

Organizational

Profile



DEER VALLEY
Unified School District



Table of Contents

P.1 Organizational Description

P.1a. Organizational Environment 3

P.1a (1) Educational Program and Service Offerings 3

P.1a (2) Vision and Mission 4

P.1a (3) Workforce Profile 5

P.1a (4) Assets 5

P.1a (5) Regulatory Requirements 6

P.1b Organizational Relationships 7

P.1b (1) Organizational Structure 7

P.1b (2) Students, Other Customers, and Stakeholders 8

P.1b. (3) Suppliers and Partners 9

P.2 Organizational Description

P.2a Competitive Environment 10

P.2a (1) Competitive Position 10

P.2a (2) Competitiveness Change 10

P.2a (3) Comparative Data 11

P.2b Strategic Context 12

P.2c Performance Improvement System 12

P.1 Organizational Description

Internal Oversight

Welcome to Deer Valley Unified School District (DVUSD) and our commitment to Continuous Improvement, performance excellence, and quality and equity for all staff and students.

Located in Arizona, DVUSD serves Phoenix, Glendale, Peoria, Anthem, New River, Cave Creek, and the unincorporated areas of Maricopa County. DVUSD covers over 367 square miles and is one of the largest PreK-12 districts in the state with 40 brick-and-mortar schools, 1 brick-and-mortar alternative school, 1 private day school, and 1 K-12 online school. DVUSD is one of the top school districts in Maricopa County with currently 92% of schools receiving A or B state ratings (2021). The district offers prekindergarten through grade 12 public school education for students. The primary service provides curriculum, instruction, and assessment in the core areas.

P.1a Organizational Environment

P.1a (1) Educational Program and Service Offerings

Our curriculum stems from the Arizona Academic Standards. We address individual student needs through rich varied instruction, a wide range of sports, and a full array of fine arts and extra-curricular activities. Teams of teachers, with input from parents and students, work together to ensure innovative, creative, rigorous, and relevant learning grounded in the Arizona state academic standards.

Our instructional program assures that our students' preparation enables them to demonstrate proficiency in all content areas. Teachers utilize formative, summative, and benchmark assessments in each academic level and content area to give ongoing feedback regarding student progress. This allows for adjustments in the delivery of curriculum and differentiation to meet individual student needs. The district benchmark assessments align with the Arizona Academic Standards and provide one component of a balanced assessment system designed to provide ongoing data for improvement.

The current Strategic Plan focuses on three district priorities Multi-Tiered System of Support (MTSS), Social and Emotional Learning (SEL) and Safe Learning Environments, and Future Ready/College and Career Readiness Skills. The three priorities for student learning provide a coherent focus for continuous improvement to fulfill our district mission by building a collaborative and cohesive culture that systemically supports extraordinary achievement for all.

DVUSD provides a full continuum of PK-12 services to students on Individual Education Plans (IEPs) with learning disabilities, behavioral and emotional disorders, physical or intellectual disabilities, developmental delays, etc. Vista Peak (VP) our K-12 private day school serves exceptional students who qualify for a private level of specialized instruction. DVUSD also adheres to Section 504 and offers reasonable accommodations

to students who are eligible. Both services under Special Education and Section 504 provide access to a Free Appropriate Public Education (FAPE). Our district currently serves approximately 973 English Language Learners (ELL) across all grade levels. Gifted-identified students in K-8 have enrichment and acceleration opportunities through gifted cluster classrooms and content replacement programs such as Bright Child Kindergarten, SAGE, Renaissance Highly/Profoundly Gifted Academies, advanced content middle school classes, and International Baccalaureate Middle Years Program (IBMYP). Additionally, Mandarin Immersion programs are offered at Gavilan Peak, Diamond Canyon, Desert Sage, Hillcrest Middle School, and Boulder Creek High school, and Spanish Language Immersion is offered at Union Park. High school students may also opt to attend Career and Technology Education (CTE) courses with state certification programs. Other high school options include the International Baccalaureate Diploma Program (IBDP), Advanced Placement (AP), and the opportunity to earn early college credit in high school through dual enrollment coursework, Associate of Arts college degrees, or the Ace Plus Program. High school and middle school students may also choose from 175-course offerings within Aspire, Deer Valley's K-12 Online Academy. DVUSD has 13 Title I schools and two of these schools offer extended day services through the 21st Century Grant.

