SELF-STUDY VISITING COMMITTEE REPORT
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

RUBEN S. AYALA HIGH SCHOOL

14255 Peyton Drive

Chino Hills, CA 91709

Chino Valley Unified School District

February 23-26, 2014

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Chapter I: Student/Community Profile

Description of Students and Community
Ruben S. Ayala High School serves students in the ninth through twelfth grades, part of a unified school district comprised of four comprehensive high schools, one continuation high school, one opportunity high school, and three alternative education centers (independent study and a virtual school). The student population comes from a diverse, well educated, and middle to upper-middle class community. The students participate in a rigorous academic curriculum and extended co-curricular and extra-curricular opportunities. Scholastically, the students consistently place at the top of schools within the county, and Ayala is currently ranked as number two in respect to the API scores. Achievement scores have risen in recent years with the school's API score from 795 in the 2008 school year to 849 in the 2012 school year. The school population met its target goals schoolwide in 2013, but not with the Hispanic student subgroup, students with disabilities subgroup, nor with the socio-economically disadvantaged subgroup. Students follow a variety of paths to graduation. Parent and community support for the school run high, as do student and parental involvement. The school's highly qualified staff supports our students as they progress through school and prepare for the responsibilities of citizen and adulthood. The Ayala High School stakeholders are fairly affluent and well educated. A small but growing number of students receive free or reduced lunch (19.5% in 2013, up from 15% reported in the last self-study report in 2008.) The area boasts a higher than average number of high school age students whose parents are extremely supportive and involved in the educational process. The student population of 2500 students mirrors the community, which is multi-ethnic and multi-cultural. It is approximately 33% Caucasian, 31% Hispanic, 21% Asian, 8% Filipino, 4% African-American, and less than 6% other ethnic groups *(Charts 2 and 3)*. The predominant primary languages are English, Spanish, and Mandarin, with a small percentage of Arabic, Korean, and Vietnamese. The report identified 72 students as English Learners in 2012. Of our EL population, 39% speak Spanish, 25% speak Mandarin, and 14% speak Korean. The other percentages of the EL population speak over 10 other languages at home primarily. These statistics have remained fairly consistent since the last WASC self study report.

Student Population, 2007-2012
Ayala High School's enrollment is growing in spite of the declining enrollment of sister schools. Intra-district and inter-district transfers are welcomed. The elective transfer system allows for students to request to come to Ayala who do not live within the boundaries. In 2012-13 alone, almost 300 students transferred to Ayala. Many special education students in the district also want to attend Ayala due to the unique collaborative model. In addition, sportsmanship, music, theater, art, and other highly successful electives continue to draw the regional population to this comprehensive high school. Ruben S. Ayala High School's student population is predominantly White/Caucasian and Hispanic, a demographic that mirrors statistics of the surrounding community. Despite a diverse number of ethnic groups on campus, intra-group tension has been minimal on the Ruben S. Ayala campus, with only minor incidents occurring, all of which were resolved quickly by campus administration and security personnel.

Enrollment student transfers/Athletics
Chino Valley Unified is in a state of declining enrollment. The administration accepts transfers from within the district and from other districts in order to increase the total population and fund the comprehensive program of the school. The population has changed relatively little since our previous self-study. Our white and Hispanic student populations increased slightly over 6 years. We often refer positively to the multi-cultural mix of our students. Ayala's students are truly mixed in social settings. There is no apparent racial tension, and students do not segregate themselves at lunch by ethnicity. A core belief of the school is that high student engagement leads to student success. Each grading period a report is published to inform faculty of students eligible to participate in sports and extracurricular activities. The eligibility rate of athletes is typically 98% or higher**.**

School's Analysis of Achievement Data

Students Struggling Academically
As part of the self study, the school looked deeply at the D/F rates to help determine groups of students who were not as successful as others. The D/F data brought up many discussions regarding the alignment of the curriculum and grading practices within the departments. After looking at this data, the staff confirmed the need for more collaboration time to more consistently align classroom rigor and grades. We have begun weekly collaboration meetings by grade and subject, and in inter-discipline teams that meet monthly. These meetings are beginning to reveal significant improvement in cross-discipline communication as we transition to the new Common Core standards in each discipline. The school was perplexed by the high number of D/F's received by the African American subgroup. Traditionally, this group has the highest level of acceptance into college. That statistics from data quest show the 2009 post secondary national transition for African American subgroups was 96%. The California transition to post secondary schools was 74% in 2007. (These years were the only years recorded by Dataquest in 2012.) We concluded that this data was worth a second look, but we classified this anomaly statistically insignificant as it is not a trend that can be identified with such a limited number of years in the sample.

At the beginning of the 2013-14 school year, Ayala looked at the Spring 2013 grades of students categorized by ethnicity. The first Inter-discipline team meetings (IDT) addressed the D/F data during 2013/14 school year. We notice a trend in our Hispanic student population has the greatest percentage of D/F rates as well as a significant number of students who did not progress according to the STAR results in 2013. This information has created an atmosphere of awareness when addressing student success.

CAHSEE data from the 10th grade Census, 2012-13
Ayala students pass the CAHSEE their first attempt. In recent years we have pushed students not only to pass, but to be GREAT and strive for 100% passage. Our fall academic rally recognizes those students who earn a perfect score on both the math and English tests.

Benchmark Data
Each core subject is given a district benchmark exam as a final exam each semester. English language arts and Math also take a mid-semester benchmark test given between the 9th and 10th week of each semester. The data below is for the fall semester of 2012. The information is collected by administration and shared with the faculty as well as the feeder schools to help determine weaknesses and strengths of student achievement. All departments recognize some flaws with the benchmark data; however, the tests have served as common assessments aligned to the CST tests. With the coming California Common Core standards and new Smarter Balance Testing Consortium in 2014, benchmark testing will need revisions. As a result, not much emphasis has been placed on the benchmark results. The earlier versions of the test did drive instruction through district pacing guides and the implementation of "power standards" each testing period emphasized in its benchmark testing. (A complete report of benchmark data broken down by subjects is available in the evidence file at the school.)

California State Testing Data- STAR results 2003-2013
Star data shows a steady increase in API scores overall with a slight decrease in student achievement on the STAR test in 2013. AHS has been above the state's goal of 800 for five years. Special education students continue to demonstrate growth in API scores. Growth in the special education student population, the English learner population, and the low socio-economic population is demonstrated as measured by API. The school holds meetings for data chats at the beginning of each school year. The district purchased software Illuminate allows teachers direct access to student scores from CST tests. Individual teachers are able to access the scores to use to evaluate their own effectiveness and to share strengths within department. Student achievement dropped slightly in 2013 at Ayala as it did in almost all high schools in the state. Teachers contribute this drop somewhat to the cancelation of the incentive program in April.

Other Data

Graduation Data
Graduation rates have remained consistently very high over the last 6 years. Ayala remains committed to reaching a goal of a 100% graduation rate; however, we do not have direct control over all students. Students who enroll in the independent study program, virtual school, and non-grads who leave school and never enroll in another high school are counted in our graduation total.

Graduates Meeting A-G Requirements
Ayala students are considered A-G eligible consistently higher than other students in the district, county, and the state. Each year we look at this data, our faculty is perplexed as to how the state reports the information. The forms which the data is formulated from have had errors in past years. For example, anatomy was not recorded one year and therefore, several students were considered ineligible on the report. Our

goal remains for all students to take the most rigorous academic program possible (Charts 10-12).

AP Equity and Excellence/Honors
The College Board produces an evaluation tool to help assess the AP program at high schools. In the calculation, students who score a 3 or higher are counted only once, regardless of how many AP exams they took and were successful in. This number is divided by the total number of students in the school. Graduating class cohort is the number of school's seniors who scored 3 or higher on at least one AP exam at any point during high school divided by the total number of school's seniors. Students who do not take the test at the end of the school year hurt the total score. This helps schools evaluate the effectiveness of the advanced placement program. The administration and staff have made a deliberate effort to increase the access of Advanced Placement classes. Our analysis of this data confirms that the gifted and talented and high achieving population have been given opportunity to excel and achieve. The parent population has requested more sections and classes, and the administration has been listening to their request and increasing the number of classes and sections in spite of the limited number of Full Time Equivalent (FTE's) due to budget restraints. Teachers attend professional development seminars and training (often at their own expense) in order to continue to meet the needs of this population. The master schedule shows 80 different sections of honors level rigor courses in 15 different subjects. These classes prepare students for the AP courses and are recommended for students who wish to take the Advanced Placement courses. Honors level courses are offered only in subjects and grade levels where AP courses are not available. For example, honors chemistry was offered until Chemistry AP course was added to the master schedule. At present, AHS has 326 GATE identified students in grades 9-12. Grade 9 has 87 students, grade 10 has 94 students, grade 11 has 80 students, grade 12 has 65 students. In addition we have 1229 students enrolled in AP courses (up from 996 last year.)

