

RUBEN S. AYALA HIGH SCHOOL SELF-STUDY REPORT

**14255 Peyton Drive
Chino Hills, CA 91709**

Chino Valley Unified School District

February 2014

WASC/CDE Focus on Learning Accreditation Manual, 2012 Edition

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Ruben S. Ayala High School



Demographic Data

1. Community

Ruben S. Ayala High School, a comprehensive secondary school recognized for a tradition of excellence since its opening in San Bernardino County in 1990, serves students in the ninth through twelfth grades. Ayala is part of a unified school district comprised of four comprehensive high schools, one continuation high school, and one opportunity high school. Three alternative education centers allow students to complete a high school diploma through independent study and virtual school. Chino Valley Unified School District also has seven junior high school campuses and 22 elementary schools.

The student population of Ayala High School comes from a diverse, well educated, and middle to upper-middle class community. The students participate in a rigorous academic curriculum and many partake of the school's 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. Student achievement scores have risen for 5 of the previous 6 years. The students have raised the school's API score from 795 in the 2008 school year to 849 in the 2012 school year. Scores dipped in 2013 11 points to 838. The school population met its target goals schoolwide in 2013, but not with the Hispanic students subgroup, students with disabilities subgroup, nor with the socio-economically disadvantaged subgroup.

While attaining these achievements, the 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.

Located in Chino Hills, the strong academic image of Ayala High School reinforces the value of education and instills a sense of community pride in the faculty. The heart of the school, and meeting place for the student body, is a tree-lined quadrangle with eight academic buildings directly across a 600-foot lawn area. Paths throughout the quadrangle lead to classrooms in the academic buildings, a multi-purpose room, and gymnasium.

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 our 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 (*Chart 1*) 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.

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

A. Prepare a Student/Community Profile

Include data and findings for the following:

- Demographic data, including the refined expected schoolwide learning results
- Disaggregated and interpreted outcome data
- Survey summaries, if any

Enrollment

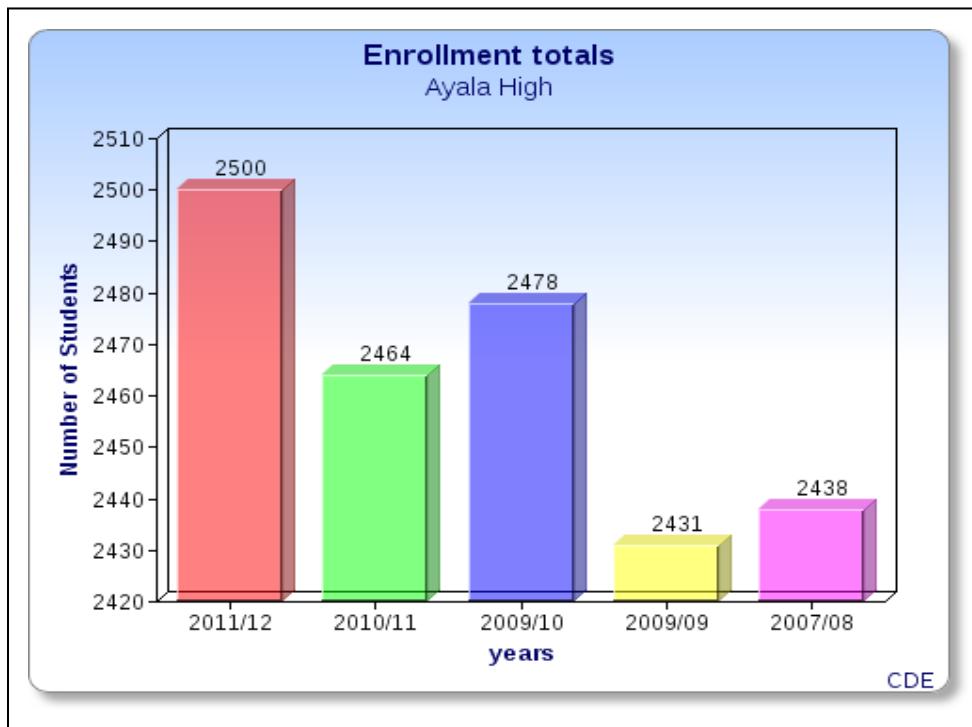


Chart 1. Student Population, 2007-2012

Ayala High School enrollment is growing in spite of the declining enrollment of our sister schools. The administration welcomes many intra-district and inter-district transfers in order to keep the population steady. 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.

Enrollment by Ethnicity

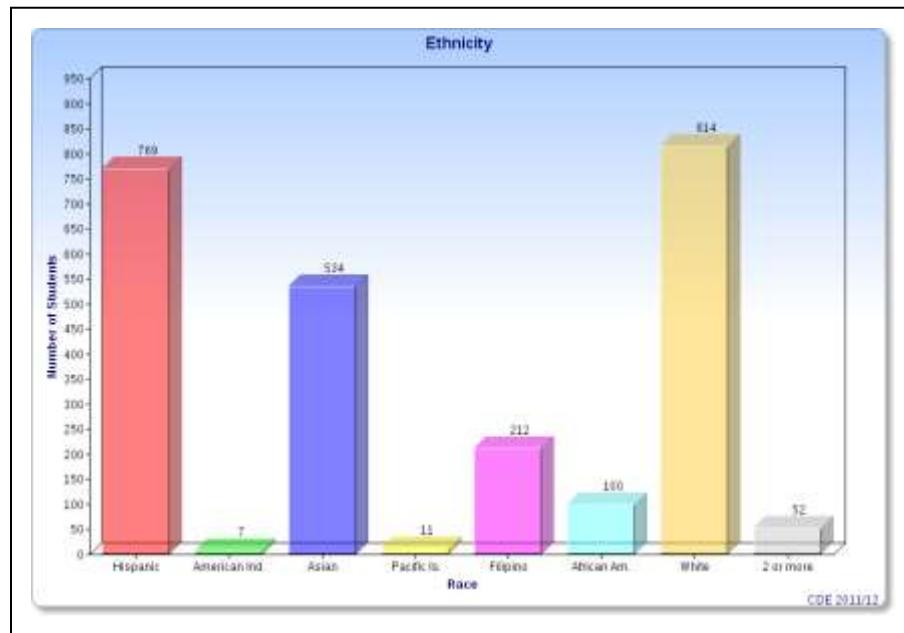


Chart 2A. Ethnic Population by Total, 2012

Ruben S. Ayala High School's student population is predominantly White/Caucasian and Hispanic, a demographic that mirrors statistics of the surrounding community.

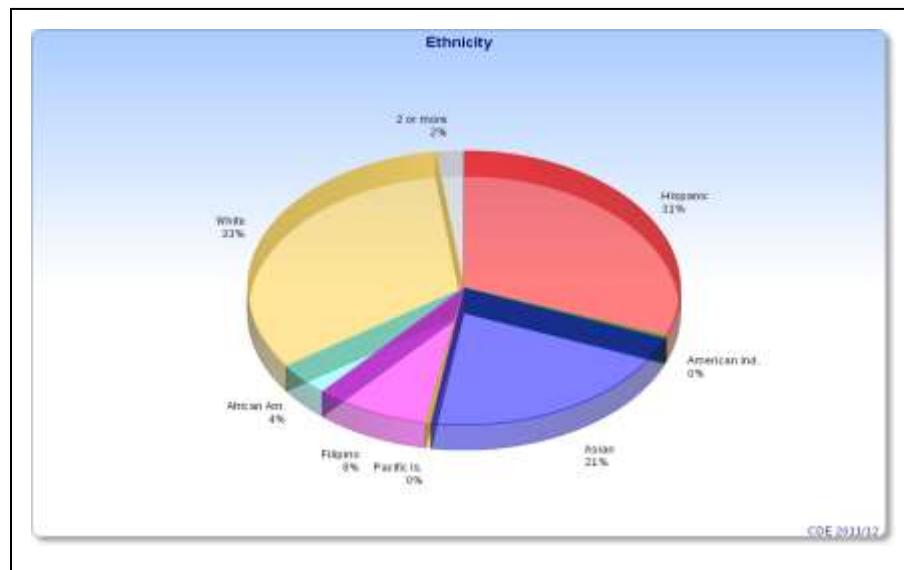


Chart 2B. Ethnic Population by Percentage, 2012

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.

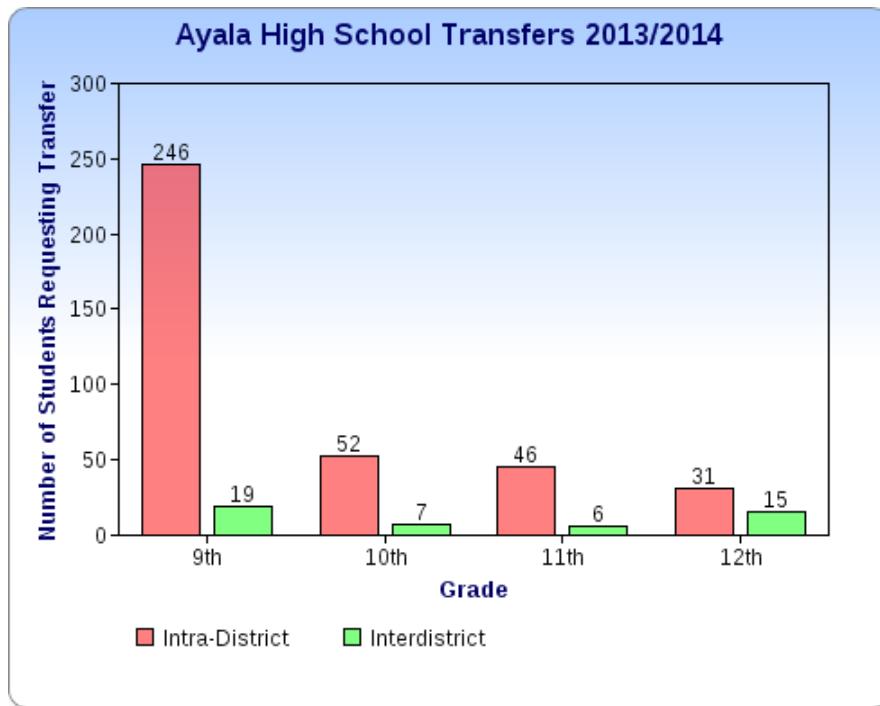


Chart 3. Enrollment student transfers.

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.

Our 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. We do not have racial tension, and students do not segregate themselves at lunch by ethnicity

Influence of athletics
Sports offered: 22
49% of students are involved in sports (1163 students total)
98% of student athletes are eligible

A core belief of the school is that high student engagement leads to student success. Each grading period, a report typical of the above chart 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.

Discipline: Suspension, Expulsion, and Truancy rates

Data from CDE. 2011-12 not reported at the time self study was analyzed.

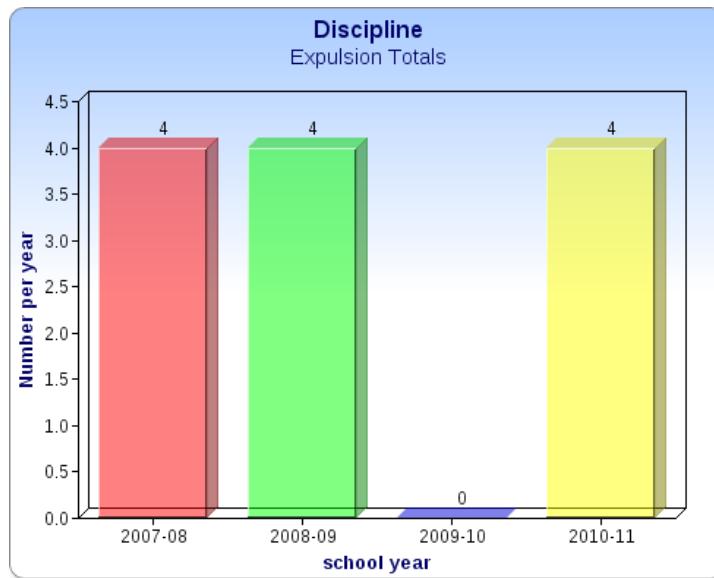


Chart 4. Expulsion Totals by School Year, 2007-2011

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

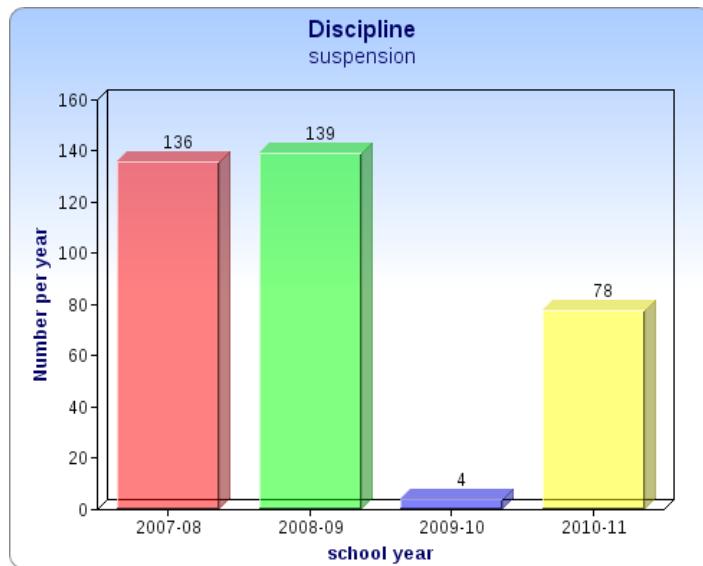


Chart 5. Suspension Totals by School Year, 2007-2011

The higher levels of student suspensions during the school years from 2007 through 2009 have been reduced significantly with the arrival of an Assistant Principal who carries the primary responsibility for student discipline. He also encourages teachers to work first with students and their parents to resolve minor discipline issues at the lowest possible level. Only the most serious of offences rise to the level where suspension is the only logical consequence. Ruben S. Ayala High School holds fast to the principle that students can learn best when they are in class daily.

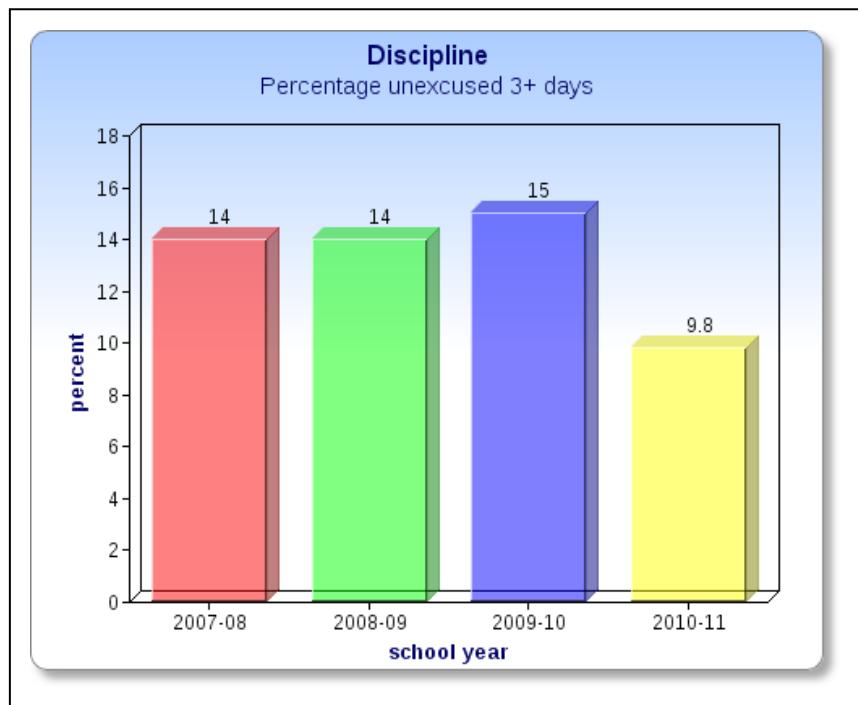


Chart 6. Percentage of Student Body with 3 or More Unexcused Absences by School Year, 2007-2011

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. CDE 2011-12

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.