P.1a (2) Vision and Mission

Our District culture reflects a commitment to the principles and practices of Continuous Improvement. In DVUSD, we frame our work on Continuous Improvement, with a mindset of high expectations for all staff and students.

DVUSD Vision: Graduating lifelong learners who will successfully compete, lead and positively impact the world.

DVUSD Mission: To provide extraordinary educational opportunities to every learner.

Our core values include:

RAISE the bar of #Extraordinary!

- **Respect:** We treat each other with dignity
- **Accountability:** We fulfill our commitments
- **Integrity:** We are honest and ethical
- **Student Driven:** We put students first
- **Excellence:** We strive to be extraordinary

Each of our organizational systems fosters integration and alignment. This strategic cohesion ensures a process and results-oriented focus to achieve our mission. Students and staff embody performance excellence and high expectations. Our strategic plan serves as the foundation for our Continuous Improvement work.

The DVUSD Strategic Plan consists of four key strategic priority areas:

1. Excellence in Student Learning
2. Excellence in Workforce Performance
3. Excellence in Stakeholder Relationships
4. Excellence in Organizational Improvement and Accountability

The district’s Campus and Department Improvement plans align to the DVUSD Strategic Plan. Employees develop and align their Individual Professional Plan (IPP) goals and Student Learning Objectives (SLO) to Improvement plans, ensuring our entire district is supportive of our mission, vision, and core values.

P.1a (3) Workforce Profile

We have 3,691 staff detailed in **Figure P1**. This equates to 2092 Certified Full Time Employees (FTE) and 1599 Classified Full-Time Employees. The varied educational requirements for employee groups and segments stem from those mandated by state and federal law. All certified employees must hold a minimum of a bachelor’s degree. Certified administrators hold a master’s degree or above. Classified staff must hold a high school diploma or GED.

Support for our workforce to engage in our vision, mission, and core values comes through coaching, recognition, mentoring, and professional learning opportunities. All employees align their individual work goals to support the strategic plan. The DV STAR workforce recognition program honors employees for exhibiting core values within their work environment.

Bargaining units that support employees include Deer Valley Education Association (DVEA) for Certified, Deer Valley Education Support Professionals Association (DVESPA) for Classified, and Building Leadership Team (BLT) for Administrators.

Figure P1. Workforce Characteristics Diversity

Ethnicity	Number	Percent
White	3245	88%
Hispanic	293	8.0%
Asian American	85	2.0%
African American	48	1.0%
American Indian	15	.4%
Other/Pacific	5	.1%

Employee Groups	Number	Percent
Administrators	81	2%
Certified	2011	54%
Classified	1458	40%
Exempt	141	4%

Total Numbers 3691 100%

P.1a (4) Assets

Our nearly five million square feet of facilities include 40 schools: five high schools (9-12), three middle schools (7-8), 16 K-8, and 15 K-6 elementary schools, one private day school, and an alternative educational environment for 7-12 students who struggle in a large high school setting.

We have four specialized support facilities that house Transportation, Information Services and Technology (ISandT), Facility Maintenance, Purchasing Services, Material Distribution Center (MDC), Graphic Communications, Food and Nutrition, and District Office. Community support is evident with the passing of the \$175 million bond in November 2019 a new K-8 campus, as well as technology and capital improvements including conservation efforts, capital override, and modernization projects.

DVUSD’s 3,000 desktops computers, 3,600 laptops, 24,000 Chromebooks, and 17,000 iPads are on a five to seven-year replacement cycle through the technology bond project. Interactive technologies such as SMART boards, Interactive Flat Panel displays, and student response systems engage students in the learning process.

