methods of instruction to improve student's writing skills.</p>	<p>January, 2016 – Ongoing</p>	<p>Administration, Teachers, District Personnel</p>	<p>Progress and completion of products</p>
<p>Successfully implement SBAC preparedness by stressing importance in Sophomore/Junior classes and adopting a positive SBAC culture like that of previously implemented CAHSEE prep.</p>	<p>January 2016- Ongoing</p>	<p>Administration and District</p>	<p>Student/Teacher participation in SBAC</p>
<p>Counselors will continue to identify all junior students with credit deficiencies in core academic classes and recommend appropriate credit recovery options.</p>	<p>October 2016 - Ongoing</p>	<p>Counselors</p>	<p>Number of Seniors on-track for graduation at the start of Senior year.</p>

Goal # 5: Improve school culture by increasing levels of communication between all stakeholders and improving school appearance in many areas.

Growth Targets

- Increase participation in annual schoolwide campus clean-up day by 20%
- Stakeholders will increase the level of efficacy of google-doc implementation for WASC, best practices and information sharing by Fall 2016
- Increase parents and students involved in after-school sports, clubs and activities by 5%
- Introduce Culturally Responsive Pedagogy during professional development to promote positive relationships between staff and students.

Schoolwide Learner Outcomes

- Self-Directed Learner
- Critical Thinker/Problem Solver
- Person of Character

Rationale

Pride in self is one of the most important characteristics we can ask of our students. As such, pride in the school leads students to a higher level of respect and increased educational opportunities as well as buy-in by our stakeholders.

Goals	Time Line	Who Monitors	Measurement
Through improved advertisement on the school campus and in the community, participation in campus clean-up will increase.	August, 2015 – Ongoing	All Staff Members, Clerical Staff, Student Council Members	School grounds cleaner by 50%
Recruit stakeholders for school activities and involvement through school-loop, back to school night, open house, DTV and Principal's Sunday "good-news" phone calls home.	December, 2015 – Ongoing	Administration, PTSA, Vice Principals	Lessons designed so that all students coming new to campus will understand norms to keep the campus clean
Professional development will be provided by a site based technology specialist for the purposes of informing classified staff, teachers and parents on the use of appropriate technology, i.e. school-loop, GoogleDocs, etc.	December, 2015 – Ongoing	Tech Coordinators, All staff	More community involvement
Continual incentives for all students to take pride in the school and perform clean-up activities	December, 2015 – Ongoing	All Staff	Campus appears cleaner and decrease in litter.
Set expectations for all students to keep the campus clean	August 2016- Ongoing	All Staff	Campus appears cleaner and decrease in litter.

<p>With input from the ILT, administration will implement professional development strategies regarding Cultural Responsive Pedagogy throughout the school year.</p>	<p>August 2016 – Ongoing</p>	<p>Administration, All Staff</p>	<p>Increased use of culturally responsive pedagogy, as observed during teacher observations</p>
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Goal # 6: Using student achievement data, relevant research, and a lens on site and district goals, teachers in each academy will collaborate to build effective Pathways that serve the individual needs of each student.

Growth Targets

- 100% of Deer Valley Students will be members of an academy by 2018-2019 school year.
- Increase presentations at all Antioch Unified School District middle schools Academy Night Fairs
- Increase student participation in both co-curricular and cross-curricular academy activities.
- Review and implement restructuring of course sequences to better meet the needs of students in each academy.
- Collaborate with industry leaders.
- All academies will increase access to work-based learning opportunities that allow students to gain industry experience by 2017-18 school year.
- Increase the amount of site-driven, teacher-led professional development around co-curricular and work-based learning opportunities.

Schoolwide Learner Outcomes

- Self-Directed Learner
- Critical Thinker/Problem Solver
- Effective Communicator
- Proficient User of Foundational Skills
- Person of Character

Rationale

Student success can be improved when all students feel a part of a smaller learning community. By ensuring that all students have this experience, we will increase student self-esteem and understand pathways for their future.

Goals	Time Line	Who Monitors	Measurement
Create and implement an outreach program with students and parents using department and Academy guidelines to articulate with middle school staff to ensure proper 9th grade placements	August, 2015 – Ongoing	Administration, Academy Leaders, Counselors	Increase of 50% student involvement in Academy programs
Explore opportunities to expand career based and CTE courses by surveying student preferences to design programs that meet the needs of students.	December, 2015 – Ongoing	Administration Teachers Academy Leaders	Increased student participation in Academy programs by 50%
Establish a schedule for teacher training and teacher release time for collaboration on building effective Pathways using student achievement data.	August, 2016 – August, 2017	Administration, Academy Leaders	Better participation by local businesses and increase in support for Deer Valley
Academy leads will collaborate and share best practices regarding co-curricular activities.	August, 2016 – June, 2017	Academy Leaders Teachers	Academy meeting notes
Academy leads along with student ambassadors will showcase academies to garner business and industry support.	December, 2016 – Ongoing	Stakeholders, Academy Leaders	Participation in chamber of commerce academy showcase.

Professional development will be scheduled during academy meetings to discuss co-curricular and work-based learning opportunities once per quarter.	January, 2016 – Ongoing	Academy Leaders Department Leads	Academy meeting notes
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