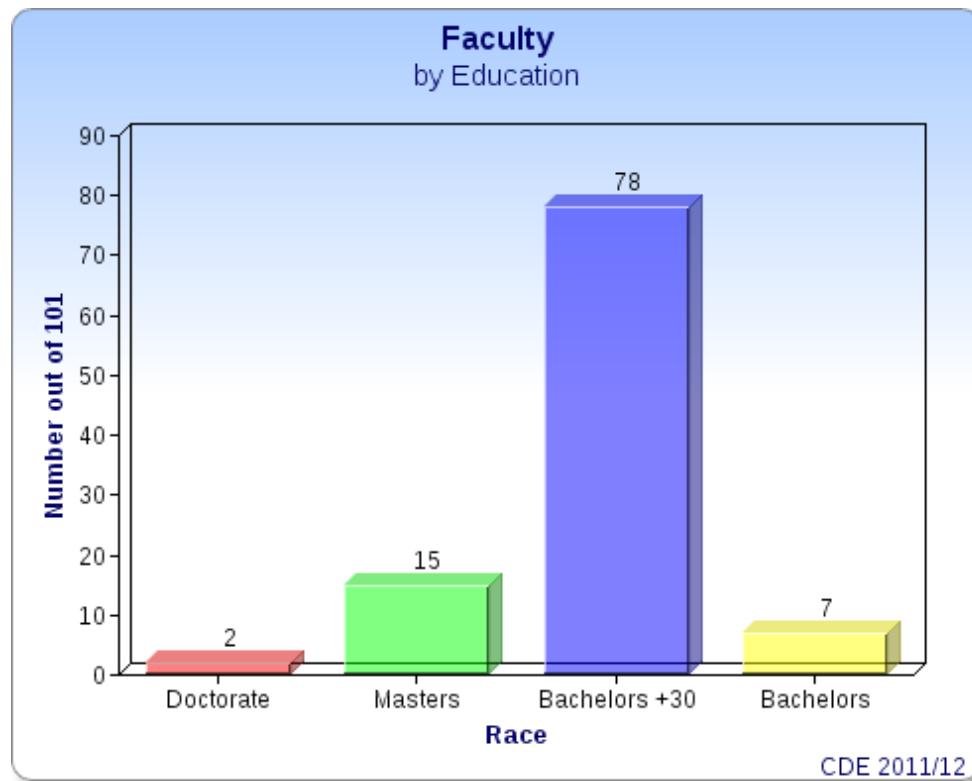
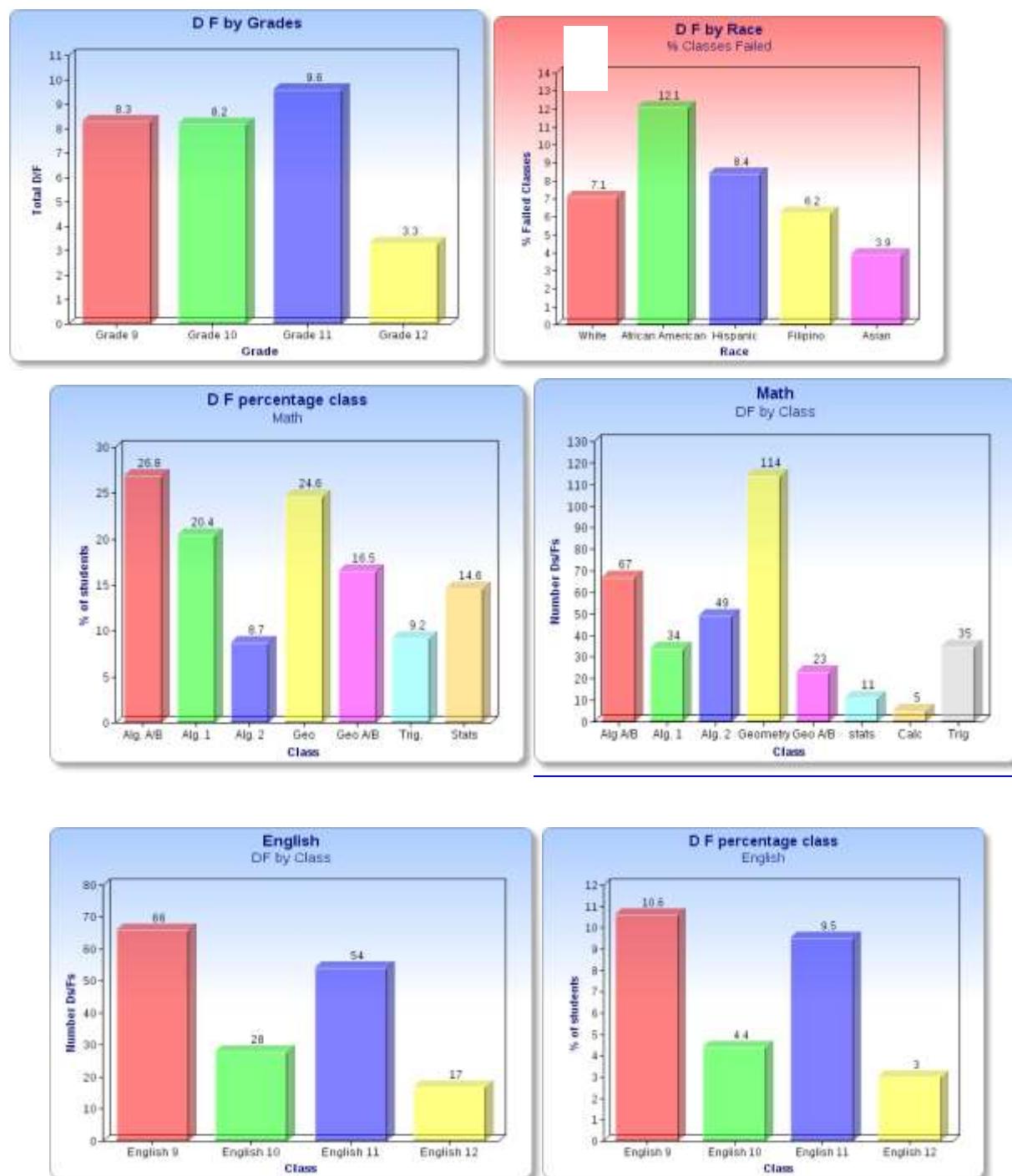


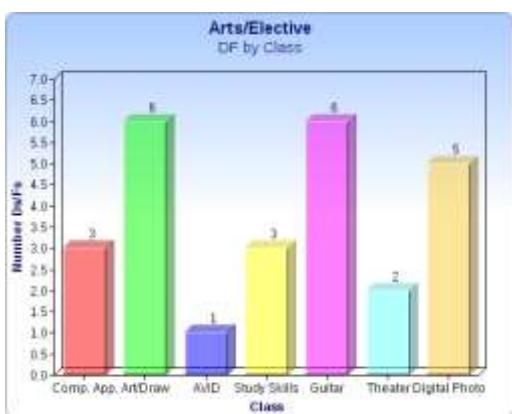
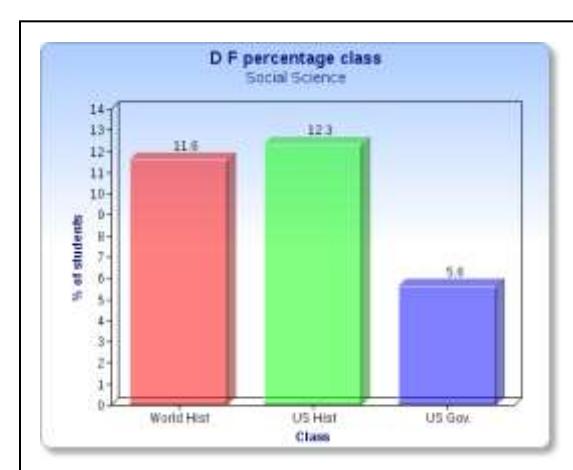
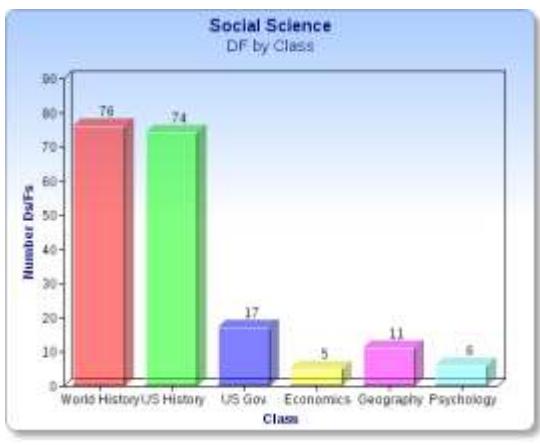
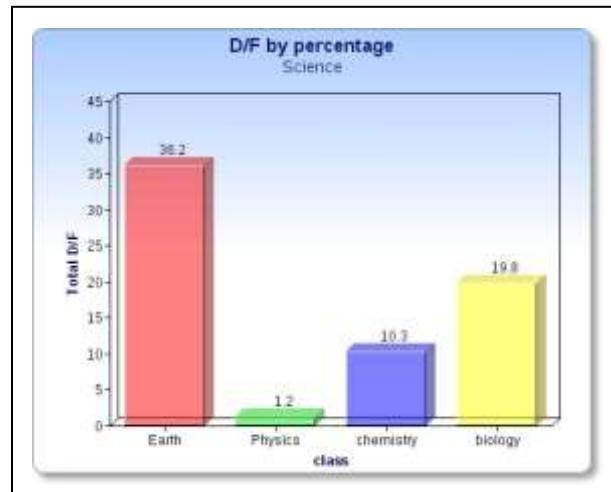
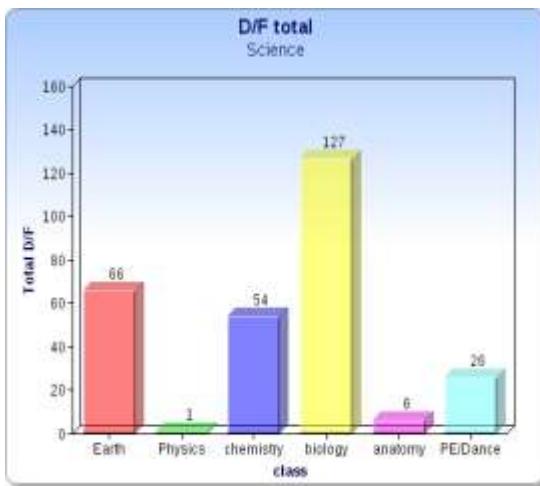
chart 7. Faculty by Educational Level, 2011

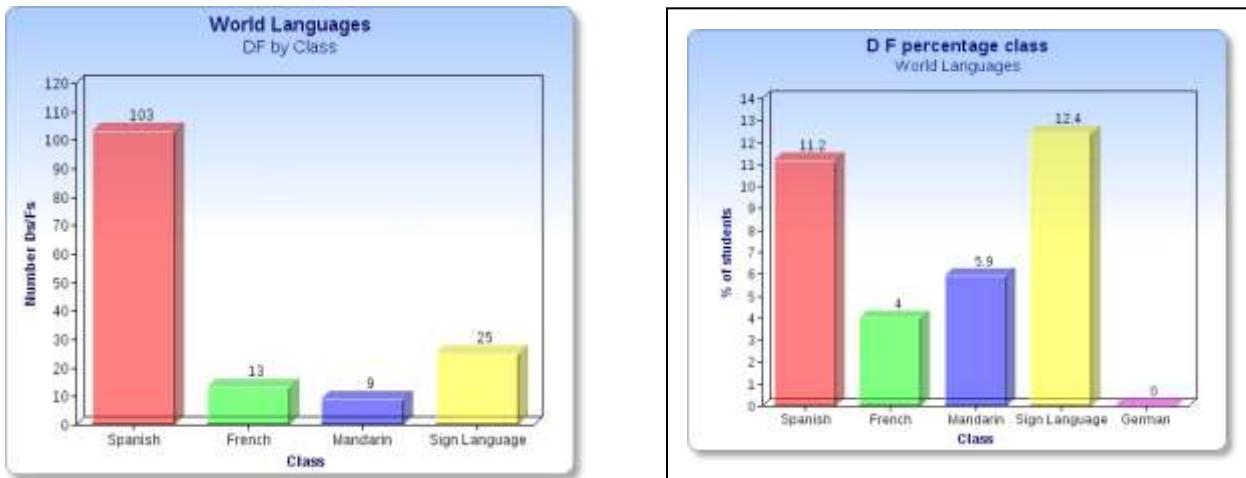
Students Struggling Academically

D/F Data

As part of our self study, we chose to look deeply at the D/F rates to help us determine groups of students who are not as successful as others. The following is the data we focused on and the analysis of this process. Headings of the charts are self-explanatory. All data in the following charts are from School Year 2012-2013.







The D/F data brought up many interesting discussions regarding the alignment of our 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.

We were 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.

We looked again at the beginning of the 2013-14 school year looking at the D/F grades of students categorized by race by looking at the end of the 2012-13 school year spring semester.

Ethnic Group	Total number of D/F grades	Total number of grades given A-F	Percentage of D/F grades
Whites	71	5020	1.4%
African American	60	617	9.7%
Hispanic	446	4048	11%
Filipino	81	1212	6.6%
Asian	142	3335	4.2%

Our 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

Graduation DATA

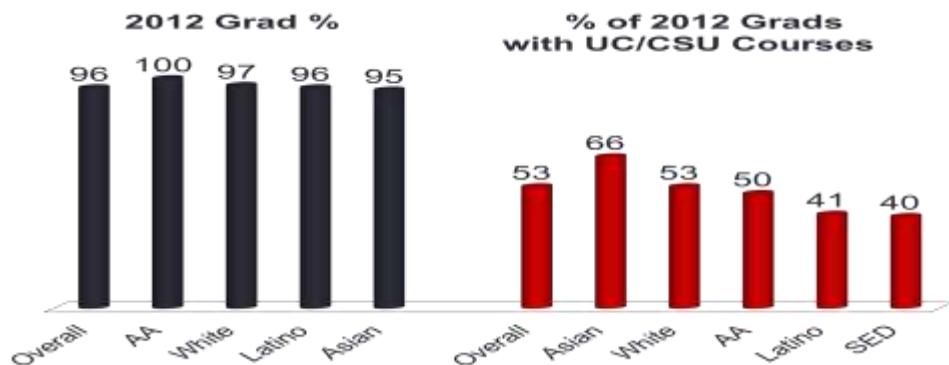


Chart 8: Graduation rates have remained consistently very high over the last 6 years. Ayala remains committed to reaching a goal of a 100% graduation rate; however, we do not have direct control over all students. Students who enroll in the independent study program, virtual school, and non-grads who leave school and never enroll in another high school are counted in our graduation total.