Expulsion Totals by School Year, 2007-2011
Ayala High School's students continue to be highly disciplined. Under the leadership and counsel of a trained Assistant Principal, discipline is meted equitably and consistently based on the nature and severity of offenses. Teachers are encouraged to resolve first offense, minor, non-threatening discipline problems by correcting students individually and in consult with their parents. Attesting to the focus on positive discipline on campus, only four students were expelled in three of the four preceding years for which data are available. Only non-remediable offenses rise to this level of discipline.

 Percentage of Student Body with 3 or More Unexcused Absences, 2007-2011
Although the number and percentage of students with more than 3 days of unexcused absences has declined in the past year, the Ruben S. Ayala High School faculty and administration remain concerned that too many students are missing class without a legal excuse. Contributing to the total are absences due to family vacations, parent failure to phone in an excuse, and non-medical appointments.

Faculty
Ayala's faculty is 100% No Child Left Behind Compliant in Core Classes with 90% compliant in secondary Foreign Language. Ayala continues to retain highly experienced staff members. Out of 101 faculty members in 2011-12, 4 were first year staff members, and 8 were second year staff members. The increase in class size due to California's budget crisis drastically reduced the number of new teaching staff. Of the 23 staff members hired new to Ayala in 2010, only a few remained due to layoffs. According to the CDE, the average years of service of Ayala's faculty is 13.5 years. However, eighteen new staff members were added to the faculty in the 2013-14 school year due to retirement, increased enrollment, and the addition of courses to the master schedule.

Critical identified learner needs and schoolwide learner outcomes linkage
Critical academic needs are well linked to schoolwide learner outcomes. (#1: Ayala High School must refine its process to ensure academic collaboration within and between disciplines, and devote the necessary resources to carry out its effectiveness. #2: Ayala High School must expand programs to ensure growth in student achievement for all levels of student performance. This includes Advanced Placement, AVID, Special Education, and other intervention programs for struggling students. Critical #3: Ayala High school must expand the program for English learners with a concentration on the writing process.)

Chapter II: Progress Report

Ayala High School has embraced the continuous improvement model and has made steady and consistent progress towards school-wide improvement since the 2008 visit in all areas, especially curriculum/course offerings, culture, and increasing the rigor of their instructional program.

Because the stagnation of CST scores remained constant for several years, in 2010 the school began examining their vision. The student populations were making progress but not to an acceptable degree for the staff. The main feeder school, Canyon Hills Junior High, routinely had API scores approaching 900. Staff believed API scores, near 800, did not reflect the capabilities of our students, teachers, or programs. They felt student apathy toward the test and the lack of student incentives to achieve were contributing factors to our stagnation. Staff examined student passions and the popularity of extracurricular activities and rediscovered the power of incentives. Although eligibility rates for club and athletic participation were consistently above 95%, individual programs began tutoring programs to help struggling students. Band, choir, and drama choir, for example, pair successful students with low-achieving students in a tutoring program set during school day. Extracurricular clubs, such as Mathletes and National Honor Society, also provided tutoring for students as part of their community service programs.

Staff also began serious data analysis individually, departmentally, and school wide. Discussions revealed the need for incentives for students and staff. They held town hall meetings on what intervention programs would best suit our school. Although the school chose not to change the bell schedule to integrate formal intervention, the conversations did produce further collaboration. They also linked the ability for junior and senior students to earn off-campus lunch passes based upon the success of the school on the CST as well as their individual maintenance of 3.5 GPA at each grading period.

A unique collaborative model for the special education population had enabled moderate progress for these students, but staff felt focusing on teacher placement in the general education classroom would have significant impact. The master schedule was redesigned by placing collaborative classroom teachers first and focused on placing special education students in academically rich classrooms. All special education RSP students are placed in core subject classrooms as part of the special education collaborative model and are given additional support to ensure success. These rigorous classrooms hold all students to the same high standards of expectation and academic progress. Special education teachers and aides are placed in these classrooms to provide additional support to all students, both special education and general education students.

Special Education resource student subgroups pass the CAHSEE at nearly the same rate as general education students; however, they usually require more than one attempt to pass. Although individual education plans allow for some of these students to be exempt from the CAHSEE test, staff still urges them to test with the traditional

education students, again exemplifying our desire for ALL students to achieve. These rigorous classrooms hold all students to the same high standards of expectation and academic progress. As a result, the achievement gap significantly narrowed between the special education students and the general population.

The school was founded on the principle of "The World's Greatest High School" twenty three years ago. In 2010 the school embraced motto once again. The staff began a series of conversations in faculty, department chair, and department meetings examining ways to revive the culture of high expectations. Teams of teachers were sent to local area high schools to examine their intervention programs and bell schedules. They held town hall meetings to discuss the advantages of integrated intervention hours as well as motivating overall student achievement. In honor of Ayala's 20th anniversary, the administration brought in the founding Activities Director to revisit the school's motto and begin using a common language while communicating the idea of greatness to students. The school developed an acronym which replaced the previous ESLRs (Expected Schoolwide Learning Results for the term "G.R.E.A.T: Growth, Respect, Excellence, Accountability, and Teamwork to represent our core values, reflecting high expectations for all. The school believes using a common language and developing a common vision laid the groundwork for current success.

Sports, Performing Arts, and the Special Education department began mandating grade progress checks every three weeks. Teachers were trained by fellow staff members on the usage of electronic web pages and grade books. This increased teacher participation in online grade reporting which in turn promoted increasingly effective communication with parents and students.

The staff at Ayala High School believe high expectations should be rewarded. The nationally recognized Renaissance program rewards the high expectations in an organized fashion. Student of the Month and Staff Member of the Month provide ongoing recognition as both faculty and students nominate individuals monthly. Five fully inclusive rallies held throughout the year celebrate athletic and academic excellence. Individuals who receive a "5" on the AP exams in the spring are acknowledged in the "High Five" club that fall. Students who pass the CAHSEE with a perfect score are also honored in the rallies. AHS strongly believes the extracurricular involvement of students keeps our students engaged and contributes to our success. The Ayala High School staff, in cooperation with the community, is dedicated to providing opportunities for all students to achieve in a safe and positive environment. We value our students as unique individuals and believe that involvement in academic, arts, guidance, vocational, athletics, and activity programs is the key to a successful high school experience and productive life. Our vision is to provide each student with the necessary skills, knowledge, confidence, and characteristics to be successful now and in the future.

Chapter III: Self-Study Process

Critical Academic Needs are as follows: #1: Ayala High School must refine its process to ensure academic collaboration within and between disciplines, and devote the necessary resources to carry out its effectiveness. #2: Ayala High School must expand programs to ensure growth in student achievement for all levels of student performance. This includes Advanced Placement, AVID, Special Education, and other intervention programs for struggling students. #3: Ayala High school must expand the program for English learners with a concentration on the writing process.

The school's self-study process was sound and led to achievement of goals established in the last self-study. All staff and other stakeholders support student achievement and were involved in the process. The information collected to measure school's achievement of the critical academic needs was appropriate and was a good benchmark of progress towards meeting their goals. Staff collected data from multiple sources about students and achievement and this data was analyzed and discussed with all stakeholders. The school staff's ongoing assessment of the entire school program over the years since the last accreditation has helped develop a continuous improvement model where all practices and policies are examined regularly to continue to best meet the needs of all students including mastering academic standards and meeting WASC/CDE criteria. The long-range plan as outlined by the school staff is do-able and the monitoring system appears to be sound and effective.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

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

A1.   Organization

Vision – Mission – Schoolwide Learner Outcomes – Profile
The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn. Ayala High School has been working under one clear, concise vision statement for the past three years of "*The World's Greatest High School.*" From this principle they have developed the acronym *GREAT (Growth, Respect, Excellence, Accountability, and Teamwork)* to represent their core values and the belief that all students can achieve at high levels. *GREAT* represents both the mission statement and ESLRs, which makes them easily identifiable to all stakeholders on campus. Ayala strives to provide all students with the necessary skills, knowledge, confidence, and characteristics to be *GREAT.*

Supporting Evidence: GREAT posters

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes
The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective. Administration, teachers, students and parents were involved in the process of readopting the vision statement of "*The World's Greatest High School.*" for Ayala and the mission statement of *GREAT*. Parents and students were surveyed on the previous ESLRs, and it was determined by the staff that simplified ESLRs needed to be put in place. The acronym *GREAT (Growth, Respect, Excellence, Accountability, and Teamwork)* is now Ayala's schoolwide expected learning outcomes.