All schools have implemented a Tech-Rich initiative. Our website and intranet (portal) facilitate communication, knowledge sharing, and resources among parents, students, and staff. Parents access student grades and assignments and staff access to payroll and benefits information. Frontline provides

an online catalog of district-offered courses and allows employees to enroll and log their professional development. Canvas offers a system for online learning. The SchoolCity assessment system provides educators with the ability to create summative and formative assessments and analyze student assessment data.

P.1a (5) Regulatory Requirements

We received district-wide accreditation in FY18 through Cognia (formerly known as AdvancED), the premier accreditation organization for continuous improvement in PK12 education. DVUSD will be renewing its accreditation in the 2023-2024 school year. Accreditation requires annual reporting and a five-year external review. **Figure P2** lists the many legal and regulatory entities. The primary regulatory agencies include the U.S. Department of Education (DOE) and the Arizona Department of Education (ADE). Curriculum mandates by the state ensure all Arizona school districts align with the Arizona College and Career Ready Standards (AZCCRS). Additionally, adherence to building codes, fire marshal, and board policies is required. All staff must meet state and federal hiring requirements.

Figure P2. Regulatory Requirements

State	Federal
Arizona Administrative Code	Affordable Care Act
AZ Auditor General	Department of Transportation
Arizona Interscholastic Association	Freedom of Information Act
Arizona Open Meeting Laws	FERPA, HIPPA, CIPA, EEOC, OCR, OSHA, USDA, ADA, FMLA
Arizona Public Records Law	Government Accounting Standards Board
AZ Revised Statutes –Title 15	Individuals with Disabilities Education Act
AZ State Retirement System	Every Student Succeeds Act (ESSA)
Uniform Systems of Financial Records	Office of Civil Rights (OCR)
	Section 504 (anti-discrimination of students with disabilities)
	United States Code (Title I)

P.1b Organizational Relationships

P.1b (1) Organizational Structure

We have a five-member Governing Board (GB) elected by popular vote for alternating four-year terms. Our Governing Board sets overall direction and policy for district management to ensure academic integrity and protect stakeholders' academic and financial interests. Management responsibilities

include hiring and supervising the Superintendent, approving all personnel and staffing changes, presiding over student and personnel appeals as requested, and oversight of all allocation and spending of district funds. Senior leadership consists of the Superintendent and Executive Cabinet (EC) as shown in **Figure P3**.

Figure P3. Superintendent and Executive Cabinet

Core Function	Leader's Title	Major Supervision Area
Governance	Superintendent	Strategic Planning, Policy, Legal Compliance, Intergovernmental Relations
Curriculum, Instruction and Assessment	Deputy Superintendent	Curriculum, Instruction, Assessment, Services, Fine Arts, Career and Technical Education, Aspire Online Academy, Instructional Technology, Gifted Education Services, Community Education Programs, including preschool programs, Library Media Services, EL, Grading Reform, Counselors, MTSS
Fiscal and Business Services	Deputy Superintendent	Facility Maintenance, Design and Construction, Transportation, Food and Nutrition, Information Services and Technology
Finance	Director	Finance, Internal Audit, Purchasing Services, Graphic Communications, Material Distribution Center
Administrative Leadership and Services	Deputy Superintendent	School Operations, Supervision of Campus Administration, Succession Planning, Federal Programs
Human Resources	Deputy Superintendent	Hiring, Retaining and Evaluating Employees, Policy and Procedure Compliance, Mentoring, Induction, Employee Negotiations, Open Enrollment, Payroll and Benefits
Student Support Services	Director	Special Education and Itinerant Services, Vista Peak School (Private School/ED-P), Early Childhood (Developmental Preschool and Head Start), Transition School to Work, School Nurses, Homebound Instruction, Medicaid/Open Care, Section 504, Federal/State Policy and Procedural Compliance
Organizational Improvement	Director	District Organizational Improvement and Strategic Planning, Campus and Department Professional Learning
Data Analysis	Director	Research, Analytics, Data Management and Dashboard, Assessment Analysis, Survey Management and Reporting
Communication and Community Engagement	Director	Media Relations, Production of Media, Public Information Requests, Business Partner Alliance, Marketing and Community Relations