California High School Exit Exam data from the 10th grade Census



Chart 9: Data from 2012-13 school year

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.

Graduates Meeting A-G Requirements

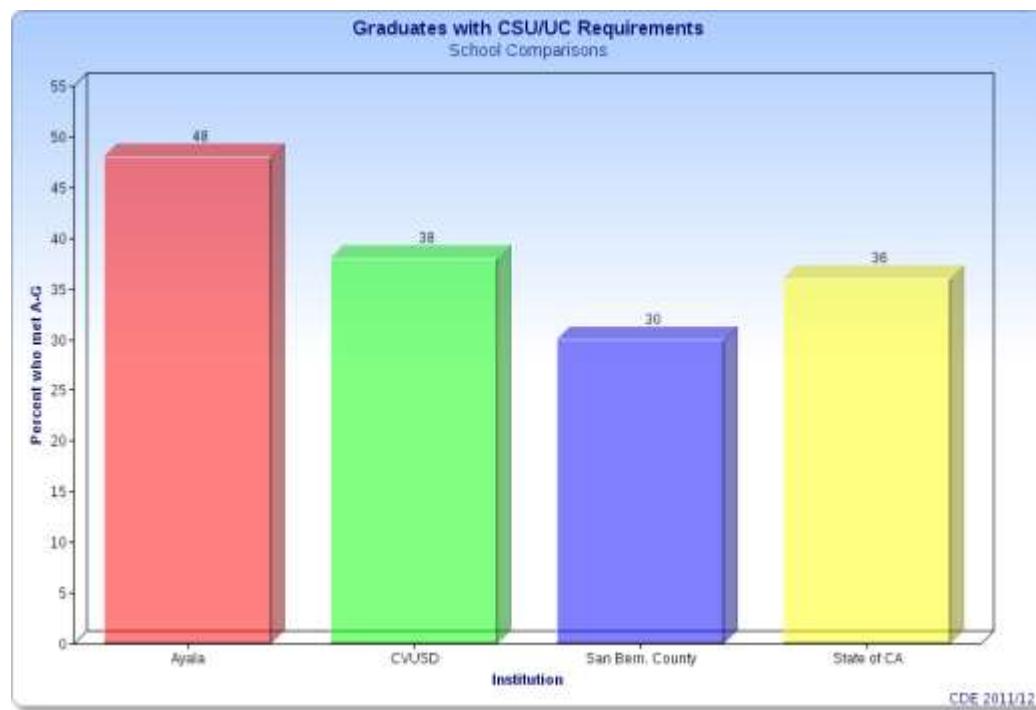


Chart 10: Data based on 2011-12 school year as reported by the CDE

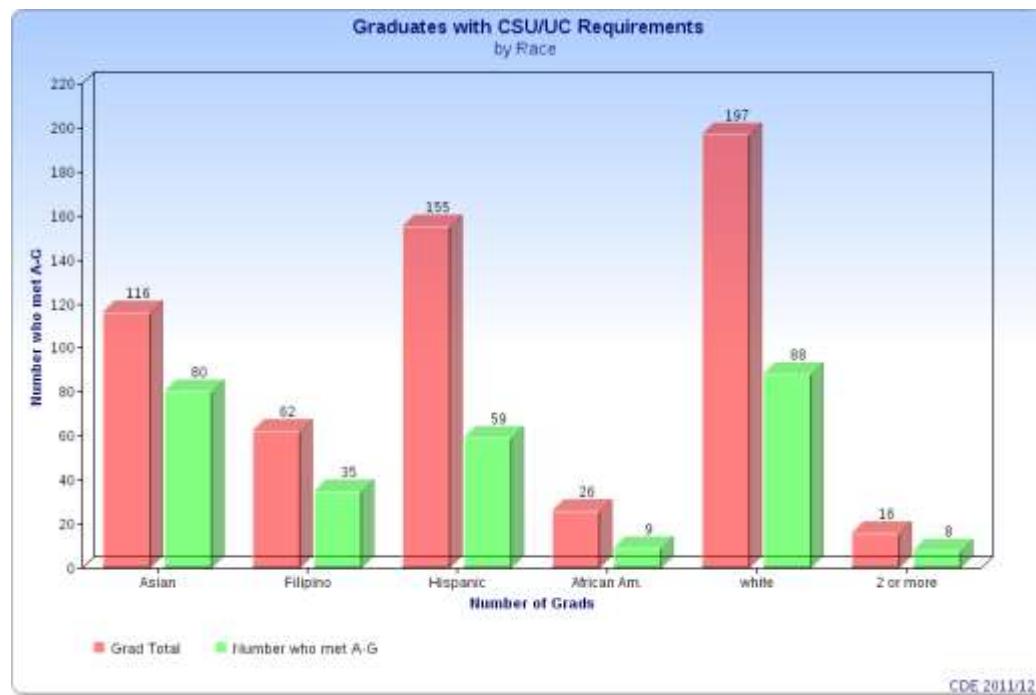


Chart 11: Data based on 2011-12 school year as reported by the CDE

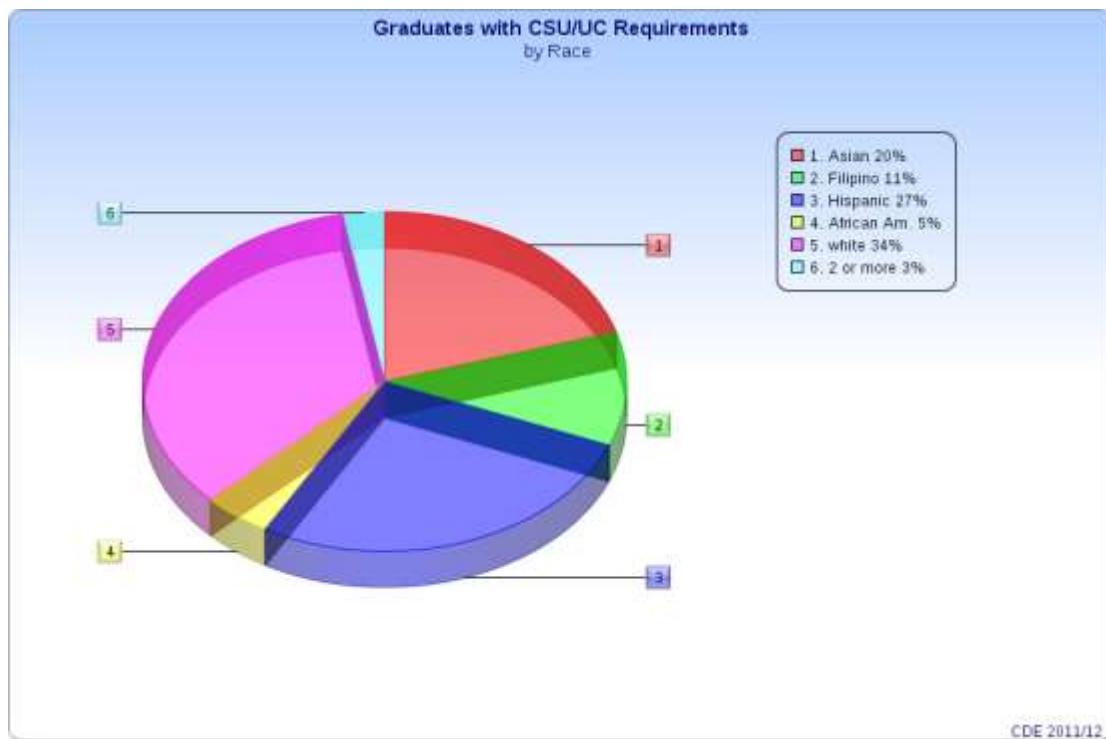


Chart 12

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).

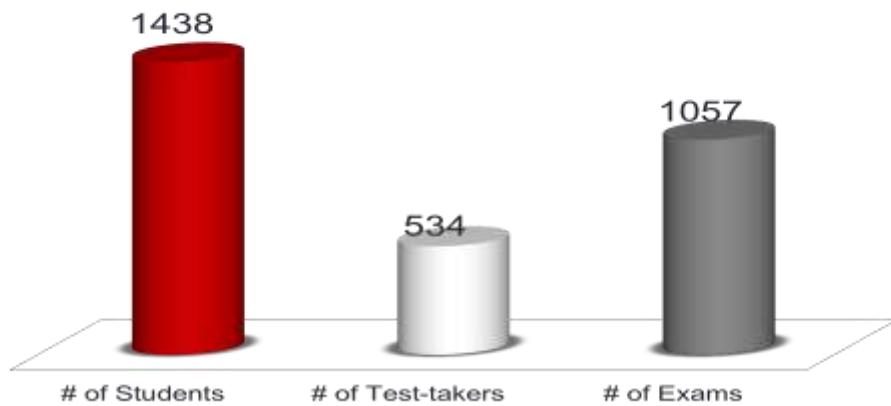
AP Students & Tests Taken: 2013

Chart 13: The number of students enrolling in Advanced Placement courses continues to grow as well as the number of tests students take.

AP Exam Scores: 2013

■ Students ■ Exams

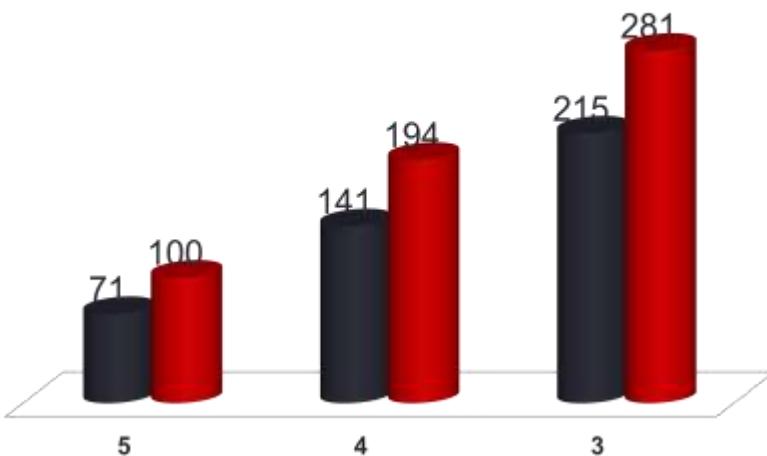
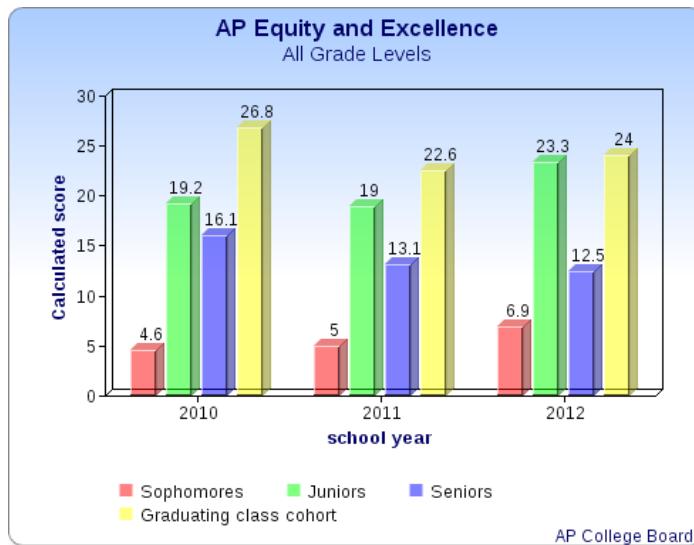


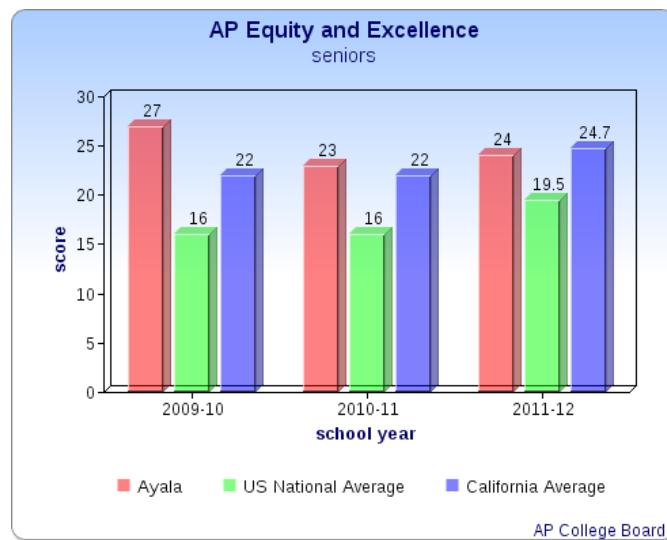
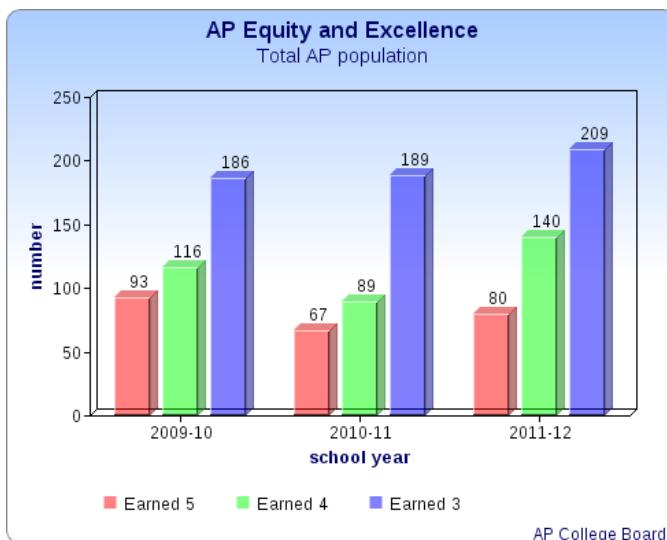
Chart 14: Students take AP exams as early as their sophomore year.

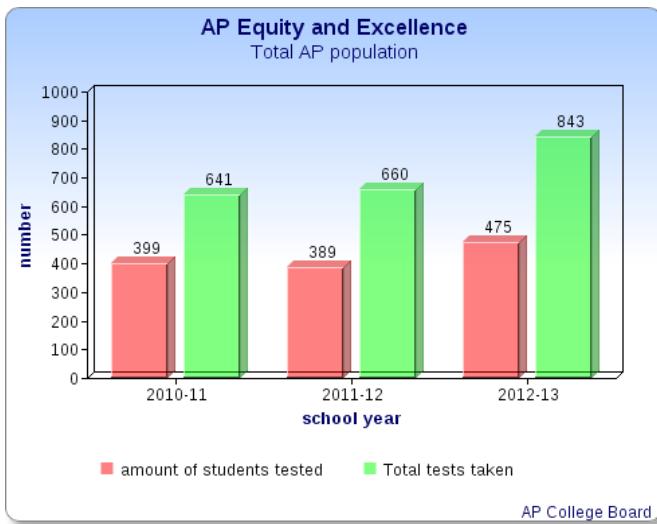
AP Equity and Excellence:

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.