Supporting Evidence: GREAT posters, staff and student surveys

Understanding of Vision, Mission, and Schoolwide Learner Outcomes
Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes. Student representatives had students in their homeroom classes identify examples of what *GREAT* looks like at Ayala High School. Parents involved in School Site Council and Parent-Teacher Association (PTSA) were involved in the understanding and commitment to *GREAT* at Ayala. Staff used collaboration time on Mondays to ensure the entire school community was involved in the development and refinement of the ESLRs, vision and mission statement.

Supporting Evidence: GREAT posters, focus group meetings (staff, students, parents)

Regular Review and Revision
The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, global, national and local needs, and community conditions. Each school year at Ayala begins with the review of the vision statement of *"The World's Greatest High School"* and the mission of *GREAT*. As a way to continue to motivate the staff to achieve the vision and mission statement, staff members are awarded with trophies for demonstrating *GREAT*ness in the classroom. Five trophies are awarded several times throughout the school year to *GREAT* teachers. Posters are displayed throughout campus to remind students to strive to be *GREAT*.

Supporting Evidence: GREAT posters, CST and CAHSEE test results

Additional Findings
Ayala's mission of *GREAT* can be seen in their high achievement levels among many different groups of students on campus. CAHSEE passage rates among SPED students mirror that of general education students. The number of students taking and passing Advanced Placement course and exams continues to grow. In 2011, Ayala High School was recognized as a California Distinguished School.

Supporting Evidence: CAHSEE test scores, API and AYP data, CA Distinguished High School, Master schedule, graduation rates

A2. Governance
Governing Board
The policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings. Ayala High School's SSC meets monthly. The School Board meets twice a month and communicates directly with administration regarding decisions and policy changes. Administration meets monthly with department chairs to disseminate information from the district and school board. Department chairs then take back information to their departments during collaboration time. PTSA also meets monthly with administration and is updated with school information.

Supporting Evidence: Focus group meetings with staff, parents and students

Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes
The governing board's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes. School Site Council members are self-nominated annually. Teachers receive information to nominate themselves through school email and flyers. Parents receive information during the enrollment process and back to school night.

Supporting Evidence: Focus group meetings with staff, parents and students

Understanding the Role of Governing Board
The school community understands the governing board's role, including how parents can participate in the school's governance.

Supporting Evidence: Focus group meetings with staff, parents and students, AVID plan, EL Master plan

Governing Board's Involvement in Review and Refinement
The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes. Ayala's SSC approves the Single School Plan for Student Achievement which encompasses the school's vision, mission, and school-wide learner outcomes. Any major changes to the SPSA require approval by SSC.

Supporting Evidence: Focus group meetings with staff, parents and students, SPSA

Professional Staff and Governing Board
There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Supporting Evidence: Focus group meetings with staff, parents and students, classroom observations

Board's Evaluation/Monitoring Procedures
There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school. Student performance and school programs are reviewed yearly by administration and department chairs. Departments create yearly goals for academic improvement. Department goals are integrated into the Single School Plan for Student Achievement. The SPSA is approved by SSC where funding and resources to carry out student academic goals is determined.

Supporting Evidence: Focus group meetings with staff, parents and students, SPSA

Complaint and Conflict Resolution Procedures
The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective. The district posts the Uniform Complaint Procedures mandated by Education Code 35186.

Supporting Evidence: Focus group meetings with staff, parents and students

A3.   Leadership and Staff

Broad-Based and Collaborative
The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents. Every Monday Ayala staff has a fifty minute time black called Common Planning Time (CPT) to use for school-wide, department or interdepartmental meetings. This allows for teams of teachers to meet and address student needs and next steps. Special education teachers, aides, and general education teachers use CPT to continue to strengthen the success of the inclusive model for SPED students. CPT is used quarterly for the AVID site team to discuss best practices, policy implementation and additional support services needed for fostering a college going environment. CPT will also be given to the new pathways programs for interdisciplinary collaboration.

Supporting Evidence: Focus group meetings with staff, CPT schedule, EL Master Plan, AVID plan, classroom observations

School Plan Correlated to Student Learning
The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement about the critical academic needs, schoolwide learner outcomes, and academic standards. Academic achievement at Ayala is directly correlated to the SPSA and ESLRs. Growth on the CAHSEE and CSTs scores by SPED students, contributes to Ayala ranking in the top two high schools in San Bernardino County. Increased focus on writing skills for EL students will aid in success on the CELDT. Additional advanced placement course offerings and the strengthening of the AVID program emphasizes high academic standards and goals outlined by the SPSA and ESLRs.

Supporting Evidence: Focus group meetings with staff, parents and students, CAHSEE and CST scores, master schedule, classroom observations

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan
There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the Single Plan for Student Achievement. Professional development and collaboration time to implement and monitor action steps of the SPSA occur within and outside the regular school day. Ayala continues to explore options for increasing collaboration time among teams of teachers through common prep times in addition to CPT. Despite fiscal setbacks, Ayala has continued to expand course offerings to fulfill its action plan for student achievement. AVID, Computer Applications 1 and 2, Sports Medicine, JROTC, digital videography, and Advanced Placement Psychology are results of allocation of resources to accomplish goals outlined in the SPSA.

Supporting Evidence: Focus group meetings with staff, parents and students, CPT schedule, master schedule, classroom observations

A4.   Leadership and Staff

Employment Policies and Practices
The school has clear employment policies/practices related to qualification requirements of staff. All teachers at Ayala High School are highly qualified for their teaching assignments. Department chairs are involved in the hiring process and building of the master schedule along with administration. Professional development continues to be offered in areas such as classroom management, attendance, technology, and advanced placement curriculum.

Supporting Evidence: Focus group meetings with staff, classroom observations

Qualifications of Staff
The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation. Along with being highly qualified, Ayala teachers are committed to ongoing professional development to ensure the needs of all students are being met. The school and district provides training and professional development to Ayala teachers. Math, English and Special Education teachers have received extensive workshops and coaching on Direct Interactive Instruction through Action Learning Systems. The district has also provided training for English and Math teachers on the implementation of the Common Core State Standards. Training and support for AVID and Advanced Placement teachers is a priority at Ayala.

Supporting Evidence: Focus group meetings with staff, parents and students, classroom observations

Maximum Use of Staff Expertise
The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to the impact on quality student learning. Staffing assignments are made based on suggestions by department chairs, leadership team and teacher preferences. Interviews for opened positions are conducted by a panel of teachers. If additional training is needed for a teaching position the school provides the teacher with professional development and training.

Supporting Evidence: Focus group meetings with staff, master schedule, classroom observations

Defining and Understanding Practices/Relationships
The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Ayala policies, charts and handbooks are available through school email, school fusion faculty webpage, and district website. New teachers participate in orientation to familiarize them with the location of these documents and resources. Professional development notebooks were printed for teachers this year to keep department documents from collaboration meetings and

professional development. Ayala teachers utilize drop box and the school's Google drive account to share documents and materials.

Supporting Evidence: Focus group meetings with staff, classroom observations

Internal Communication and Planning
The school has effective existing structures for internal communication, planning, and resolving differences. E-mail is the most essential form of communication among the Ayala High School community. Communication among Ayala staff members and students is strong. The staff continues to explore means to improved communication between administration, faculty, parents, and district personnel.

Supporting Evidence: Focus group meetings with staff, parents and students, daily bulletin posted in classes

Staff Actions/Accountability to Support Learning
The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations. Ayala is exploring further options to increase CPT among teachers for collaboration to share strategies, disaggregate data and implement re-teaching strategies. Teachers meet informally at lunch for further collaboration and observe one another's classrooms. A review of progress day has been built into the school year at the end of May to review policies and procedures. Ayala is considering moving CPT to another day due to high number of Monday holidays.

Supporting Evidence: Focus group meetings with staff, CPT schedule, classroom observations

Evaluation of Existing Processes
The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning. Student data from previous year is examine at the beginning of each school year to determine the degree successful student learning has taken place. The leadership team is composed of department chairs that are selected by members of that department. A formal process to evaluate the actions of the leadership team and student learning is currently not in place.

Supporting Evidence: Focus group meetings with leadership team

A5.   Leadership and Staff

Support of Professional Development

The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes. The school and district provides training and professional development to Ayala teachers. Math, English and Special Education teachers have received extensive workshops and coaching on Direct Interactive Instruction through Action Learning Systems. The district has also provided training for English and Math teachers on the implementation of the Common Core State Standards. Training and support for AVID and Advanced Placement teachers is a priority at Ayala.