Board policy and Administrative Management Guidelines (AMGs) serve as the primary vehicles for process guidance in day-to-day operations. Senior leadership develops and uses department plans and processes to ensure effective and efficient operations within the school district. The Superintendent and Executive Cabinet, with Governing Board approval, oversee the implementation of the Key Strategic Priority Areas to set the direction for the district. District leaders report the progress of goals and processes to organizations such as Parent Organization Presidents and the Interfaith Advisory Council. Community events foster connections between school, district, and home.

P.1b (2) Students, Other Customers, and Stakeholders

Within the highly competitive educational environment, DVUSD captures approximately 80% (2021) of the market segment and attracts a small percentage of its enrollment from outside the market area. The remainder of students attend a charter, private, or are homeschooled. Parent groups strengthen productive partnerships in education. Through active participation on various district and campus committees, parents and parent organizations provide a communication bridge to achieve our mission and exceed key stakeholder requirements. Key stakeholder groups and their requirements are summarized in **Figure P4**.

Figure P4. Segment Requirements and Expectations

Core Function	Major Supervision Area
Students	Safe and secure environment, rigorous and engaging learning environment, future-ready skills, a quality education, access to technology, program choice, co-curricular and extracurricular activities, positive relationships
Parents	Safe, secure and caring environment, positive relationships, volunteers, support engagement in student learning, highly qualified workforce, fiscal responsibility, a quality education, program choice
Employees	Competitive salary and benefits, safe working environment, technology, resources and tools required for the job, relevant PD, shared leadership, communication, ethical leadership, opportunities for advancement
Governing Board	Sound procedures to support policy, fiscal responsibility, execution of policy and procedures with integrity, communication
Community	Well-educated students, social awareness and responsibility, operational accountability, fiscal responsibility, college and career ready graduates, two-way communication
Business Partners	Workforce-ready graduates, 21st century skills, career and work ready graduates with effective work habits and ethics
Community Colleges and Institutions of Higher Education	21st century skills, college and career ready graduates with effective work habits and ethics, partnership with educational programs, students ready to succeed at the college level

P.1b. (3) Suppliers and Partners

We actively seek and develop partnerships with businesses. A collaborative relationship with these businesses contributes to the cultural and financial support of public schools. DVUSD is dependent on local taxpayers to fund operating budgets. Sustaining community support of funding protects allocated resources. To ensure these efforts, relationships established with businesses and a number of partners enhance programs and services provided to students. We are a member of Western Maricopa Education Center (West-MEC), a joint technical education district, offering expanded and innovative programs and CTE signature programs at our high schools. Partners and collaborators include parents, businesses, community members, booster clubs, Arizona Interscholastic Association (AIA), and multiple advisory committees. Our communication mechanisms for managing and maintaining relationships with suppliers, partners, and collaborators include both internal and external communication methods, stakeholder forums, owned media (publicity), email, and surveys. Our partners and collaborators participate on school and district improvement teams, advisory committees, and specific

taskforces. The district uses their feedback and recommendations as input for the district planning and improvement processes. Partners and suppliers work with the district to develop innovative organizational processes (e.g., energy reduction through our utility management program).

We partner with volunteers who serve students as lunch monitors, trip chaperones, classroom support and perform school office clerical tasks. Volunteer training resulted in significant increases in the number of volunteers and volunteer hours since 2007.

District suppliers include vendors on our awarded vendor list or through purchasing cooperatives that provide the best value for items and services supporting our priorities and goals. These vendors provide supplies including educational resources, office supplies, technology hardware and software, food for our nutrition program, and building maintenance equipment and supplies. DVUSD has specific supply chain requirements to ensure student and staff safety and for vendors to provide quality products and services in a timely and economical manner.