Honors Courses

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.)

Surveys

We traditionally survey 2 sets of stakeholders every year as part of our regular practice. In 2011-12, we decided to try to increase the availability of input from our parents. Traditionally the papers were sent home with students and not always completed or completed by the parents themselves. We increased the type of questions given to parents, but we did not send the invitation to fill out the survey until nearly the end of the year. As a result, we did not get much data. We decided to intentionally move the survey much earlier in the year as part of the self-study process.

Additionally, as part of our self study process, we added a third population to poll, our students themselves. We created new surveys in an electronic medium and collected data in March of 2013. 349 students, 225 parents, 58 certificated employees, and 22 classified employees participated in the survey in March of 2013. The information was summarized by the WASC coordinator and shared in a faculty meeting devoted to addressing communication strengths and weaknesses in May 2013.

In 2011-12, we decided to try to increase the availability of input from our parents. Traditionally the papers were sent home with students and not always completed or completed by the parents themselves. We moved again to Google docs. We increased the type of questions given to parents, but we did not send the invitation to fill out the survey until nearly the end of the year. As a result, we did not get much data. We decided to intentionally move the survey much earlier in the year as part of the self-study process

Survey results each year have shown all stakeholders feel the campus is a safe, productive learning environment. Students and parents feel the faculty and administration is approachable and cares for the success of all students. Results from the self-study year survey were shared and discussed during a faculty meeting without the presence of administration in spring 2013. (A copy of the survey results and trends is available in the electronic evidence file.)

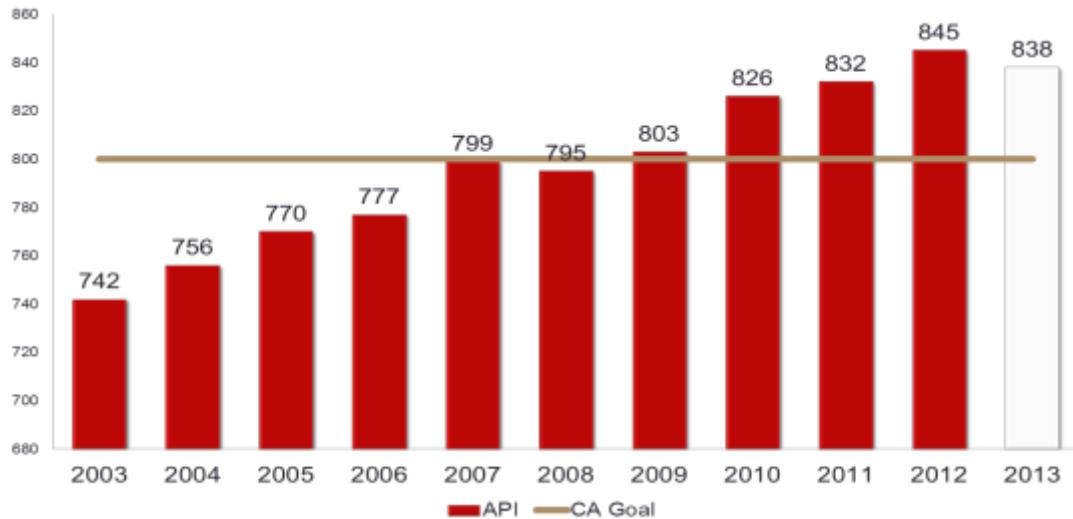
In an effort to continue to excel in our communication to parents, the school began producing a BLOG by the principal in the 2013-2014 school year.

In the 2011-12 school year, a climate survey was conducted by our local teacher's union, Associated Chino Teachers. This survey came about after multiple teachers expressed frustration over administrative decisions and perceived practices. After this survey was conducted, the union representatives held meetings to discuss general impressions with teachers, administrators individually, and with the superintendent of education. The summary of the survey results is included is included with the survey results in the evidence folder.

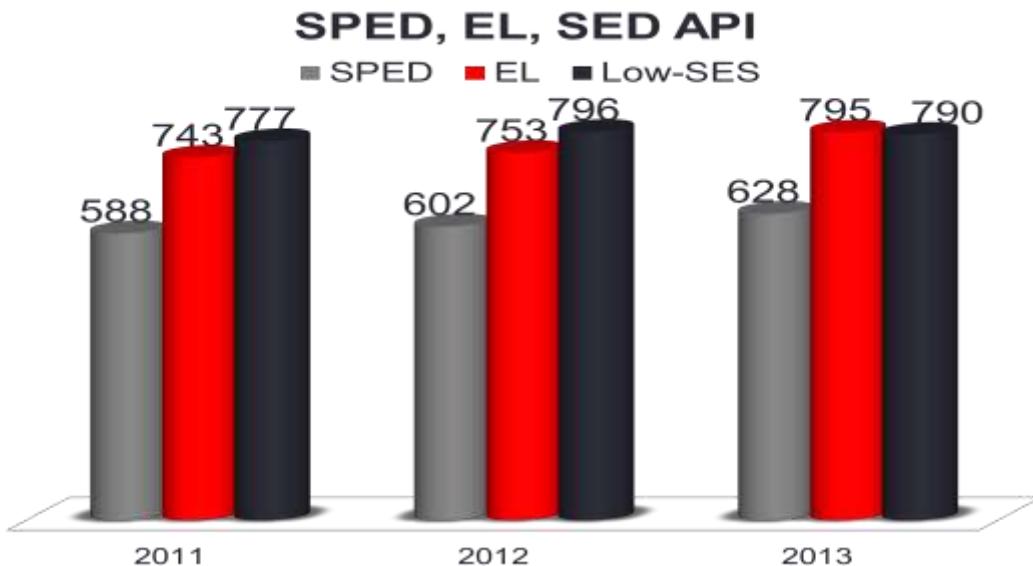
Benchmark Data

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



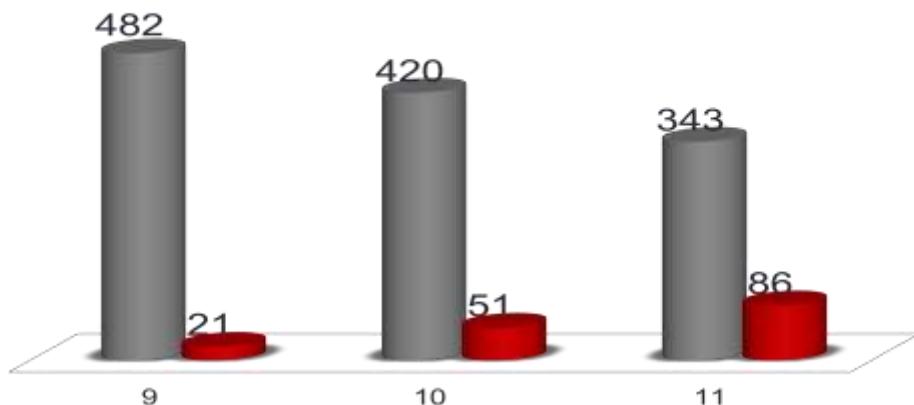
Star data shows a steady increase in API scores overall with a slight decrease in student achievement on the STAR test in 2013. AHS has been above the state's goal of 800 for five years.



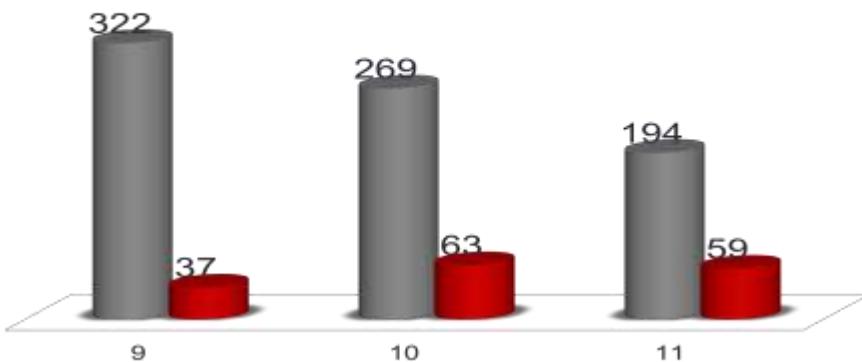
Special education students continue to demonstrate growth in API scores. Growth in the special education student population, the English learner population, and the low socio-economic population is demonstrated as measured by API.

ELA Grade Level Outcomes

■ Prof/Adv ■ BB/FBB

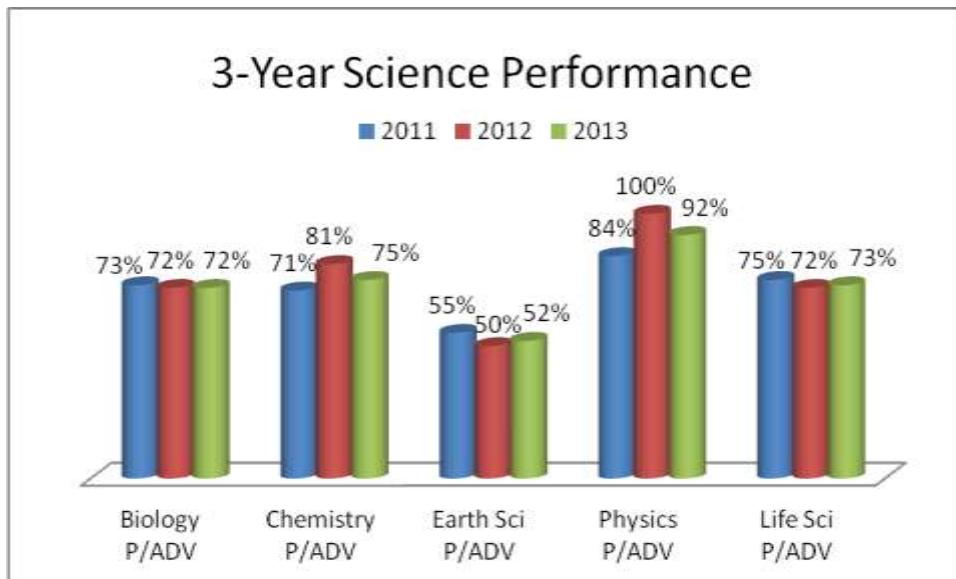
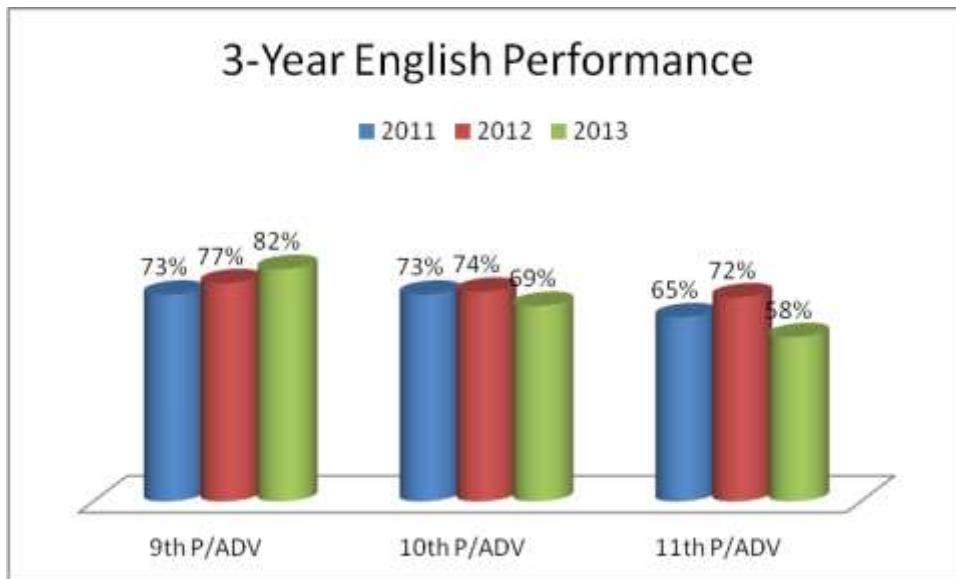
**Math Grade Level Outcomes**

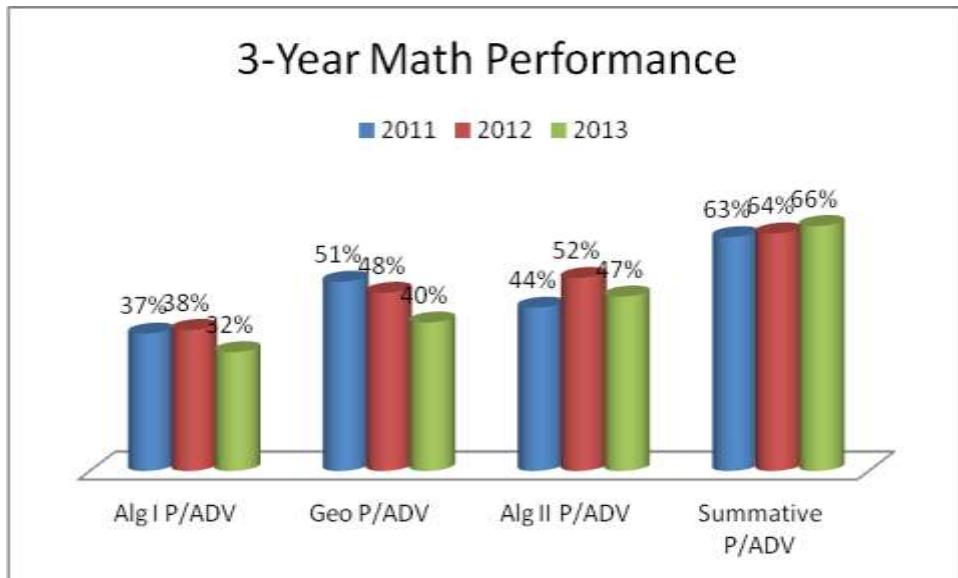
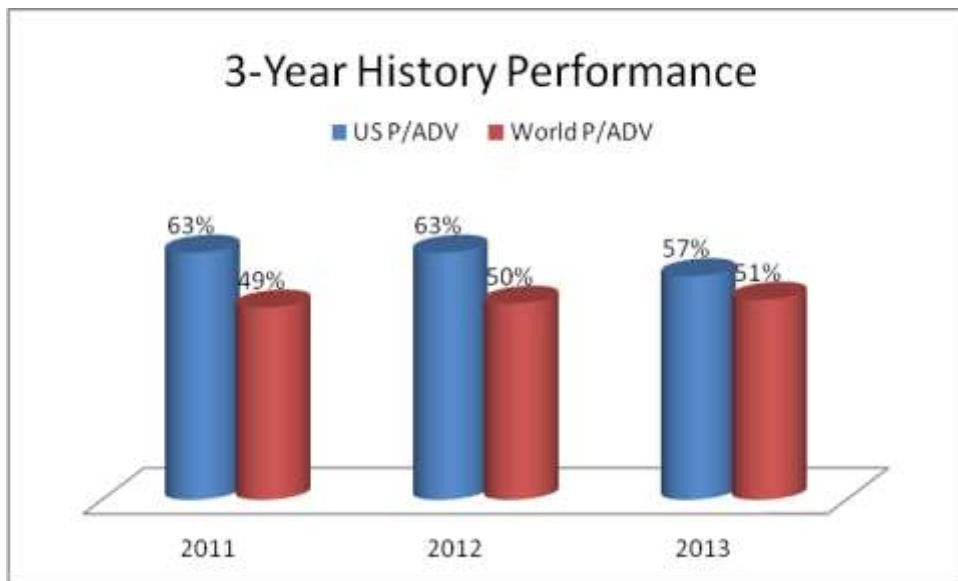
■ Prof/Adv ■ BB/FBB