Supporting Evidence: Focus group meetings with staff, classroom observations

Supervision and Evaluation

The school implements effective supervision and evaluation procedures in order to promote professional growth of staff. Formal evaluations are conducted every two years for teachers with permanent status. Teachers with temporary or probationary status are evaluated on a yearly basis. Teachers with ten years of service in the district can be recommended to be evaluated every five years. The evaluation process includes a pre-observation and post-observation meeting between the teacher and evaluating administrator.

Supporting Evidence: Formal/informal evaluation forms, staff memos

Measurable Effect of Professional Development

Ayala teachers are responsible for uploading benchmark assessment results and collecting district-wide writing assessments to measure student performance. Data from formal and informal observations by administration are used to determine teachers who need a mentor or coach.

Supporting Evidence: Focus group meetings with staff, classroom observations

A6. Resources

Allocation Decisions

There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions. Ayala's SSC approves the SPSA each year based on the goals of the school and the school district.

Supporting Evidence: Focus group meetings with staff, parents and students, classroom observations

Practices
There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.) Ayala's categorical budget is approved by the SSC.

Supporting Evidence: Focus group meetings with staff, parents and students

Facilities
The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes, the educational program, and are safe, functional, and well maintained. Ayala's facilities are used by all members of the community. Lighting updates to the ball fields has currently begun by the district. With the transition to the Smarter Balanced Assessment, the district is working on updating the technology infrastructure to meet the demands of the new testing requirements. Supplies such as printer ink, projector replacement bulbs, and copier equipment is maintained by school budget.

Supporting Evidence: Focus group meetings with staff, parents and students, classroom observations

Instructional Materials and Equipment
The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective. Ayala provides sufficient textbooks and ancillary materials for each student in all core content, world languages and some elective classes. Due to budget constraints and the implementation of the CCSS, textbook procurement is on hold for this school year. A technology grant received in 2010, allowed from the purchase on net books, document cameras, and projectors for each core classroom teacher. Technology is maintained by both the school and district.

Supporting Evidence: Focus group meetings with staff, parents and students, classroom observations

Well-Qualified Staff
Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career. Along with being highly qualified, Ayala teachers are committed to ongoing professional development to ensure the needs of all students are being met The school and district provides training and professional development to Ayala teachers. Math, English and Special Education teachers have received extensive workshops and coaching on Direct Interactive Instruction through Action Learning Systems. The district has also provided training for English and Math teachers on the implementation of the Common Core State Standards. Training and support for AVID and Advanced Placement teachers is a priority at Ayala.

Supporting Evidence: Focus group meetings with staff, parents and students, classroom observations

Long-Range Planning
The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, and the schoolwide learner outcomes. The district Curriculum Council meets monthly with representatives from each high school to ensure resources and course offering are appropriate for academic achievement of all students.

Supporting Evidence: Focus group meetings with staff, parents and students, master schedule, classroom observations

Areas of Strength

1. A common language of GREAT exists at Ayala High School which promotes the vision of the school. This vision has been reviewed, revisited, and is in widespread use among all stakeholders at the school.

2. Although resources are limited, the procedures and policies at the school allow for a single focus on student achievement and this process is accessible to all stakeholders.

3. The Chino Valley Unified is fiscally sound and is able to provide the current and anticipated needs of its students.

Areas of Growth

1. Collaboration inter-departmentally must be improved and made systematic to fit within the constraints of intra-departmental collaboration in order to fully implement the common core curriculum.

2. Membership in School Site Council must be comprised of stakeholders as defined by federal law including 50% school staff (1 principal, teachers, 1 other staff) and 50% community (parents and students).

3. Funding of the technology aspect of the common core will require additional resources in an already tight budget. Additional courses offered continue to squeeze the master schedule.

4. Provide counseling services for all students as aligned with National Counseling Standards including SB813 planning meetings with sophomores and the creation of a comprehensive intervention plan.

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

Supporting evidence: Focus Group meetings, counselor meeting, student and parent meetings.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1: Rigorous, Relevant, and Coherent Standards-based Curriculum

Current Educational Research and Thinking

The Ruben S. Ayala High School provides some examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for all students. As indicated, most departments of study engage students in a rigorous, instructional program. The English, Math, and Special Education departments utilize the Direct Interactive Instruction strategies. Further, the math classes are standards-aligned and students with special needs are mainstreamed and provided a differentiated curriculum where appropriate. In Social Studies, daily standards-based lesson objectives are utilized as are district-provided pacing guides and end-of-semester assessments. Also, a miscellany of projects is assigned that emphasize the ESLRs through cooperative group work. ELA classes are currently piloting software for the implementation of the Common Core State Standards. However, the 11th and 12th grades are implementing the Expository Reading and Writing Curriculum developed by the CSU system. The benefit for 12th graders using the ERWC program is the automatic admission to college level English at the CSU system upon passage. All science classes meet A-G requirements while the college prep Biology and Earth Science meet the criteria for CSU lab science. All students in science classes engage in laboratory activities weekly and "write ups" to demonstrate critical thinking, the analysis of data, the synthesis of facts, and the formulation of conclusions. Science teachers follow a pacing guide and use common assessments. In Performing Arts, all classes are A-G compliant as they meet the Visual and Performing Arts graduation requirement. Further, the performing arts classes are aligned to their respective framework. It is noted that the VAPA program is also aligned to the CCSS, though the VAPA department has narrowed the standards to 5 or 6 to ensure greater depth. All departments align their instructional programs to meet or exceed the requirements for the CAHSEE and the CST.

Supporting Evidence: CAHSEE pass scores (census), periodic assessments, final summative assessments, and rigorous writing assignments. Data: benchmark results, Illuminate data, CST data, written assessments, demonstrations. Classroom: the posting of standards, ESLRs and objectives, instructional and pacing guides, lab notes, reports, and write ups, collaborative groups, and project notebooks. VAPA Department: written, oral, and performance based on rubrics, regional and national competitions, as well as peer evaluations.

Student Work – Engagement in Learning

The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the ESLRs. Student work is used not only as a means of demonstrating the standards and how the students are meeting the criteria for the assessed standards, but also as a means to model student expectations of the work they are to produce. Project-based group work demonstrates cooperative groupings which require student accountability and teamwork. The staff believes that this group work leads to positive, real world experience. Examples of student engagement include a variety of clubs,

sports, and representative leadership – the House of Representatives – that meets monthly. Also of note is their Renaissance program which rewards students for their academic growth and success.

Supporting Evidence: art displays, classroom bulletin boards, lab notebooks, participation in the instrumental music program (over 12%) and the number of students meeting the requirements to participate in athletics and performing arts.

Accessibility of All Students to Curriculum
The instructional practices and other activities facilitate access for students with special needs throughout the instructional program. For example, students with special needs are enrolled in AP classes. Students from all socioeconomic backgrounds are represented in the AP and honors classes, and access to all programs in open to all
Supporting Evidence: AP rosters and AP Night rosters.

Integration Among Disciplines
One example of the integration among the disciplines is the adoption of the MLA style format.

Supporting Evidence: Collaboration, IDT, and Professional Development schedules.

Curricular Development, Evaluation, and Revisions
The school assesses its curricular development, evaluation, and revisions through forums and committees. Some departments are working towards common grading criteria, and a cheating policy was recently adopted for the entire school. At the beginning of each year, test data and the relevant curriculum are reviewed as a means to reflect on instructional practices. Also, counselors discuss at-risk students and their progress towards meeting the A-G requirements.

Supporting Evidence: Student agendas (cheating policy), Counseling 4-year plans, and graduation requirements.

Policies-Rigorous, Relevant, Coherent Curriculum
The school offers multiple pathways to ensure student success. Each of these pathways offers a rigorous approach to the academic program required for each student to complete the A-G requirements, as it was discovered that not all students are planning to attend college. As a result, virtual and independent study programs have been introduced. These pathways include Honors and AP sections, the Linked Learning plan, and the Special Education inclusion model. Additional support is available for all students.

Supporting Evidence: Honors and AP sections and relative growth, the Master schedule, the Linked Learning pathways plan, and the Special Education inclusion model.

B1: Additional Findings

Other findings have brought forth the understanding that students are engaging in a successful VAPA program, athletics, world languages, business, debate, fashion, and other clubs. This self-study also prompted the need to collaborate more frequently and to ensure that all programs in every classroom are rigorous. From this, it was learned that the EL students would benefit from an intensive writing course. This would serve as a means for them to be more successful on the CAHSEE and for redesignation per CELDT.