P.2 Organizational Description

P.2a Competitive Environment

P.2a (1) Competitive Position

Our reputation for educational excellence stems from being one of the highest-rated school districts based on state accountability data. Despite this fact, we face competition in hiring quality staff, providing engaging programs, and offering convenient school locations. Competition comes from surrounding school districts, charter and private schools within our district boundaries, and an expanding virtual school presence (2016). These schools have a combined enrollment of approximately 14,774 students (2016). Charter schools compete based on size, academic performance, public funding, and specialized programs. Most private schools compete based on parochial factors. To effectively compete, we have aligned financial support to expand early childhood programs, fully fund full-day kindergarten, and publicize district achievements in an effort to increase market penetration.

P.2a (2) Competitiveness Changes

We face emerging competition from online course programs, charter, and private schools, homeschooling, and the evolution of new innovative methods for technology-supported learning options. Our primary competitive advantage is our reputation to deliver a higher quality of educational services and diverse programs that our competitors do not offer. Stakeholders choose us because of our high level of success in student learning and the ability to prepare students for a career or post-secondary education.

To sustain this advantage and increase rigor to improve student learning, we:

- Focus on a commitment to organizational improvements that support performance excellence
- Provided protected time within the school day for Professional Learning Communities
- Deliver a PreK-12 guaranteed and viable curriculum
- Create a K-12 Online Academy, Aspire
- Ensure students exceed reading, writing, and mathematics proficiency as measured by state standards
- Exceed instructional technology and integration expectations for students, parents, and teachers
- Provide choice in learning environments for students and parents: in-person, online, hybrid, and evening options
- Expand collaborative efforts with post-secondary institutions
- Recruit, hire and retain highly qualified staff
- Implement teacher evaluations that include student achievement data
- Implement a compensation program for teacher performance based on student academic learning growth
- Provide compensated professional learning for classified staff members

P.2a (3) Comparative Data

We have identified top-performing competitors (benchmarks) to use for comparison of progress. School districts, departments, schools, and businesses are used to benchmark against and develop partnerships for future comparisons (**Figure P5**). At the regional and state level, we use comparison data of other districts similar in enrollment and funding. These comparative data points include state testing for math, reading, and science for grade levels third through eleventh. Dynamic Indicators of Basic Early Literacy (DIBELS) results provide comparative data for primary reading. Nationally, we evaluate competitiveness in Advanced Placement (AP), SAT, and American College Testing (ACT) for our high schools. We make financial comparisons (e.g., funding per student) to comparable districts within Arizona. School-to-school academic comparisons with charter school data are obtained from the state. A data source for private, parochial, virtual, and home school programs does not exist.

Figure P5. Comparative Data

Key Academic Benchmark			
State & Regional (Peoria, Paradise Valley, Dysart, Mesa, Cave Creek, Chandler, Scottsdale, Gilbert, Vail USD)			
State AASA Test, DIBELS, ACT, ACT Aspire, AzSCI, AZELLA			
National (ACT, ACT Aspire, SAT, IB, Advanced Placement)			
FY 21 State Assessment Proficiency Rates (% Passing)			
Grade/Content	DVUSD	State	Comparable Districts
3-8 Math	49.7	31.5	40.4
3-8 ELA	55.3	38.9	46.9
10th Math	41.7	26.2	35.0
10th ELA	45.4	31.6	37.7

P.2b Strategic Context

Our strategic plan serves as the backbone for aligning work systems and leveraging improvement. The current educational movement emphasizes the importance of higher education and career readiness in a global economy, providing more options for students upon graduation. Our strategic

challenges and advantages are identified in **Figure P6**. Our teaching and learning model ensures more students are taking rigorous and challenging courses. We provide more opportunities for students to excel at the highest academic levels to be college or career ready as high school graduates.