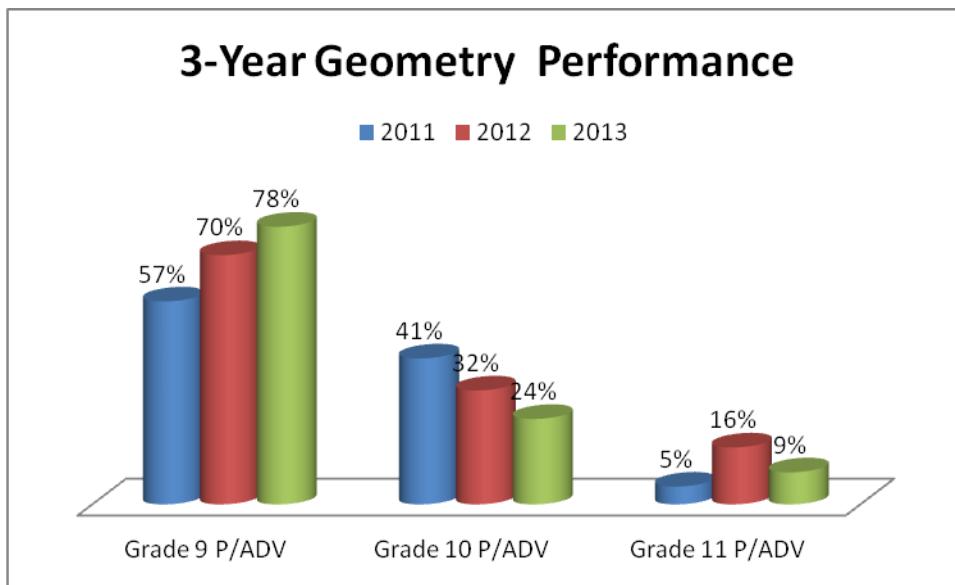
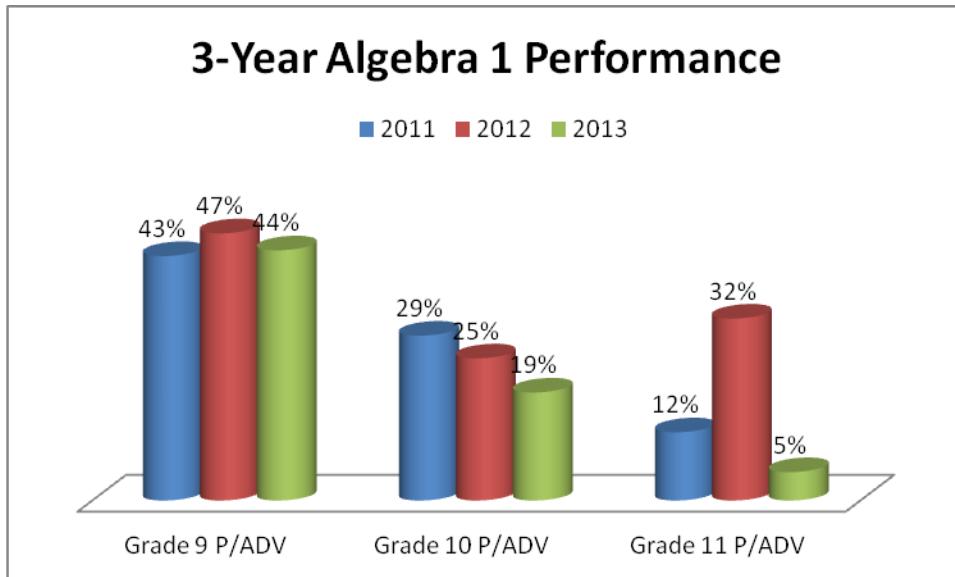


CST data chats

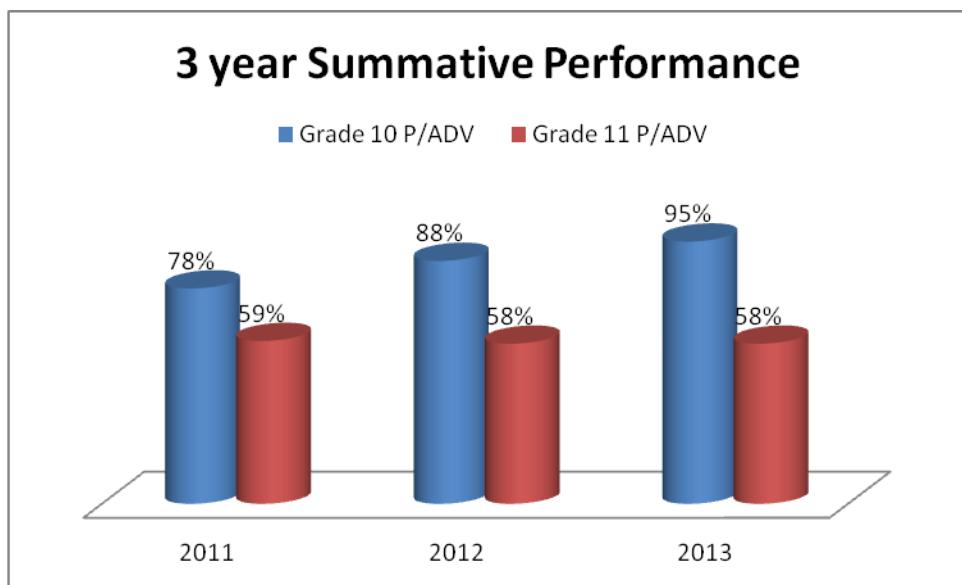
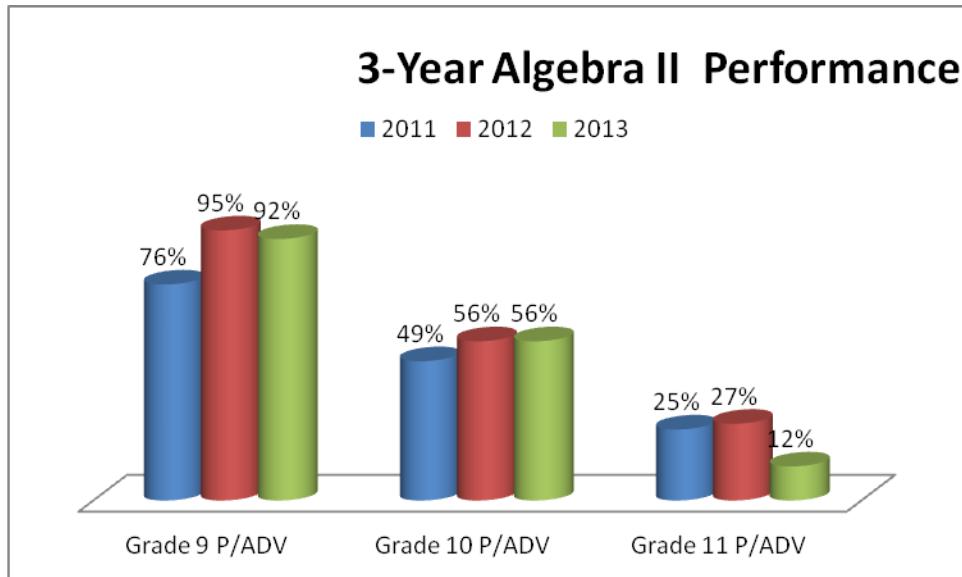
The school holds meetings for data chats at the beginning of each school year. The district purchased software Illuminate allows teachers direct access to student scores from CST tests. Individual teachers are able to access the scores to use to evaluate their own effectiveness and to share strengths within department.







The district 5 year data presentation is available in the evidence file for comparison. 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.



PURPOSE (Mission Statement)

Dare to be **GREAT**

To develop the gifts, talents, and skills of all in our school communities to their fullest

(Where are we going? What do we want to be?)

VISION (Values and Long Term Goals)

A.Y.A.L.A. (Ayala Youths Aspiring to Lead America)
The World's **GREAT**est High School

Our vision is to provide each student with the necessary skills, knowledge, confidence, and characteristics to be successful now and in the future.

CORE Beliefs (Behaviors)

Growth
Respect
Excellence
Accountability
Teamwork

Each year Ayala staff returns to the mission, vision, and core beliefs of the school in order to keep the culture of high expectations alive and to discuss ways as a staff we can use a common language among students. Posters hang in classrooms and staff regularly refer to the G.R.E.A.T. acronym in order to connect behavior, testing, and attitudes to the overall vision of the school.

Chapter II: Student/Community Profile — Overall Summary from Analysis of Profile Data

SELF-STUDE IMPLICATIONS:

Critical Academic Need #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.

AHS has taken huge strides in data analysis to drive instruction as we systematically review many layers of data each year. We look at CST tests results, CEDLT scores, grade point averages, D/F statistics, individual teacher as well as department trends from standardized testing and common assessments. We have improved our communication as now nearly 100% of the staff utilizes email, school web technology, and on-line grades to communicate more effectively with parents. We have created a system by which ongoing participation in collaboration among all stakeholders including students, teachers, school administrators, parents, and the School Site Council is continually improving. We attribute widespread student success over the past two years to collaborative efforts to align curriculum and create common lessons and assessments. We acknowledge that we still have much growth to make in this area. The unique budget restraints of the 2012-13 school year and the lack of department chair leadership hurt our progress towards the goals of collaboration. This need for further collaboration is the first critical academic need.

Understanding how to effectively collaborate became the emphasis of the spring semester of 2013. The vast majority of teachers are interested in effective collaboration, and we recognize the need to consistently create times for collaboration. Additionally, the implementation of the common core requires much time in collaboration. We have made significant progress in the area of collaboration already during the 2013-14 school year during weekly common planning time within departments and in monthly collaboration within inter-disciplinary teams.

Details on how we plan to carry out next steps for collaboration are detailed in the action plan.

Critical Academic Need #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.

The self-study confirmed the effectiveness of expanding the Advanced Placement program. As many sections and course offerings have been added to the master schedule, more students are receiving access to these rigorous classes. We believe we must continue to support and fund the needs of this high achieving population. We also acknowledge the effectiveness of the support of the Special Education subgroup. The improved passage rates of CAHSEE and student and school wide growth in API has been commendable over the previous four years as we continue to move special education and struggling students move students into rigorous classrooms with the general

education population. student. However, we also realize we must find ways to motive, challenge, and support our students in the middle.

We asked how we could provide intervention within the school day which did not require a change in the bell schedule. The history of AVID at Ayala had been tenuous. The program was scaled back in 2011. We began asking how we could utilize AVID in a fuller capacity to service the needs of students who needed additional support to be successful. Enlarging AVID and supporting it with resources is one area we plan to help hold students and teachers accountable for the growth among our population in the middle. This new plan uses teamwork to support students and teachers which is in alignment with our G.R.E.A.T. goals. The plan to enlarge the scope of AVID into a schoolwide program is also detailed in the action plan in chapter 5. A monthly meeting of volunteer faculty members with the AVID Coordinator is an on-going effort to keep the faculty informed and to solicit opinions, ideas, and programs of the professional educators. (Details on the full plan to increase AVID strategies is detailed in the action plan goal #4.)

We also asked which Advanced Placement courses should be added to an already tight master schedule. Each year of the previous 4 years has increased the course offerings of AP courses as well as the increased number of sections for honors and AP students. We hope to deepen the scope of these classes as more teachers are given the opportunity to be readers for the College Board.

Due to the size of our special education population, we ask whether or not this student population is experiencing growth and success at similar rates as the general education population. Our Special Education population has experienced great growth; however, we asked which of our support services do we believe have most contributed to this success. The alignment of a 9th grade study skills class for special education students tracked with the same English Language Arts teacher helped provide specific support in this area. We discussed expanding the number of sections for this study skills class in order to increase the total population of freshmen who benefit from this extra class. In 2013-14 we did expand the number of sections of study skills specifically for the collaborative ELA teacher for ninth grade. This consistency we believe will continue to increase support to the ninth grade students who need the most support as they begin high school.

A final question related to career technology was raised by the district during 2013 with a district wide initiative connected to college and career preparation. Linked Learning pathways were introduced to the faculty in 2013 as a means to enrich the educational opportunities for students at all levels of achievement. Ayala High School has chosen to implement the career/technical training pathway for students in the fields of business/finance and technical informational systems. Other high schools in the district are further along in the implementation of this initiative; however, the school hired a computer teacher with expertise in developing this type of program in 2013-14. The first cohort of students will officially enter the academy in 2014-15 school year. The action plan details a specific plan of implementation in chapter 5.

Critical Academic Need #3:

Ayala High school must expand the program for English learners with a concentration on the writing process.

The self-study data revealed that overall our students are making progress and growing in their skills. Students have met the API growth goals for the past 4 years. However, not all students are growing at the same rate. The English learner subgroup, although very small in percentage at AHS,

needs intervention in regards to writing. This subgroup is a much larger population in other Chino Valley Unified schools and the overall lack of progress contributes to CVUSD being labeled a program improvement district. As a result, this small population's success has become our third critical academic need.

During the self-study, we asked which road blocks for success were the EL population experiencing. The EL program had difficulty retaining many students as many parents did not want their students labeled as EL. Typically, those who signed out of the program were successful in the academic programs of the school through modification of lessons and tutoring. The area they continued to underperform the most often was in writing. Additionally, we discovered some special education students who were also EL students were experiencing poor advancement. It became clear the school needed to evaluate whether students were underperforming based on language acquisition. A process for evaluation needed to be created through the individual education plan for these students.

Chapter III: Progress Report

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

The founding motto of Ruben S. Ayala High School was to become “the World’s Greatest High School.” Our students have shared a 23 year heritage of success both in the classroom and in extracurricular arenas. In our motto, our founders envisioned a campus where all students would achieve the highest expectations; however, over the years, we began to grow stagnant. The need to reinvigorate high expectations for all students was meant to address this stagnation, and to truly aspire to the vision of being the world’s greatest high school. From our often less achieving students with disabilities to our outstanding honor students and creative performers, we want ALL students to embrace and successfully meet high expectations.

The stagnation of our CST scores remained constant for several years. In 2010 we began examining our vision. Our student populations were making progress but not to the degree we felt equal to our vision of being “the world’s greatest” high school. Our main feeder school, Canyon Hills Junior High, routinely had API scores approaching 900. We believed our API scores, near 800, did not reflect the capabilities of our students, teachers, or programs. We felt student apathy toward the test and the lack of student incentives to achieve were contributing factors to our stagnation.

We examined student passions and the popularity of our extracurricular activities and rediscovered the power of incentives. Although our 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.

We also began serious data analysis individually, departmentally, and school wide. Discussions revealed the need for incentives for students and staff. We held town hall meetings on what intervention programs would best suit our school. Although we chose not to change our bell schedule to integrate formal intervention, the conversations did produce further collaboration. We 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.

Our unique collaborative model for our special education population had enabled moderate progress for these students, but we 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 focuses 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, we still urge 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.