Supporting Evidence: Booster meeting attendance, school activities and culture, CPT schedule for the 2013-14 school year, as well as the master schedule.

B2: Equal Access, School-to-Career

Variety of Programs – Full Range of Choices
The counseling staff will continue to articulate with the 8th feeder schools to inform students of their options during their high school career and the criteria for being successful in high school through the orientations. This communication with students is continued during the 9th grade fall semester as a graduation plan is developed for all 9th grade students with their respective counselor. Additionally, a parent night informs parents about the criteria for meeting the A-G requirements. Each student's academic progress is then reviewed in the 10th grade. This continues through the 11th and 12th grades where the academic progress turns into a graduation check. Throughout the students' progression through high school, D/F notices are sent home. Students have access to a college and career information through the Career Center. Additional counseling is provided through the Athletics office in accordance with the NCAA, students with special needs receive IEP guidance and counseling, and underperforming/struggling students are placed on contract via the SST. All of these steps are to ensure that all students are made aware of the criteria for being successful in high school and succeeding at college entrance or being career ready.

Supporting Evidence: counseling handbook, students' 4-year plan, Career Fair Flyers and calendar, and the Athletic department schedule and website.

Student-Parent-Staff Collaboration
In addition to the articulation and planning that is completed at the beginning of each school year – teachers planning modifications and differentiation to lessons based on students' strengths and needs as indicated on the rosters – teachers collaborate with the 8th grade teachers to align specific goals in efforts to ensure that the incoming 9th grade students are successful at the beginning of the school year forward.

Supporting Evidence: IEP folders, Passports, ED benefit folders, counseling files and cum folders.

Monitoring/Changing Student Plans
The counseling staff will continue to monitor each student's progress twice each year to ensure that students are informed of their academic progress and are working toward success. As progress is reported, students are flagged for necessary intervention.

Supporting Evidence: 4-Year Plan and cum files.

Post High School Transitions
The staff will continue to facilitate transitions to post high school options through many activities such as the scholarship night where students are celebrated for their merits. It is also noted that many students are accepted to prestigious schools such as USC, UCLA, UC Berkeley, and MIT. This activity is to continue the career and college going culture for all students.

Supporting Evidence: transfer requests forms and the college acceptance letters.

B2: Additional Findings

The staff will continue to support the all students and their options for post-high school choices. The rigor in all classrooms will continue to help students transition to college. Also, the Linked Learning will continue to support students in their transitions to careers and should yield additional results. Further, expansion of the AVID, honors, and AP courses and sections as well as ROP certificate courses continue to demonstrate the commitment that the school has for the success of all students.

Supporting Evidence: the California Department of Education and the Linked Learning plan, ROP course descriptions, Career center offerings, and the master schedule.

B3: High School Graduation

The staff will continue to provide access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum by way of clubs, classroom electives, group projects, and the use of technology. The Consumer and Family science department offers learning pathways for interior design, fashion and food technologies, as well as nutrition classes. The leadership class participates in annual conferences and engages in government days. In the classroom, the ERWC program engages students in the reading and writing of texts and ideas in which they will engage after high school and beyond. To further facilitate real world applications, the Business and ROP departments have expanded course offerings to include marketing and the hiring of a fulltime technology teacher. The Social Studies department participates in an economic summit where they compete against high achieving students. In the family and consumer science department continue to facilitate students' work to real world applications in national competitions and scholarship awards. Many successes continue in the science department as they utilize laboratories for the dissection of animals and the writing of lab reports. Students also apply their scientific knowledge to two engaging activities: the egg drop and the pumpkin fall where

students predict and create component in efforts to successfully protect each from destruction upon impact. The VAPA engages students with real world participation within their performances and various presentations. And lastly, the various clubs provide leadership opportunities and rigorous opportunities for debate and public speaking.

Supporting Evidence: Econ Summit notes, Awards from USC participation, the ERWC curriculum, the Leaders for the Day, and the CAVA convention.

Meeting Graduation Requirements
The staff will continue to provide support to students who are not successful at passing the CAHSEE the first time. This support comes in the form of skills tutoring for 8-12 weeks. Counselors also meet with students each year to review graduation requirements. Counseling nights and NCAA forums are held to ensure that parents understand the criteria for graduation and participation in sports.

Supporting Evidence: CAHSEE census reports, Counseling nights, 4-year plans, and the athletic calendar and schedule.

B3: Additional Findings

The staff will continue to provide study skills classes to support students with special needs in passing academic classes as well as passing the CAHSEE, as the staff at AHS expects all students to pass the CAHSEE.

Areas of Strength
1. Students have access to a variety of courses.
2. High graduation rate, CST and CAHSEE scores, especially among Special Education students.

Areas of Growth
1. The staff will continue to expand AVID, support the creation of the Linked Learning pathways program and academies to provide support for all students' transitions to career/college.
2. The staff will look for solutions to structure, implement, and communicate to students and parents school-wide intervention programs available during the school day, afterschool, and through the district alternative education program.

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

Supporting evidence: master schedule, ROP course descriptions, ROP/Career Center offerings, Department of Education, Linked Learning Initiative, 4-year plans, Counseling Nights, athletics and performing arts schedules, ERWC Curriculum, awards from USC participation.

Category C. Standards-based Student Learning: Instruction
C1. Instruction
Results of Student Observations and Examining Student Work
At Ayala High School students in all subgroups are represented in all levels of courses. This provides students with the most rigorous content based learning in all areas.

Supporting Evidence: Master schedule, student interviews, classroom observations

Student Understanding of Performance Levels
Each staff member provides students and parents with a list of class expectations at the beginning of the school year. The class expectations detail the prerequisite skills or classes required. This information is posted on the teacher's web page in addition to staff providing both the student and the parent a hard copy which must be signed and returned. For AP students, there is an AP night for both parents and students to learn about the expectations within the AP program and courses. General and Special Education teachers collaborate to assist the special education student to access the general education curriculum.

Supporting Evidence: Teacher web page, Expectations on File with Principal, classroom observation

Differentiation of Instruction
For the college prep courses teachers present material in a compact, understandable ways and encourage critical thinking in these courses. The honors and AP programs accelerate learning and critical thinking. Many of the teachers are assigned to both levels. The grading policies have been adapted to student performance level by most classes.

Support Evidence: Master schedule, classroom observations, Course Expectations

Student Perceptions
Students understand the expectations of behavior and performance. Most teachers use an online grading program which interfaces with Fusion to assist students in keeping track of their progress. There is a need for more consistent use of uploading grades.

Supporting Evidence: Student interviews, parent interviews, Easy Grade Pro upload records

Additional Findings
Teachers work collaboratively to improve instruction to make learning more enriched and support students' academic success. Due to the District being in Program Improvement, an outside provider was brought in and provided training on Direct Interactive Instruction (DII) to English, math and special education departments targeted districtwide. These department teachers have begun to implement the DII model. Most teachers have begun to implement the DII model.

Supporting Evidence: Collaboration schedule, classroom observations

C2. Instruction
Current Knowledge
Due to limited funding, Ayala has adopted a philosophy of training of trainers. The impact has been that not all teachers have had the access to the direct training. Through collaboration time, teachers are able to share methodologies and strategies. Teachers have been provided the various opportunities to attend conferences and workshops to continue their professional development which has been tied to the needs of the school.

Supporting Evidence: Collaboration Planning Time, focus group interview

Teachers as Coaches
One of the main instructional strategies used schoolwide is *Think, Pair, Share*. This strategy has provided students the opportunity to discuss a concept in small groups prior to responding either orally or in writing. This strategy has been most beneficial to EL and special education students. The *Think, Pair, Share* provides students with the opportunity to discuss a concept in a small group (2-4 students) before responding either orally or in writing.

Supporting Evidence: Classroom observations

Examination of Student Work
With the Common Core State Standards, students are involved in a variety of project based learning. This learning has extended beyond a discipline but is across discipline lines. An example would be the ERWC classes whose focus is primarily on non-fiction and expository writing. With this skill, students use this writing skill in all their classes.

At Ayala technology usage is emerging and staff are being trained and have been provided practical experiences for its use. Many teachers use technology as part of their instruction. The utilization of school fusion technology allows student free electronic storage. Students have used technology in a variety of ways from word processing to thematic projects in English for assessment call Great Conversation. Students use computers to access informational materials. AP classes require students to research primary documents in history, science, and English classes.