Figure P6. Comparative & Competitive Benchmarks

Category	Strategic Challenges	Strategic Advantages
Programs & Services	The state accountability assessment, AASA & AzSCI, AZELLA, meeting social & emotional needs of all students, implementation of multi-tiered system of supports, interventions at all preK-12 schools	Culture of organizational improvement, district-wide implementation of Professional Learning Communities, Aspire K-12 Online Academy, CTE, fine arts, full-day Kindergarten, public day school, one-to-one devices, preK-12 tech integration
Operations	Documenting district processes, program evaluation process	Aligned improvement plans (CIP/DIP, IPP, SLO), development and deployment of innovative processes
Societal Responsibility	Limited state funding, dependency on local funding initiative, benchmarking nationally for student performance, effective two-way communication with stakeholders, percentage of homeowners without students, systematic process to monitor unethical behavior	Award-winning finance department, 92% of district schools with A or B rating, supportive residents and business partners, award-winning Communications Department
Workforce	Statewide teacher shortage, employee retention, competitive salaries and benefits (certified and classified), succession planning for key employees	Certification requirements, experience of leadership, school administrators and teachers, professional learning

P.2c Performance Improvement System

We drive cycles of improvement through our Strategic Plan with aligned Superintendent goals. Each department and campus align its goals to the Superintendent’s goals, and all are reviewed and shared as part of a quarterly review process. Schools and departments focus on lead and lag measures throughout the year, analyzing progress toward goals. This key process has increased our alignment between departments, focus as a district, student learning, and results.

Key cycles of improvement include:

- FY12 Showcase in Excellence Award application to Southwest Alliance for Excellence (SWAE) for the Campus Improvement Plan (CIP) process.
- FY13, we began providing systematic quarterly feedback reviews for the Campus Improvement Plan (CIP) and Department Improvement Plan (DIP). Classroom teachers participate in a classroom learning walk-through protocol in order to observe best practices while experiencing job-embedded coaching.

Key cycles of improvement: (cont.)

- In FY14, a partnership with Intel was formed to transition the CIP process to a web-based approach. The CIP process received the Showcase in Excellence Award from SWAE. The Classroom of Excellence Program was established to recognize and honor teachers for best instructional practices. Also submitted the first organizational-level application to SWAE.
- FY15 a collaborative partnership with Intel and IS&T resulted in a web-based CIP document. A web-based DIP was under construction.
- FY16 senior leaders prioritized the SWAE feedback leading to improved practices and increased integration and alignment among departments. The web-based DIP document has been deployed.
- FY16 a Level 2 application was submitted to SWAE. DVUSD applied for and received the Organization Commitment award through SWAE. The actionable feedback gathered through the three external feedback audits, SWAE I, SWAE II, and Heinfeld, Meech & Co., Deer Valley developed the 2016-2017 DVUSD Improvement Plan.
- FY18 AdvancED systemic accreditation application and visit. Awarded AdvancED accreditation.
- FY 2018 Created new 5-Year Strategic Plan
- FY 2019 America's Best-in-State Employers, Forbes.com, 2019-2022
- FY 21 Recognition as National Model PLC district through Solution Tree
- FY 22 Twenty-Four Nationally Board-Certified Teachers, Twenty-Two National Board Candidates (In Progress)
- FY 22 Twenty-Three A+ Schools of Excellence (Arizona Educational Foundation)
- FY 22 Approved for DVUSD Teacher Certification Program for Special Education (State Department of Education)
- FY 22 Three nationally recognized Model PLC schools
- FY 22 America's Best Midsize Employer in the Nation, Forbes.com, 2022
- FY 22 Arizona Copper Medalion Award Recipient, Communications Department
- FY 22 National Gold Medallion Award Recipient, Communications Department
- FY 22 Begin process of 5 Year Strategic Plan Revision including a Portrait of a Graduate

DVUSD:
#Extraordinary
Profile

<https://www.dvUSD.org/extraordinary>



Deer Valley Unified School District No. 97

20402 North 15th Avenue

Phoenix, AZ 85027-3636

DVUSD.ORG