The following is a more specific breakdown of the progress since the previous self study in 2008:

Progress in 2008-2009 included the following:

- Social Science hired the AP College Board to train all teachers within the department on vertical teaming.
- AVID expanded, actively recruiting from the junior high schools.
- Three trainings were held for teachers on both website and online grade programs. The use of School Fusion and Easy Grade Pro increased exponentially.

- School website listed all teachers' email addresses with quick links to help parents communicate more easily.
- Email and websites were more easily and commonly accessed at Ayala High School by all stakeholders.
- Common Planning Time was set aside to review data from previous year's CST, CAHSEE, and current year benchmark tests. During discussions, the staff shared that they are still developing in their use of data to drive instruction. More training was scheduled at the school site and district level.

Progress in 2009-2010 included the following:

- In the fall, a new principal was assigned to Ayala, who had previously served as an assistant principal at the school.
- Weekly common planning times were used to discuss vision and core beliefs.
- School staff seriously looked at data addressing all five of the areas of concern from the previous year's WASC report. One week each month was devoted to addressing one critical area of need starting with data. As part of the benchmark exam process, teachers were included in the revision process. They proposed ways to give incentives to students encouraging students to do their best on their CST tests. After much discussion a collaborative decision was made for the incentive: Junior and senior students have time off campus for lunch if met a set of criteria, linked to their grades, as well as success on the CST tests. The extended lunchtime was on Fridays for all upper division students who met the criteria. Academic Scholar certificates were handed out to students for good attendance. The community got involved with the incentives for attendance as well stressing the importance of students being on campus to learn.

Progress in 2010-2011 included the following:

- After consulting with all stakeholders, administration added multiple courses to the master schedule. AP Biology, Mandarin, AP Music Theory, Orchestra, Stagecraft, AP Art Portfolio were added. Photography class went from a wet lab to a dry lab with digitalized photography and Virtual Enterprise (ROP) to replace keyboarding. Health was added per the new district requirement for graduation. Ninth grade geography, Spanish for Spanish Speakers I, and more ELD sections were added.
- Classes closed included: Teen living, Engineering, child development and key boarding. School began looking for grants to fund the need for new computers.
- The AVID program felt a huge pinch due to collapsing lines in the master schedule and declining participation in the program. There was now only 1 AVID elective class in the master schedule for AVID students in grades 9-12. The program continued to provide extracurricular exposure to college campuses through the AVID club.
- Budget also caused many sections in the FTE's to be canceled or combined.
- Once the CST scores were released, Ayala qualified and applied for a California Distinguished School, an honor awarded mid-year. The 826 API score plus the progress in shrinking the performance gap proved the students were achieving in all areas of the school. The conclusion of the award committee was that holding high expectations and keeping all students engaged were significant contributions to the overall success of students at the school. The progress made by the special education students (55 point increase in 2009 and 29 points in 2010) highlighted the strengths of the collaborative model, which places all resource students in all core content areas in

classrooms with teachers known for rigor and the use of multiple modalities. That allocation of those students was a school-wide sacrifice that impacted their limited FTE's, but the school willingly made that choice as they believed the collaborative model was essential to create a true culture of high expectations for ALL students.

Progress in 2011-12

- CST scores from the previous year showed steady increase in student achievement. The new API score of 835 demonstrated that all subgroups were meeting their target growth goals. The faculty continued to work on collaboration to align our curriculum. Teachers in grade or subject specific areas created common assessments and continued to share best practices. The math department worked especially well together to align its pacing within the department. Departments were beginning to see the value of working together, and a desire to collaborate more fully grew school wide.
- Although there were great financial restraints, the school was able to retain most of the teachers who had been given pink slips which helped with school morale.
- A grant written by district administration provided funding for all core teachers to receive document cameras and projectors, and small net books. These tools radically transformed teaching practices into the technology age. The school began to find funding to allow non-core teachers to receive these tools, and the effort is still on-going. About 70% of the staff had projectors and document cameras at the time of this update.
- DAIT teams began visitation of the school English and mathematics classrooms as Chino Valley Unified became a program improvement district. The district hired Action Learning Systems as its DAIT provider. The initial visit through the classrooms came in May. Special education teachers were given professional development instruction in Direct Interactive Instruction (DII).

Progress in 2012-13

- Again scores from Star testing and CAHSEE rose for the general student body. Ayala's API score was now 845 (later adjusted to 849) with the special education students taking another dramatic increase in their growth goals.
- The school felt great pride in the progress of all subgroups; however, we identified several groups of students who were not achieving and who might have difficulty meeting their goals as NCLB rates of proficiency increase.
- The financial restraints of the last few years continued to disrupt the school this year. As a cost saving venture, the district discontinued stipends for department chair positions. This lack of communication and organization of collaboration time limited the collaboration progress of the departments. We went from meeting for collaboration time at least twice a month to full staff meetings of professional development. After Proposition 30 passed, the positions were reinstated and collaboration continued; however, the emphasis of our time together was to prepare for effective collaboration by providing professional development instruction of effective collaboration models and techniques.
- The school brought a data expert to its administrative team. Wil Greer began a series of professional development meetings during the Monday morning Common Planning Time to

instruct teachers on the true value of Professional Learning Communities. We recognized the difference between the level of collaboration we had been experiencing success the previous two school years and the need for a more concentrated collaboration schedule. A time line of a 4 year action plan was developed to implement this more specific model. The proposed time line is included in the evidence file; however, it was modified the following year due to the need for implementation of the CCSS (Common Core State Standards) and the need for professional development to achieve this goal.

- The self-study year involved looking again at data, communication, and progress of student achievement for all students while engaging all stakeholders in the FOL process. Much of our professional development time was spent looking at the PLC model for education.
- Focus groups were placed together and met during many of our common planning time hours to review data, determine the goals and progress of our school, and to collaborate and provide input into the self study itself.
- English and Math teachers were given professional development instruction in Direct Interactive Instruction (DII) through Action Learning Systems. Teachers were sent to a 2 day in-service and then provided with a coach. The coaches came to the sites to give a model lesson using DII strategies. Then each teacher in math and English was given a 3 period session one on one with the coach.
- The incentive program developed tying individual student growth on the CST was discontinued. The superintendent received word from the legal arm of the district that this practice was not advised. Mr. Joseph met with the staff to report the findings and provided documentation of the legal teams findings. The staff felt this decision deflated student effort on the CST somewhat and may be responsible, at least in part, to the decrease of student achievement. The incentive system allowed the previous year's grades to receive a percentage boost (up to 4% in some subjects) for scoring advanced or making progress over the student's previous score.

2013-14 school year

- Previous problems with the accounting of instructional minutes at other schools within district resulted in a review of all instructional minutes, and an audit at the district level resulted in the removal of the extra time for Friday lunch. Juniors and seniors of good academic standing were still allowed off campus for lunch, but lunch was returned to the 30 minute time period.
- Common planning time on Monday mornings were designated completely as collaboration time. Teachers met in grade level or subject level small groups to align curriculum, discuss implementation of common core curriculum, develop common core lesson plans, etc.
- The English department began piloting a software program (Synced Solution) to assist in carrying out the goals of the common core. Representative teachers from each grade level from schools around the district met during the summer to design the curriculum based on the current textbook, utilizing more non-fictional pieces and expository writing assignments. Standards and objectives were aligned into 8 units alternating between literature based units and non-fiction expository units. Teachers volunteered to attend trainings during the summer on both common core and the program Synced Solution. Nearly 100% of the English department is piloting this program.
- A limited number of math teachers also piloted the common core curriculum for math.

- The school hired 18 new teachers this school year. The principal planned special lunch meetings with this group to help them understand the culture of Ayala and to provide support.
- Professional development after school was provided to assist teachers with attendance procedures and classroom management strategies.
- Technology assistance was also provided to help the new teachers with benchmark data, Illuminate data retrieval, and software assistance.
- The Linked Learning pathway for college and career readiness began forming a team of teachers to implement, and these teachers attended a two day training in La Quinta. The pathway will focus on business and informational technologies and will begin in 2014-15 with its first cohort of freshman. These students will travel as a cohort to most core classes over their four year high school experience. (The details of this program are forming in the action plan.)
- Inter-disciplinary teams were formed which met approximately every 6 weeks, IDT formed and met every 6 weeks in order to begin discussions on common core, to further communication, and to look outside our departments and focus on the needs of students. During this time the AVID site team was able to meet to discuss school wide Avid strategies. The newly forming academy pathway for business and informational technologies was also able to meet to collaborate on implementation of this new system.
- Digital video, AVID 11, Chemistry AP, Computer Applications 1 & 2, Sports medicine, AP psychology and CP psychology were added to the master schedule.
- Technical subject teachers were provided half day professional development related to integrating common core assignments into the curriculum. The emphasis of training centered around adding more expository reading and writing to augment the content area standards.

Previous Accreditation History:

The previous accreditation cycle identified 5 areas of critical need. The progress from our mid-term review is detailed below.

- 1. Ayala High School needs 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.**

The midterm WASC report recognized the progress we made in three years:

With the alignment and integration of the Single Plan for Student Achievement (SPSA) and the Academic Performance Survey (APS), the school has developed an ongoing process focused on data-driven instruction to improve student achievement. For the full self-study in 2014, the Visiting Committee recommends that the school document more of their efforts to use data to drive instruction throughout the Self-Study document.

Over the last three years, the school staff believed its API score, which was near 800, did not reflect the capabilities of the students, teachers, or programs. After some staff read and discussed an article linking motivation and student achievement, the staff determined that student apathy toward the test and the lack of student incentives for student achievement were contributing factors to the stagnation. To encourage students to improve their proficiency scores from year to year, the staff has implemented “motivational strategies” to encourage improved proficiency. The Mathematics and Science departments have implemented a “rewards program” that allowed students who improve their proficiency to be excused from a future exam or to earn one to two extra percentage points added to their previous year’s semester grade. The English department has also offered to improve a past semester grade for students who improve proficiency levels or increase scores already designated as advanced. During this revisit, the Visiting Committee heard ample evidence from teachers, administrators, parents, and students regarding a significant increase in the amount of data used to inform instruction. Many more examples of how departments and segments of the staff are using data to improve the instructional program were shared with the Visiting Committee, even though they were not described in great detail in the progress report.

The staff should continue to use disaggregated data for significant and growing subgroups to drive instructional improvements at all levels of the school program. Through this data analysis, the school will be well poised to make additional decisions regarding intervention and student support programs for students in all programs.

The staff shared that most core subjects have implemented the district’s benchmark tests, and data from those assessments are starting to be used to drive instructional improvement both individually and during Common Planning Time. Additionally, teachers from some core subjects are involved in creating site-level formative assessments to augment the district’s program.

Scores for students who do not pass the California High School Exit Exam (CAHSEE) are also evaluated. Based on their scores, enrollment in an intervention program may follow. Students are enrolled in after school CAHSEE preparation classes to review and reinforce English and/or Mathematics skills to help foster score improvement (and eventual passage of the exam). Support materials may also be checked out from the library. Most Ayala students pass both sections of

CAHSEE the first time they take the exams.

In working with the school's English Language Learners, the Ayala staff work to evaluate their language skills for re-designation on a regular basis. Struggling ELL students are offered instructional support in the form additional reading, writing, or speech intervention based upon their identified deficiencies from CELDT results. CELDT data was provided in the school's Single Plan, though not specifically addressed in this report. A new teacher was hired to teach ELD support elective classes throughout the day, and some ELs are programmed into classes with teachers who have received training in SDAIE strategies. The staff continued to look at disaggregated data from CSTs, CAHSEE, and district benchmark exams to drive instruction for English Learners.

Yearly Advanced Placement exam scores are analyzed during the summer or early in the fall to guide instructional strategies for the upcoming school year. In addition, AP teachers examine passage rate scores from preceding years, usually surveying a three-year period, to evaluate areas of their curriculum that may be modified or enhanced to improve student attainment of the subject matter. To address the low pass rates that have persisted in some courses, some AP teachers are attending off-site professional development from the College Board or have volunteered as AP readers to increase their capacity to support all students.

Abiding by stated legal requirements, routine IEP meetings are used to evaluate student progress within mainstream core subject classrooms. Utilizing input from teachers, mandated accommodations and stated educational goals are reviewed to gauge the academic progress of our RSP students. New goals are often added to the student's IEP to foster further achievement. Data for students with disabilities on both CSTs and CAHSEE continue to improve at a higher rate than all other groups. Special education still appears to be a model of how to use data to support students and to inform instruction, particularly for Resource Specialist Program students who participate fully in the general education program. The school is growing in its use of data to support students in the Special Day Class program, as evidenced by students moving to the less-restrictive Resource Specialist setting for a greater percentage of the school day.

To ensure that all students are given an equitable chance to graduate from Ayala in four years, students failing core courses have the option of enrolling in an on-campus intervention program. The Credit Recovery program, which is run after school, several days per week, during each semester, functions to give struggling students a chance to regain missing credits at their home school site. The counseling staff has also instituted the Student Success Team approach to identifying and problem solving around students who are at-risk academically. Additionally, many teachers utilize the "warning" system on the School Fusion website so that students and parents have greater access to information that can be used to identify problems before the end of a semester.

2. The administration and faculty of Ayala High School need to engage in an ongoing, continuous improvement plan that ensures that all stakeholders are involved and collaborate in the Focus on Learning process. All participants need to internalize and embed this process as the method for improving student achievement. This is a continuation of a recommendation from the last Visiting Committee.

The process of identifying student achievement remains the priority of the school. Our teachers worked on creating common assessments in each of the core subject areas, and we met together on a regular basis in PLC meetings to discuss common lesson plans, the deeper training of effectively formalizing assessment and reviewing measurable objectives was not happening at the level we desired.

The school hired an expert on data and PLC as its third assistant principal in the beginning of the 2012-13 school year. He began the process of utilizing our Monday common planning time hours to go train our staff on the elements of effective collaboration. A 3 year action plan at training, practicing, and implementing the core elements of the collaboration model has been designed and approved by the school board. Spring semester brought the return of our department chairs which enabled us to work departmentally on a few of these guiding principles. Our intention in the action plan is to truly implement the stages of professional learning communities within 3 years. Since 2014-15 brings the new Common Core State Standards and a new generation of standards for many academic subjects, we began addressing again the question "What do we want all students to know?" This required departments to determine the critical standards which must be returned to throughout the school year. Once we can identify this information, we will address "How do we know they learned it?" and once again look at common assessments for departments beyond the district's benchmark exams. After this process has been complete, teachers will address "What do we do to those who have not learned it?" This question forces the school to focus on intervention strategies for teachers individually and as a school as a whole. These steps are the emphasis of both the collaboration process and the professional development plan for implementing common core.

We have made significant process the last 6 years in involvement in the Focus on Learning process itself.

During the 2009-10 year, the staff expressed a desire to research intervention models from around southern California. The school sent teachers, administrators, and students to view and evaluate what they saw. Information was shared and round table discussions held asking the whole staff for their input regarding concerns, positives, or barriers, etc. Students were invited to share their observations and concerns as well. The process of sharing information, discussing alternatives, and visiting schools greatly improved communication and collaboration.