As the school moves into the Common Core, a technology plan will need to be developed so that technology can be used as an effective instructional tool for staff and students. A technology plan will provide a roadmap for a systematic implementation as an instructional tool for all disciplines and allow for greater learning and academic achievement for students and the school. This will allow the school to address elements within the Common Core and prepare students for their post high school options.

Supporting Evidence: School Fusion web site, Great Conversation in English classrooms, classroom observations, ERWC

Real World Experiences
At Ayala apprenticeships, community projects, and other similar experiences are limited. The Linked Learning pathway once fully developed will provide students with the link form school to career. On the campus the leadership class and FBLA club along with the Consumer and Family program offer students exposure to serve on state committees.

Supporting Evidence: Linked Learning school plan, student interviews,

Additional Findings
Although Ayala has limited funds the staff has continued to seek and improve student success. Instruction is differentiated. The use of technology is being used as much as possible. For special education students the least restrictive environment has helped students to grow and develop.

Supporting Evidence: IEP, classroom observations

Areas of Strength:

1. The administration, Special Education and general education teachers have developed a collaboration model that has allowed the special education students to access the general education curriculum with appropriate support which has afforded these students greater learning opportunities and achievement as shown in the API growth for this subgroup.

2. The administration and leadership have developed and begun implementing a schoolwide Common Planning Time and Professional Learning Communities for collaboration so learning and achievement gains can continue in a systemic and systematic manner.

Areas of Growth:

1. The administration and site leadership provide additional professional development (i.e. schoolwide, department, peer-to-peer, cross-curricular, etc.) to address the Common Core State Standards (i.e. unpacking the standards, developing units, assessments, etc.) so that the staff is fully prepared to implement, instruct, and assess the Common Core State Standards effectively and students are prepared for the SBAC and continued growth will occur.

2. Using multiple measures and data teams (CST, CAHSEE, benchmarks, grades, etc.) for data analysis to drive instruction and determine areas of remediation in the teaching and learning process that will lead to increased student learning and achievement as demonstrated on their overall continued growth in API and CAHSEE passing rates.

3. The administration and site leadership develop and implement a school-based technology plan that will address the needs of Ayala High School, aligned with the district technology plan.

4. The administration and site leadership clearly define and train teachers in multiple effective instructional strategies across the school (such as Cornell Notes, Socratic Seminars, data-based grouping, Direct Interactive Instruction etc.) through multiple measure data collection and analysis that will lead to continued increased learning and achievement for all students in all disciplines.

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

Supporting evidence: classroom observations, Focus Group meetings, parent, teacher, and student meetings.

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

D1.   Assessment and Accountability

Professionally Acceptable Assessment Process

Ayala collects student CST testing data annually in the spring and the school district mails home report data and results at the start of the following school year. The school provides students with the data during school and students analyze test data and identify and set goals to improve performance levels for the school year. The 9th grade students take a practice CAHSEE in preparation for the 10th grade CAHSEE census. Families are kept updated on students' grade progress every 6 weeks via mail. Families and students use the on-line grading program, School Fusion Web Pages, to keep updated on current grading information. Most teachers use the grading program and update it frequently.

Supporting Evidence: CST results mailed by district to families; practice CAHSEE results; CAHSEE results; School Fusion web pages.

Basis for Determination of Performance Levels

The school has a uniform grading policy to determine assessment and homework/class work grade percentages. The grading policy is a minimum of 60% assessments and maximum of 40% homework and/or class work. Individual teachers' grading policies are available for parents in the expectations and course descriptions at the beginning of each year. If a teacher does not follow the grading policy they must notify parents and students in the course expectations at the beginning of the year. Staff reports that grade levels and subject areas that collaborated identified consistency of grades between classes.

Supporting Evidence: Easy Grade Pro teacher grade books, Teacher class expectations, School Fusion web pages, Grade change request forms.

Appropriate Assessment Strategies

Staff use a range of assessment strategies to measure student progress towards acquiring knowledge and skills. Teachers use textbook multiple choice and short answers; writing assessments include: essays, lab reports and practicals, book reports, and portfolios. Additional assessments include; speeches, debates, group presentations, and philosophical discussions. Ayala teachers report developing an interdisciplinary plan to include writing across the curriculum to address common core curriculum implementation. The English classes use writing portfolios as part of the district's writing portfolio project. Essay assignments align to the Smarter Balanced writing assessments; student examples include research projects that demonstrate student understanding of supporting claims by citing specific evidence.

Supporting Evidence: Classroom observations, Labs and lab reports, Group presentations, ELA Writing Portfolios, Economic Summit Presentations.

Demonstration of Student Achievement

A range of examples of student work and other assessments demonstrate student

achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Special Education students are placed in general education classes to provide the least restrictive learning environment. These students are provided accommodations that are written into their Individualized Educational Plans. These may include the use of calculators, handwritten notes, or having test information read to them. These accommodations allow for these students to demonstrate proficiency or meet the goals of their plan.

Supporting Evidence: IEPs, Special Education Passports, Education Benefit Folders.

D2. Assessment and Accountability

Curriculum-Embedded Assessments
Many of the English Learners attend general education classes and are provided the same rigorous instructions and curriculum as native speakers. Parents of English Learners want their students to attend the general education classes and opt out their student's enrollment in the EL program. Data on CELDT scores and reclassification reports are used to assess student progress towards proficiency. The 2013 CELDT and CST data revealed the reclassification of 18 new students.
Supporting Evidence: EL Rosters, CELDT scores, Reclassification Reports.

Student Feedback
Teachers collect informal and formal feedback through a variety of classroom observations. Some teachers use a "ticket out the door" as a way to assess students' knowledge of a skill at the end of class. Other teachers use a "thumbs up/thumbs down" or a number self-rating system strategy to assess student understanding. Teachers use students' feedback to determine if re-teaching is needed.
Supporting Evidence: Classroom Observations

Modification of the Teaching/Learning Process
Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Teachers meet during Common Prep Time Monday meetings to collaborate. Although the staff as struggled previously in this area, the new Common Prep Monday meetings have extended collaboration opportunities interdepartmental for common core implementation.
Supporting Evidence: Data Analysis Schedule, CPT Monday Meeting Schedule, Illuminate reports of CST results.

Monitoring of Student Growth
The school monitors all students' progress toward meeting the academic standards and schoolwide learner outcomes, GREAT. Students are encouraged to demonstrate growth in testing and are held accountable for grades for eligibility. Ayala's focus on the scholar/athlete/performer has resulted in GREAT eligibility rates. Continually 97% of athletes and performers remain eligible every 6 weeks. Students who perform poorly are not eligible to participate in sporting events or other extracurricular events. However,

teamwork is emphasized and ineligible students are paired with academically strong students for support and encouragement.

Supporting Evidence: District Goal in superintendent's message, Ineligibility Lists, After School and Period Based Tutoring sessions for at Risk Students.

D3.   Assessment and Accountability

Assessment and Monitoring Process
Teachers worked together throughout the district in all core subjects to create benchmark assessments. Teachers created grade level teams representing each high school in the district. Although the process was challenging benchmarks were created and used in English every 9 weeks and as end of semester and final exams in the other disciplines. Student results were evaluated and assessments were revised as needed. Teachers used these assessments in preparation for CST testing. However, CST results indicate students perform better on CSTs verses teacher created benchmark assessments.
Supporting Evidence: Illuminate, Pull out dates for teachers to work on benchmark exams, benchmark exam and results.

Reporting Student Progress
Most parents and students can access grades online utilizing the online grading program. At this time almost every teacher provides this access. Progress reports are mailed home every six weeks to keep students and families informed. Counselors meet with at risk students who may not graduate. Parents can contest student grades through an appeal process if they believe the grade was given in error but the teacher does not.
Supporting Evidence: School Fusion, Grade Challenge Hearings

D4.   Assessment and Accountability

Modifications Based on Assessment Results
The school district adopted a districtwide professional development plan to include Directive Interactive Instruction Professional Development and coaching for English, math, and special education teachers.
Supporting Evidence: DII training dates

Areas of Strength

1. Informal and formal assessments occur in nearly every class.
2. AVID program supported through master schedule planning.
3. DII strategies widely used in English, math, and special education classes.

Areas of Growth

1. Widespread use of greater common assessments needs to be integrated throughout the entire school population.

2. A fully integrated intervention program needs to be adopted and implemented for struggling students who are not demonstrating proficiency levels.

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

Supporting evidence: AVID classes, labs and lab reports, classroom observations, ELA writing portfolios.

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

E1. School Culture and Student Support

Regular Parent Involvement
The Ayala leadership and staff create many opportunities to involve parents as active partners in the teaching/learning process. Parents are encouraged to be involved in Ayala's PTSA (Parent Teacher Student Association) which meets formally once a month to discuss a variety of subjects concerning the campus and leadership direction. The School Site Council is another avenue for parent partnership in the leadership of the school. The School Site Council is an opportunity for all stakeholders to examine issues, provide input and opinion, and participate in the decision making process.

Back to School Night: Ayala begins its year with a customary Back to School night where parents have the opportunity to meet teachers and administrators and visit their students' classrooms. Additionally, both EL and AVID hold meetings with parents in the library or the classroom. *College Night:* College night is a collaborative project involving the other two comprehensive high schools in the district. Parents and students are able to interact with local colleges to learn about the path to college and financial assistance. *Electronic marquee:* Updated information about events and student achievement is displayed from the street as parents drop off and pick up students. *School website*: The website provides information to students and parents related to the school at large as well as individual classroom information and grades. This website is linked to the district website offering broader information related to the entire district. *Booster clubs:* The sports and performing arts department have extremely large and involved booster clubs which provide opportunity for parent involvement. Parents coordinate with coaches and teachers to provide programming benefits. *Teacher Expectations:* Each teacher clearly states class expectations in a course expectations or syllabus that goes home with the student and is to be shared with the parents Most communication via parents and teachers is done through email, but if a parent requests a conference or a call on the phone, teachers make these connections within 24 hours generally. *Attendance auto call:* If a student is marked tardy or absent any given day, an automated phone call informs parents nightly. *Progress reports:* Progress reports are mailed home every 6 weeks to keep parents aware of their child's progress

Supporting Evidence: School website, PTSA Agendas, SSC agendas and minutes, Visitor sign in logs, Parent sign-in, Sophomore schedules

Use of Community Resources
The school uses community resources to support students, such as professional services, business partnerships, and speakers. The Renaissance program offers a link from the school to local businesses in the community to assist in rewarding and recognizing excellence in student achievement. The Bulldog Times, a 16 page newspaper, is published each month. The paper focuses on current school issues and feature stories that revolve round important student and national issues. Guest speakers are utilized in small and large environments. Science teachers try to bring professionals to bridge the classroom to real world when a parent or community

volunteer becomes available. The library brings in authors for students to meet and purchase signed books.

Supporting Evidence: Visiting authors' tour literature, guest speakers, school newspaper, and use of the library

Parent/Community and Student Achievement

The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program. The school year begins with responsibility assemblies for each grade level and continues throughout the year with large, full-school rallies promoting both academic and athletic success. The Renaissance program rewards students both inside and outside of school for their academic growth and success. Eligibility requirements are enforced that students must meet in order to participate in athletics and the performing arts. There are several clubs on campus. There are a large number of students and teachers involved in the clubs.

Supporting Evidence: Booster Clubs, Academic Rally schedule, California Distinguished School Award, Renaissance program.

E2.   School Culture and Student Support

Safe, Clean, and Orderly Environment

The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety. The physical and emotional safety of the students and staff at Ayala High School continues to be a school wide priority. The School Resource Officer, a full time officer San Bernardino County Sheriff, along with three full time security officers are involved in proactive tasks and routines that monitor school safety, enforce school rules, and aid individuals in times of distress. Policies are in place explaining administrative areas of oversight and new teachers are given a new teacher orientation prior to the start of the school year to brief them on the procedures at the school. Communication between students and faculty is highly encouraged. The school has an open door policy among staff, students, and administration.

Supporting Evidence: Policies and procedure handed out beginning of school year; Collaboration binders (new 2013-14 school year); Student handbook.

High Expectations/Concern for Students
The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. The activities director has brought in special speakers to address the school population which has created an atmosphere of acceptance for students with differences. The severely handicapped students are accepted, and even embraced, by the students. At Ayala, there is a prom organized specifically for students with special needs. General education students assist with the organization and the actual event. The school has a collaborative inclusive model of special education. IEP modifications for students' education plan are implemented smoothly without much attention by the student body. Students are re-categorized each year as their abilities merit. The articulation of general education and special education students benefits students at the school.

Supporting Evidence: Interviews with students, Focus Group meeting, Parent Meeting, California Distinguished Schools Award

Atmosphere of Trust, Respect and Professionalism
The school has an atmosphere of trust, respect, and professionalism. Students know and clearly demonstrated on the student survey that teachers expect everyone to succeed. The Ayala Bulldog agenda lists the academic honesty policy which was recently updated in spring of 2013. This code continues to reinforce the core belief of respect and excellence. Teachers and staff expect students to do their own work and effectively hold accountable those who cheat. The school implemented a policy of severe punishment for those who make cheating a practice. Students caught cheating can be removed from honors and AP level courses with a withdraw F grade noted on their transcripts. These policies were adopted in spring 2013 and are included in the student handbook.

Supporting Evidence: Student Handbook, Cheating Policy, Interviews with students, Focus Group meeting, Parent Meeting, Classroom observations

E3.　School Culture and Student Support

Adequate Personalized Support
The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance, including an individualized learning plan. The special education department meets with appropriate staff to discuss the individual needs of every special education student. The staff works with the local community colleges, the Regional Occupational Program, and District transition programs for student over 18 to prepare students for their transitions from high school to college, training programs, and/or work experiences. Designated instructional services are also provided to students with disabilities as specified in their IEPs. These services could include speech and language therapy, collaboration or consult, psychological counseling, nursing services, vision and orientation and mobility, or physical and occupational therapy. The school psychologist works closely with the IEP team to develop behavior intervention plans and individualized counseling to further support the student in the school environment.

Supporting evidence: Master schedule, Collaboration times

Direct Connections
The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services. Connections between academic standards and the allocation of resources are very strong. All students are given access to a continuum of services. Efforts are made to place students in rigorous academic classes. Instructional aides are assigned to these classrooms to give additional support to all students. AHS students with severe disabilities are provided the support and services. The Chino Crisis team is deployed to work with students who require emergency and pre scheduled counseling services. The nurse is involved in Student Study Teams. She helps connect students with other support services the school and community can provide.
Supporting Evidence: Cum folders, IEP records, Nursing records, Chino Counseling services

Strategies Used for Student Growth/Development
Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. AHS is a model high school for the inclusion special education program. Teacher placement in the general education classrooms has had a significant impact. The master schedule was redesigned by placing collaborative classroom teachers first and focuses on placing special education students in academically rich classrooms. This has resulted in over an 80 point score increase for our special needs students.
Supporting Evidence: CDE School Profile, master schedule

Support Services and Learning
The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs. The GATE school plan includes training and support for AP and honors teachers who service GATE students as part of the general education and special education programs. EL students have special funding to aid in the instruction of all students. Both the GATE school plan and the EL school plan outline the use of these funds each year.
Supporting Evidence: GATE Plan, EL Master Plan

Equal Access to Curriculum and Support
All students have access to a challenging, relevant, and coherent curriculum to all students. School regularly examines the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day). The master schedule is designed to best accommodate student needs based on the interests of students and parent input.

The 2013-14 school year has more sections of honor classes in English. Honors and AP sections are expanding as more courses were added to the master schedule. The pathways program also added courses to bridge students to college and career. Summer school is offered to students who fail a course, but limited space has limited those classes to junior and senior level repeat courses. Students with impacted schedules or special concerns are allowed to enroll in summer school to accelerate a level or make room for another course. There are several on line courses offered in conjunction with CVUSD matriculation agreements. All students have access to the services provided by the school district and county which include counseling, behavior intervention services, speech and language, deaf and hard of hearing services, occupational and physical therapy, orientation and mobility, brailing services, and vision services. Students may also have an individualized community-based instruction program in which the students learn how to ride the public bus, budget, and ask for job applications, along with other skills he or she may need to transition from high school successfully. SDC students may participate in the Enclave program which allows students to earn credit for working at jobs in the community which develops a career path for many. The special education teachers meet with the general education teachers individually each semester to review the mainstreamed students' disabilities, accommodations and special needs. Special Education students have priority registration so as to match each student's learning style to teaching styles to ensure student success in the mainstreamed classes. The Special Education Staff maintains communication with the parents on issues at home that may affect student performance in school.

Supporting Evidence: Master Schedule

E4.   School Culture and Student Support

Co-Curricular Activities
School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes. AHS offers opportunities for students to engage in a variety of extra-curricular activities. Under the direction of the USB officers, activities include spirit week, rallies, elections, dress-up days, lunch-time activities, staff and student appreciation events, clubs, organizations, concerts, and dances. The 5 rallies held each year support student excellence and teamwork as students are recognized for sports, academics, and performing arts.