Schoolwide and departmental collaboration helped address the stagnation of their student achievement scores. The staff felt student apathy toward test taking and the lack of student incentives for achievement were contributing factors to the stagnation. We examined student passions and the popularity of extracurricular activities and rediscovered the power of incentives. Students with good grade point averages were allowed off campus for the first time in the 20 year history of the school. Each department came up with an incentive relating classroom semester grades with extra credit options after the CST tests were made available. 60 science grades were changed in the 2011-12 school year alone as students who scored advanced were able to get as much as a 3% increase on their previous semester scores. Other departments had similar plans. This incentive program helped give students a tangible reason to demonstrate high achievement on the end of the year state testing. Now that these incentives have been removed as related to CST exams, the staff hopes to begin discussions on other types of incentives tied to student achievement.

The incentive program was discontinued in spring of 2013 as the legal department at the district declared it was against board regulations. This was extremely discouraging for some teachers. The superintendent of CVUSD sat down with teachers during a lunch discussion and explained the rationale (Available in the appendix). The CST tests results for 2013 may show the impact of this decision. Test scores did drop

slightly from 849 to 838 (which is almost the exact amount of increase we received the first year we implemented the incentive program); student frustration at the lack of this incentive was voiced strongly, and we do believe there is a correlation to the drop in scores and this decision; however, the school does not believe this is the only reason for the dip in scores.

The focus on learning process has transformed from activities the school plans to prepare for WASC into activities designed to analyze the progress of student achievement. It is a systematic process which begins early in the fall each year and continues throughout the school year in collaborative meetings. The more intense look at the school as a whole was conducted during the self-study process year through monthly WASC meetings as well as leadership teams meeting to look specifically at trends or patterns noticed during the self-study meetings. Since a degree evaluation process is done often and consistently, all staff members are involved on some level in the FOL process over all 6 years of accreditation.

We attempted to enlarge the input of parents through making the surveys electronic; however, parent input in the self-study remains difficult. The self-study report was made public for parents to review. The student leadership was included during the self study year as well.

#3 Ayala High School needs to engage in professional development designed to identify and implement classroom-based strategies, supports, and interventions to improve instruction for under-performing students, and continually refine these efforts through data analysis.

Professional development has traditionally been the emphasis of our Monday morning common planning times. During the 2013-14 school year, all common planning time was designated as collaboration time allowing departments and grade/subject teams to invest more time together planning, creating common assessments, sharing best practices, and implementing goals of the common core state curriculum. During the two years prior, the school spent more time on Monday breaking down the goals of collaboration and deciding how to best implement collaboration time.

Direct Interactive Instruction coaching sessions were provided by Action Learning Systems (our district's DAIT provider) to special education, math, and English teachers over a two-year period. Teachers were provided with 2 full day inservice training opportunities with other teachers within their discipline district wide. Additionally, a coach was assigned to meet with teachers, model a DII lesson and conduct feedback sessions. The coach then met with individual teachers, observed a teacher driven lesson, and provided additional feedback. Of the many strategies modeled, many are practiced by teachers regularly.

During the summer of 2013, the CVUSD ELA teachers gathered to implement Synched Solutions, a computer-based instructional guide that provides teachers resources to navigate the Common Core ELA Standards. A content area specialist met with other representative grade-level teachers to bridge the current ELA resources with the Common Core Standards. The lead teachers on the ELA project continue to meet throughout the year to monitor and adjust the program goals. All ELA teachers were provided the opportunity to attend summer training, and all technical subject teachers are being offered similar training in the fall of 2013.

CVUSD math teachers followed a similar path of training. Teachers that are piloting meet once a month with teachers from other schools to share progress and make necessary modifications to the curriculum. The math teachers have also created a first semester benchmark exam, using IntelAssess, which aligns exam questions to the Common Core and Smarter Balance assessment

style.

Ruben S. Ayala High School has begun to provide support for the technical subjects teachers, and all other core class teachers to implement Common Core. In November of 2013, subject area teachers met in three-hour blocks to unpack the Common Core Standards, and begin to plan a collaborative lesson using cross-discipline content. As a goal for the academic year, teachers have been asked to create lessons and common assessments which align with the Common Core.

#4 Ayala High School needs to implement and monitor research-based strategies that maintain and increase success for the higher achieving student population.

The primary focus of this goal has been directed towards training of advanced placement teachers. All AP teachers are provided with training during the summer institute provided by college board. As honors sections have continued to increase in number, teachers began collaborating on techniques and best practices for gifted students. The goal is to send AP teachers to become readers for the tests which we believe is the highest form of training provided.

Additionally, English teachers have been provided training by the California State University system on strategies for effective teaching of expository reading and writing. 80% of the English teaching staff have been trained in the curriculum and each grade level has implemented modules utilizing these strategies across the board. This training has been provided each year over the past 5 years. With the addition of 4 new English teachers, the school is preparing to send the new teachers to training in 2014-15.

The GATE program offer students plenty of options to participate in challenging and academically rigorous courses at Ayala. The options range from college Prep to Honors and Advanced Placement classes. Currently we have 80 sections of honors classes in 15 different classes. The total amount of sections or periods has grown from 27 (two years ago) to 37 currently. We now offer 16 different classes. The curriculum offered provides instructional strategies which promote inquiry, self-directed learning, discussion, debate and other appropriate modes of learning.

Each year funds are provided to obtain materials and supplies for GATE students in honors and AP courses. The school also sends teachers to the summer institutes for advanced training. Substitute teachers are provided to AP teachers who are selected to read for the AP exam itself in May. The school has also purchased upgraded technology to provide teachers the necessary tools and programs to enhance the learning experience.

According the college board, the Equity and Excellence ratings have grown in each of the last three years: 31.1% growth in 2013, 24% growth in 2012, 22.6% growth in 2011.

Further information on the Gifted and Talented Education program is available in the appendix.

#5 Ayala High School needs to overcome communication barriers among all stakeholder groups. A common vision needs to be communicated and articulated in areas such as, but not limited to, data analysis, the Focus on Learning process, standards-based instruction, and data-driven instruction.

Communication has grown with the additional technology available to faculty members. The web site is used to communicate to parents by teachers, administration, and district personnel. The staff receives an electronic bulletin each week. Email is utilized by the entire staff and the greatest percentage of communication continues to be electronic. Departments have opened drop boxes to share lessons, tests, and other resources with other faculty members. The administration team also opened a google drive file for sharing power points and other electronic data that was used in staff meetings. The availability of technology has created many opportunities to share information. The principal is also sending its first Blog at the time of printing in order to further communication with parents.

A survey to help determine further communication needs is scheduled for 2013-14 school year.

Chapter IV: Self-Study Findings

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

A1. Organization Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

CRITERION A1 INDICATORS AND PROMPTS

Vision – ESLRs – Profile

Indicator: The school has established a clear, coherent vision (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.

Prompt: *Comment on pertinent student/community profile data that has impacted the development of the vision and the expected schoolwide learning results.*

Findings	Supporting Evidence
<p>Ayala High School has a clearly established and recently updated coherent vision and purpose. The school was founded on the principle of “The World’s Greatest High School” twenty years ago. Three years ago we informally embraced this motto once again. We began a series of conversations in our faculty, department chair, and department meetings examining ways to revive our culture of high expectations. We sent teams of teachers to local area high schools to examine their intervention programs and bell schedules. We 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, our administration brought in the founding Activities Director to help us revisit our motto and begin using a common language while communicating the idea of greatness to our students. We developed an acronym for the term “G.R.E.A.T.: Growth, Respect, Excellence, Accountability, and Teamwork to represent our core values, reflecting high expectations for all. Using a common language and developing a common vision have been the groundwork for our current success. The Great acronym represents the core values for the school and was developed through a series of meetings over a two year period, and these values and our mission statement are revisited each year as part of the on-</p>	<p>Banners in parking lot reinforce GREAT to all students.</p> <p>Posters in classrooms</p> <p>Perpetual trophies</p> <p>WASC review templates A1-E1</p>

going process of evaluation of student achievement.

The previous mission statement was bulky. During the meetings to discuss vision and mission, we adopted a more simplistic and comprehensive statement of the goal of Ayala High School.

Our mission is to provide each student with the necessary skills, knowledge, confidence, and characteristics to be successful now and in the future.

We refer commonly to the mission as simply GREAT.

Development/Refinement of Vision/ESLRs

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results are effective.

Prompt: *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results.*

Findings	Supporting Evidence
Six years ago parent surveys indicated that our parent population did not understand the significance of our previous ESLRs. Even when we had detailed expected outcomes of each of the then current words in our acronym GET REAL. It was clear to the teaching staff and leadership that we needed to simplify the goals. Four years ago we held numerous discussions in staff meetings as well as department meetings as well as polled the students on what they understood our long term expectations to include. We settled on GREAT: Growth, Respect, Excellence, Accountability, and Teamwork as these clearly reflected our CORE Values for standards for All of Ayala High School, staff and student.	Mission, Vision, and Core value CPT agenda. Staff surveys Parent survey
	Posters in classrooms Banners in parking lots publicize GREAT throughout the campus

Understanding of Vision and ESLRs

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected schoolwide learning results.

Prompt: *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected schoolwide learning results.*

Findings	Supporting Evidence
The majority of the revision and definition of our ESLRs occurred during our Common Planning Time (CPT) on Monday mornings while the students start school late. (CPT).	Agendas of School Site Council, PTSA, CPT

Teachers polled students and brought the conclusions and impressions as we collaborated on the revision of our ESLRs. Keeping the acronym simple became our priority so that all stakeholders could understand the goals for ALL of Ayala High School. The School Site Council and Parent Teacher Association were included in conversation as well.

Student representatives from the leadership team also helped communicate the importance of understanding GREAT the Ayala High School way. In the spring of 2013 as part of the self-study, student representatives went to their assigned homeroom and asked students what GREAT looks like here at Ayala. Students reported character examples such as removing of the hat from the head in the classroom showed respect. Teamwork was portrayed in athletics as well as academic projects and musical productions in which so many students participate in.

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

Prompt: *Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.*

Findings	Supporting Evidence
<p>Each year since the revision in the 2009-2010 school year, we begin the school year with a look back at the history of our school. We educate new teachers as to the great heritage we have with over 20+ years of educational excellence in our community. We remind all staff at these opening meetings that we are striving to be the World's Greatest High School by offering Growth, Respect, Excellence, Accountability, and Teamwork to all who make up the Ruben S. Ayala family.</p>	GREAT trophies
<p>In 2011-2012 school year we began celebrating the GREAT staff members through perpetual trophies. We have 5 trophies which are awarded to different staff members several times a year to communicate ways our staff continues to go the extra mile for students. This began as a result of our collaboration meetings in which we tried to avoid the negativity of a particularly difficult era with teacher lay offs and budget cuts.</p>	GREAT posters
<p>Great posters hang in nearly all classrooms for constant student reminders. Prior to state testing, copies of students' previous scores are provided to all students and GROWTH is stressed as an indicator of meeting our vision. Students are</p>	Copies of student STAR test results provided. Copies of practice CAHSEE tests. Classroom posters.

Student leadership interviews and questions.

encouraged to move up one performance level each year, and for those who already score advanced, they are asked to move over further in the category as they demonstrate greatness.

A1. Organization: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Achievement	
<p>Ayala's vision is based on the belief that all students can achieve high levels. We pride ourselves on the number of programs we offer to all students and how these programs accommodate students with different learning styles and abilities. For example, we offer rigorous college preparatory English and Math classes for all students to help prepare them for the California High School Exit Exam (CAHSEE). This curriculum is working, demonstrated by our consistent passage rates averaging 95 to 96% in both math and English language arts. We are especially proud that our special education passage rate equals that of the general education students; however, special education students often require taking the CAHSEE test more than once. Although many of our special education students can be exempt from passing the CAHSEE test, teachers push students towards GREATness by continually working on skills to help them pass both parts of the test.</p>	CAHSEE test results
<p>We also offer many Advanced Placement (AP) courses to meet the needs of our students who wish to earn college credits while in high school. Our students' success rates in AP testing have surpassed the national average while the number of students taking both the test and the classes continue to grow.</p>	Equity and Excellence scores AP data compiled during self study
<p>Ayala High School has also been recognized for numerous awards based on student achievement. In 2011 we were awarded the honor of becoming a California Distinguished School based on High Expectations for all students and Student Engagement.</p>	Master schedule California Distinguished schools Report

Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings	Supporting Evidence
Area of Strength: Ayala High School demonstrates high expectations for all students. Students are expected to grow in skill and ability. The mission statement is a constant reminder that everyone is to contribute to the making the school the Worlds' Greatest High School. As we are in the beginning stages of creating a new program to help students who are not necessarily on the college track, we will be using the GREAT ESLRs as we develop the new pathways program.	API AYP CAHSEE Census Results
Area of Growth: Continual use of GREAT common language, especially among new staff and students, is needed so that all stakeholders are focused on the mission of the school. Since we have so little turn over of staff, we must remember to revisit the foundation every year.	Graduation Rates

A2. Governance Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

CRITERION A2 INDICATORS AND PROMPTS

Governing Board

Indicator: There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

Findings	Supporting Evidence
Ayala High School's governing board, the School Site Council, is composed of faculty, administration, and parents who meet once a month to ensure bylaws are aligned with the vision and mission of the school, the curriculum and programs are standards based and data driven, and that the policies serve the instructional needs of all students including English language learners and Special Education students.	School Site Council agendas and records
The SSC (School Site Council) adds new members annually and monitors the school's progress according to the Single Plan for Student Achievement and current data.	Single Plan for Student Achievement
The school district board of education also meets twice monthly and communicates their decisions and policies to administration in monthly principal meetings. This information is usually shared with the department chairs in a monthly meeting and then passed along to all faculty and staff in department meetings or collaboration meetings. Occasionally, school district personnel communicate directly at monthly meetings to the staff as a whole.	Website
The District presents general funds to the school in the form of a site budget. The budget (exclusive of categorical funds) is then divided up at the site level, based upon need and justification. Allocations are made to each department with consideration given to total courses taught and general expenses associated with running programs within each	PTSA agenda and minutes

department. Each teacher is allotted with \$60 at the beginning of the school year for supplies and paper. All purchase requests are sent to purchasing for approval.

A parent support organization also meets monthly with administration through the PTSA. A campaign to gather members each fall brings in both teacher and parent involvement. Parents can volunteer to attend the monthly meeting, however, attendance at these meetings averages 10 or less. This small group of parents volunteers time and resources to hold appreciation events throughout the year. They know they have the ear of the principal and administration and often are able to convey concerns informally. Any formal action must come from the official School Site Council.

Relationship of Governance to Vision and ESLRs

Indicator: The governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.

Prompt: *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

Findings	Supporting Evidence
Each staff is invited to nominate himself annually to sit on School Site Council. Parents are recruited or can volunteer to serve on the council as well. The policy regarding positions is printed and emailed to all staff. The policy regarding parent openings are explained in printed material at enrollment and also mentioned at Back to School Night in the fall each year.	Enrollment packets Policies regarding SSC
Parents understand the council is an advisory board with decision making responsibilities. Parents and staff who serve on the council with the principal work to ensure Ayala High School remains GREAT.	