Supporting Evidence: School calendar

Student Involvement in Curricular/Co-Curricular Activities
The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services. Student engagement is encouraged at Ayala High School. There are over 50 clubs on campus.

The mission of the Academic Renaissance Program at Ayala is to create a "renaissance" in education. A partnership between the students, educators, and local businesses, the program continually promotes and recognizes academic achievement and citizenship. The Renaissance program at Ayala offers numerous tangible incentives and rewards. These incentives and rewards have been created to recognize improved scholarship, attendance, and continued academic excellence.

Ayala offers a wealth of co-curricular activities when it comes to athletics. In addition to having a comprehensive program rich in tradition and success, Ayala Athletics strives to instill character and values in the school's athletes. Students sign an athletic code of conduct. The athletic program offers every student a chance to succeed in football, tennis, cross country, water polo, volleyball, golf, basketball, wrestling, soccer, softball, baseball, track/field, and swimming, badminton. Varsity athletes are enrolled in sixth period athletics. All athletes must maintain a 2.0 GPA each grading period. Athletes are encouraged to excel in both sports and academics, and are recognized for their achievements by the Scholar/Athlete awards.

Supporting Evidence: Activities schedule and calendar; Renaissance program charter

Student Perceptions
The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population. AHS Performing Arts students are actively involved with the surrounding community, offering many performances, both on and off campus. Instrumental music students perform in evening performances that are open to the general public. Band and Pageantry students perform for campus sporting events, music competitions and festivals. The AHS drum line performs on campus and competes throughout the Southern California area. Choral music students perform at concerts open to the general public and Vocal students perform throughout the community for senior centers, and elementary schools They also perform at music festivals and competitions throughout the United States. Drama students present two major plays each year in the Performing Arts Center. Ayala students involve themselves in different types of clubs with connections to their local community. AHS Key club interacts with their corresponding local and statewide organization, Kiwanis Club. The Red Cross sponsors an annual blood drive for students and teachers. AHS has other community-oriented clubs such as, the Polynesian and Indian Clubs which present concerts and performances each year that help students connect with local ethnic communities.

Supporting Evidence: Interviews with students, teachers, staff, and parents. Group meetings with students, parents, and the Leadership Team.

Areas of Strength

1. Several extracurricular activities balanced with high academic expectations.
2. GREAT acronym as a shared vision for all students and stakeholders in the Ruben S. Ayala High learning community.
3. An exceptionally large number of clubs on campus offering growth opportunities in multiple life arenas.
4. Inclusive special education collaborative classroom model maintains and supports the growth of mainstreamed special education students in the general education environment.
5. All staff members encouraged to engage in the inclusive culture on campus: twice yearly teacher dance at rallies, high staff attendance rates at sporting events and performing arts events, etc. to demonstrate support of students.

Areas of Growth

1. Lack of accessibility of resources and facilities inhibit growth in the performing arts and sports.
2. Need to incentivize support by all staff members in the extracurricular efforts of students.
3. Improve implementation of the ELD Master plan

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

Supporting evidence: Focus Groups meeting, Student Meeting, master schedule, student handbook, collaboration binders, GATE Plan, ELD Master plan

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

Ayala High School staff and community are proud of their school and what they have accomplished since the last accreditation visit.

Schoolwide Areas of Strength

1. A common language of GREAT exists at Ayala High School which promotes the vision of the school. This vision has been reviewed, revisited, and is in widespread use among all stakeholders at the school.

2. Expansion of AVID; study skills support classes for freshmen and sophomore special education students.

3. Think/Pair/Share, equity cards, sentence frames and other Direct Interactive Instruction instructional strategies are used on a regular basis campus-wide.

4. Objective, standards, and other roadmaps written daily on white boards in all classrooms. Informal and formal assessments occur in nearly every class.

5. DII strategies widely used in English, math, and special education classrooms.

6. School develops well-rounded students via a focus on extracurricular activities, arts, and athletics balanced with high academic expectations. An exceptionally large number of clubs on campus offering growth opportunities in multiple life arenas.

Schoolwide Critical Areas for Follow-Up

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

1. Strategize and implement effective inter-disciplinary collaboration opportunities to foster research-based instructional strategies.

2. Develop rubrics to effectively assess group projects as common core curriculum is developed.

3. Develop new common assessments aligned to Smarter Balanced assessments and Common Core State Standards.

4. Establish School Site Council membership as defined by federal guidelines including 50% staff (1 principal, teachers, 1 other staff) and 50% community (parents and students).

In addition, the Visiting Committee has identified areas that need to be strengthened:

1. While most teachers use the online grading system (Easy Grade Pro/School Fusion), encourage *all* teachers to use the online grading program so parents and students are informed frequently of their progress in every class.

2. Explore additional means of school-parent and parent-school communication including multiple language translations as appropriate for non-English speaking or limited English-speaking parents.

3. Address needs of English Learners to increase achievement in English/language Arts and math to improve CAHSEE scores.

4. Increase technology available to students and staff on campus.

5. Further develop professional learning communities including cross-curricular collaboration that will support Common Core implementation and the content/course alike continuous improvement model including collaboratively planning for instruction, creating common assessments, assessing students and reviewing the results, modifying instruction as needed to maximize student growth, and repeating the process.

6. Update Action Plan incorporating the findings from the Visiting Team. Action Plan should include targeted steps for achieving each goal and meeting specific timelines with accountability.

Chapter V: Ongoing School Improvement

Ayala HS Leadership Team, staff, and other stakeholders have identified five goals to address in their Schoolwide Action Plan encompassing student engagement and achievement, communication, data-based instruction, professional development, and developing a school culture of high expectations.

Goal #1: Continue to improve student engagement and academic achievement by refining and further developing **collaboration** time for teachers to implement the California State Common Core Standards (CSCC), and improve curriculum, instruction, and assessment (refine common planning time schedule to allow for horizontal teaming within subjects and grade levels and vertical teaming, and; form common planning time across disciplines).

Goal #2: Continue to institute an ongoing process focused on data-driven instruction, which includes analyzing the **data** from multiple sources (e.g., CST, CAHSEE, CELDT, benchmark assessments, academic marks, etc.) to improve student achievement (refine schedule to review data from standardized testing during the common planning time; refine schedule for students to review data of personal achievement and set goals for progress; design planning time to review student academic grades within inter-departmental teams looking for trends, and; organize a system of intervention for poor student achievement).

Goal #3: Improve **communication** and strengthen relationships with all stakeholders to support student achievement (develop a system and procedures to inform all stakeholders of the work and decisions made by governing councils and all faculty, staff, and student teams, and; continue outreach to community organizations to help support the academic and resource needs of our students and their families).

Goal #4: Design **professional development** to implement the CSCC and classroom-based strategies, supports, and interventions to improve instruction for all students (increase AP offerings and deepen cope of classes; integrate AVID program integrated into whole school program and implement strategies across the school; EL population increased, scope of study concentrated on writing and improving CELDT scores; develop LinkEd pathway academies within master schedule for college and career and readiness of students; providing training and strategies to all faculty for the Special Education inclusion program, and; develop plan for growing Autism population in general education and special day classes.

Goal #5: Continue to maintain **a culture** of high expectations and high student engagement in the culture of the school (maintain and enrich renaissance activities, leadership, and clubs; prioritize facility and resources for all levels of the arts: drama, choir, band, art, video, film, etc., and involve booster programs in sports and arts to ensure communication and involvement of all stakeholders

The Adequacy of the schoolwide action plan is more than adequate in addressing the identified critical areas for follow-up, the action plan steps will enhance student learning, is a "user-friendly" plan that has integrated all major school initiatives, is feasible within existing resources, and there appears to be sufficient commitment to the action plan from throughout the school and the district.

Factors that support student achievement are an effective and highly qualified teaching staff, a connected, engaged, and effective administrative team and certificated support staff including counselors and coordinators, a dedicated and hard-working classified, clerical, and office and support staff, engaged and communicative parents, and extensive support from the district central office.

Impediments to improvement that the school will need to overcome include maintaining and continuing to make improvements schoolwide when Ayala is already successful and effective in many areas, overcoming a perceived lack of urgency on the part of some stakeholders especially when it comes to improving achievement levels of al sub-groups of students such as English Learners and students with disabilities, and providing support for all students when some groups of students are very small in number so additional resources for these students may be insufficient.

The follow-up process the school intends to use for monitoring the accomplishment of the schoolwide action plan is sound and includes oversight by the principal, administrative team, and other school leadership, a collection and review of appropriate documents filed and archived and monitored, and collaborative monitoring and evaluation by appropriate stakeholders.