Understanding Role of Governing Board

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

Prompt: *To what degree does the school community understand the governing board's role, including how parents can participate in the school's governance?*

Findings	Supporting Evidence
Ayala high school has very active parents. In addition to the School Site Council with limited participants, hundreds of parents participate in booster programs to support athletics, arts, music, and drama. Parents serve in both official and unofficial roles in these booster programs.	AYP results
The School Site Council involved change to policies of the school:	API scores
The self study process revealed the need to address our English Language Learners success. We have a small population of EL students. Although many typically did well in their academic program through modification of exams and the use of translators, we discovered the primary obstacle for their reclassification was their writing abilities. We are currently creating a pathway to success for these students which includes the creation of an EL English class primarily focused on the writing process. We also identified several special education students who were also EL students and yet we have determined through evaluation of student work and collaboration with the special education program teachers that the students' ability is restricted by the learning discrepancies rather than the acquisition of language. We are putting a policy in place to help identify future students in this position as a means of qualifying for reclassification.	Reclassification rates
Avid has undergone many changes over the years at Ayala. It is now growing strong with a full complement of teachers, college tutors, and a full school site plan. The AVID site is able to meet every 6 weeks during the IDT time for planning to review practices and goals for the school	Celdt Testing
Through the council of the governing boards, more Advanced Placement courses have been added to the master schedule at Ayala. More sections of already existing classes have been added as well as enlarging the scope of courses offered. By 2014, 13 subjects of AP will be offered in 39 total sections. In 2011-12, 475 students took 843 exams up from 289 students taking 660 exams the year before.	Special Education IEPs
The governing boards have also given leadership and approval to the after school tutoring programs and credit recovery. Our after school tutoring program is student based utilizing math students to assist other students with homework. These are offered every Tuesday and Thursday after school. With	Individual Learning Plans
	CELTD scores
	Reclassification writing samples
	AVID plan
	Master Schedule
	AP course offerings list
	Monday morning collaborative schedule

diminishing summer school program opportunities, the school utilizes the Chino Valley Unified Virtual Academy and other district approved on-line course offerings. These allow students to take courses for credit outside of the school facility. A credit recovery class currently meets on campus to assist upper classman in recovering credits from failures.

Governing Board's Involvement in Review/Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results.

Prompt: *How is the governing board involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results?*

Findings	Supporting Evidence
The Single Plan for Student Achievement (SPSA) must be approved by the School Site Council and PTSA membership. The purpose of the SPSA is to (1) create a cycle of continuous improvement of student performance, (2) raise the academic performance of all students to the level of state achievement standards, and (3) ensure that all students succeed in reading academic standards set by the Board of Education. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. Any major change in the school plans requires an SPSA update and approval.	SSC by laws

Professional Staff and Governing Board

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

Prompt: *To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the professional staff?*

Findings	Supporting Evidence
The School Site Council is comprised primarily of faculty members, one administrator, and parents and/or community members who wish to serve in an advisory role. The school's leadership and faculty ensure that all students are engaged in rigorous stands-based lessons that address academic standards and specific student needs. SDAIE, differentiated instruction, use of technology, Direct Interactive Instruction and other methodologies are used to address the needs of EL, Special Education, and Gifted/Talented students.	SSC by laws

The leadership and faculty believe that all students can achieve high levels of learning, but when students fall short of this achievement, we look at student data including grades, student work, test scores, and periodic exams to revisit lessons, monitor student progress, and change pedagogy to support student success. The responsibility for monitoring faculty is given to the administrative staff.

The responsibility for establishing work routines and job priorities of the custodial staff is given to the administration. The work the custodians complete help develop an atmosphere of safety, cleanliness, and cooperation among the staff. Teachers work with all students to foster an atmosphere of respect for property and teamwork.

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

Prompt: *Comment on the clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.*

Findings	Supporting Evidence
As part of the Single School Plan for Student Achievement, each year the SSC as well as the faculty review all the data from the previous year pertinent to student achievement. The administration meets with department heads who then meet with other members of the department to establish goals for the coming school year. These goals are integrated into the SPSA by administration. The plan is then presented to the SSC for approval. All funding and resourcing to carry out the plan is determined through the acceptance of the School Site Council.	SSPSA

Complaint and Conflict Resolution Procedures

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

Prompt: *Examine and comment on the established governing board/school's complaint and conflict resolution procedures as they apply to your school's shareholders.*

Findings	Supporting Evidence
The School Site Council is our governing board that approves the school's safety plan as well as financial plan of LEP	SSPSA

money (English Language learners); this is the only categorical funding our school receives. The other purpose of the council would be to address concerns that our brought to representatives of the council, if any, for administration attention. The council does not make decisions nor rectify situations. The district posts the Uniform Complaints procedures mandated by Education Code 35186.

A2. Governance: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Annual membership of the School Site Council has been consistently filled by volunteers. Many members began on the SSC of the feeder junior high school and remained in leadership at the high school level. There are new members each year of parents. Due to the high level of teacher involvement in other areas of the school, few classroom teachers have nominated themselves over the years to become members of the council. Due to the budget restraints, the SSC approves budgeting and expenditure of only limited financial resources. Increasing awareness of the necessity of this body to the greater school community has not impacted the number of faculty members who wish to run for this two year term on the council.	SSC Minutes and agendas

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Area of Need: As the Linked learning model continues to advance at Ayala High School and academy pathways for career and college technical training grows, we must form new advisory panels made up of community members and/or parents to assist in internships and on the job experience for students. Training for these pathways has recently begun and needs to continue and expand to include the entire staff and student body in a wide variety of disciplines and career fields. (See action plan for implementation dates).	Linked Learning organization chart

A3. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

CRITERION A3 INDICATORS AND PROMPTS

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

Prompt: *Document that the school planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.*

Findings	Supporting Evidence
Ayala High School has grown tremendously in its ability and willingness to collaborate. The beginning of each school year, our administration and teaching staff analyze district provided state tests scores from the previous year to assess the curricular strengths and weaknesses of our programs. We also now have access to pre-built reports from Illuminate, our program which stores the benchmark exams and other testing related data. We look at the school trends, and then we look at department trends and eventually results from individual teachers.	Collaboration schedule
Every Monday for the past six years, Ayala has used a fifty minute time block called Common Planning Time (CPT) for department, interdepartmental, and schoolwide meetings. The issues addressed during the CPT are typically dedicated but not limited to the following concerns:	Common assessments
<ul style="list-style-type: none"> • strategies and techniques • data presentation and analysis • state testing and exit exam review • the ESLRs revisions • evaluation of student progress and achievement • evaluation of state assessment testing • curriculum revision 	Synced solution software program for English

The self-study revealed the need for more specific

- strategies and techniques
- data presentation and analysis
- state testing and exit exam review
- the ESLRs revisions
- evaluation of student progress and achievement
- evaluation of state assessment testing
- curriculum revision

collaboration goals. Many discussions were held to determine the next steps of our collaboration needs. Our action plan details the goals we have set for the next four years to increase the effectiveness of our collaboration time.

The Common Planning Time each week is the essential tool to provide time for collaboration. Our action plan addresses the need to provide professional development to core subject teachers as we continue to break down essential standards and create additional common assessments to evaluate student performance and achievement.

In addition to collaboration within departments, we are also working on a plan to collaborate inter-disciplinary subjects. The new Pathways program is designed to motivate and prepare career minded students. Student input has been necessary for collaboration as well. The school utilized student surveys to determine the pathways offered. At the time of the self-study, we are designing a leadership team to oversee the implementation of this new program.

The AVID Site team also gathers quarterly to collaborate on assisting our college minded students who need additional support for success. This team meets to discuss best practices as well as implementation of new policies to increase participation and success.

Our inclusive model for special education students also requires collaboration among our special education teachers, general education teachers, as well as classified teachers aides. This program's success continues to be a high priority of this campus and could not be successful without the collaboration and involvement of the staff. Students and parents are highly involved in the process under the inclusive model in compliance with the laws of special education. For examples on material discussed during lunch time support meetings, please see the power point titled Embark in the evidence electronic folder of the flash drive you were provided.

Students and parents are provided the results of state testing material in the mail, and we also copy the results of the tests for all students in the fall to begin the conversation with students to "band up" a performance level. This begins the conversation related to "Growth" for students as we expect growth in all areas academically.

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards.

Prompt: *What evidence supports that there is a correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards?*

Findings	Supporting Evidence
The steady increase of our API scores continues to point to the effectiveness of identifying student achievement as a critical academic need. Our goal of growth and accountability for both students and staff has been met for the last 5 years. The jumps in our special education subgroup API scores as well as CAHSEE success also indicate an effective correlation between the SPSA and our ESLRs. Although our CST score dropped based on the 2013 spring testing cycle (as did scores across the county), we have been consistently the top or second highest high school in San Bernardino County for many years.	API scores CBeds
We have also identified a need to improve the writing strength of our English learners to aid in their success as demonstrated on the CELDT. Our action plans details the goals we have set for this population as well.	Master schedule
Increasing the number of sections and course offerings of Advanced Placement courses as well as increasing the quality and enrollment of the AVID programs demonstrates the effectiveness of collaboration and analysis of our current student's needs.	

Correlation between All Resources, ESLRs and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan.

Prompt: *What evidence supports the correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan?*

Findings	Supporting Evidence
The action plan utilizes training and collaboration within and beyond the academic school day and calendar. The leadership	Monday collaboration schedule

team meets once a month with the principal in the department chair meeting to discuss implementation of the action plans or to evaluate the effectiveness of these plans. Other leadership teams such as the core team for Professional Development and the new Pathways team meet after school to allow for different preparation periods. The professional development goals were created by a team of teachers giving input and oversight to implementation of the common core curriculum. It is a goal to align a common prep period for collaboration teams; however, the master schedule does not allow for all subjects or grade levels to have the same prep period. Since the Pathways program is new and will require the most collaboration time in its implementation, this group will receive priority for alignment of prep periods.

The leadership and governing bodies of the school have supported the goal of student achievement as much as possible in a period of time filled with cutbacks. We have seen class size increase to 38 students per class in 2011-12 and then return to 35 students per class in 2013-14. Our FTEs have been restricted limiting the number of electives. However, Ayala has been successful to continue to add courses such as AP, AVID, and computer classes due to the goals of the SPSA. The school wide action plan identifies student achievement as the focus of resources. 2013-14 also brought additional elective choices for students including digital videography, AP chemistry, AP psychology, sports medicine and JROTC through ROP instruction, and computer applications 1 & 2.

Professional development plan

A3. Leadership and Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
As part of a program improvement school district, funding has been provided the last two years for staff development. All special education, English, and math teachers have been fully trained on Direct Interactive Instruction strategies as provided by Action Learning Systems. Teachers participated in two intense seminars as well as participated in team and personal coaching sessions. These research based strategies have been implemented by the majority of the trained personnel.	DII coaching schedule

In spite of the financial restraints of the current budget, many teachers are still receiving professional development and then sharing this information with their colleagues. A complete list of professional development received the AHS teaching staff is attached at the end of the report.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>The expansion of AVID and the development of the new Pathways program will address the needs of our students in the middle. Continued focus on Advanced Placement courses and additional sections will help the already high achieving population. The emphasis on writing for the EL learners population is expected to increase the number of EL students advancing out of EL into general education as well as proving proficiency on the CELTD. The special education program is expanding its use of study skills classes to better collaborate with English Language Arts teachers and to better support the needs of freshmen special education students who tend to need the most support early in their high school experience.</p>	<p>Master schedule AVID Site Plan</p>
<p>The collaboration process with our highly qualified staff has provided valuable professional growth opportunities; however, allocating funding or time for collaboration is critical. As we grow in our understanding and implementation of the collaboration model and project based learning as we implement the common core, we believe that student achievement will continue to grow. This emphasizes our desire for accountability among colleagues as well as teamwork. We hope to model for our students what we expect from them.</p>	<p>Master Schedule- teacher alignment with study skills</p> <p>Common planning time schedule Inter-disciplinary team lists</p>

A4. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

CRITERION A4 INDICATORS AND PROMPTS

Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of the employment policies/ practices related to qualification/statutory requirements of staff.*

Findings	Supporting Evidence
AHS has a teaching staff of 101 (2012-13) with various credentials and certificates in their respective fields. All teachers are highly qualified with many with program specific degrees and certificates such as Advanced Placement and special education.	Department of Education reports
Department chairs assist in the hiring process to ensure that new hires are fully qualified, and they work with the assistant principal of curriculum to build a master schedule that matches individual teacher strength with course offerings.	
The district no longer has support for new teachers under BTSA; however, due to budgetary restraints, few new teachers have been hired by the school. In 2013-14, Ayala added 18 new staff members to the faculty, both experienced and new to the profession. Additional professional development support was provided to them during our common plan time on classroom management, attendance, and technology assistance.	
Professional development has been offered through the district for English, math, and special education teachers, but far more teachers continue to increase their skills in their field at their own expense. These skills are shared in the collaborative meetings often. Advanced Placement training has been provided to new teachers every year as it is funded by the sale of advanced placement tests at the school.	

Qualifications of Staff

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

Prompt: *Evaluate the procedures to ensure that staff are qualified based on staff background, training and preparation.*

Findings	Supporting Evidence
All teachers are highly qualified and maintain a credential within the area they teach. Our faculty and staff are devoted to ongoing professional development that focuses on helping students achieve at all levels of learning.	Lists of professional development
Workshops and professional development the faculty attended are included at the end of this report.	
The district provides additional training and professional development. Action Learning Systems provided extensive workshops and coaching experiences to all special education teachers, English teachers, and math teachers. Additionally, English teachers attending district sponsored trainings on the implementation of the common core during 2012-13 school year.	

Maximum Use of Staff Expertise

Indicator: The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

Prompt: *How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?*

Findings	Supporting Evidence
The administration begins to look at staff assignments and open positions in the spring each school year. Each teacher's personal preferences are considered but are not guaranteed when assigning courses and sections. The department chairs and leadership team offer suggestions based on strengths, specific trainings, and backgrounds of teachers to the administration. If an opening exists, panels of teachers conduct interviews to determine the best candidate for an open assignment. If no qualified applicant applies, the position is left open and filled by a long term substitute until a qualified candidate is chosen.	
If additional education, such as Advanced Placement training, is necessary, teachers are sent to the week long summer	

institutes offered by the College Board.

Defining and Understanding Practices/Relationships

Indicator: 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.

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

Findings	Supporting Evidence
Ayala High School has published faculty manuals in the past; however, with the move to a paperless campus, these manuals and procedures have become communicated through faculty email, the school fusion faculty web page, and district web pages. Pacing guides, curriculum guides, and district related policies are also available to staff members through the web page.	Department policies New teacher handbook
New teachers participate in a day long orientation which explains all the locations of these resources. Departments have also created a collection of regulations and common agreements in regards to curriculum and grading policies.	Professional development notebooks
Each teacher is responsible to provide the principal a written or electronic version of his/her course expectations. These are often consulted when a parent has a concern or complaint that requires administration participation.	Google drive account Drop box department accounts
During 2013, the school printed professional development notebooks for teachers to store materials utilized during the collaboration meetings and professional development meetings. In addition, teachers utilize drop box to share information resources within departments, and a school wide google drive account stores resources for teachers as well.	
Internal Communication and Planning	
Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.	
Prompt: <i>How effective are the existing structures for internal communication, planning, and resolving differences?</i>	
Findings	Supporting Evidence
One of the findings from our self-study showed that AHS has	School fusion membership

made great strides in its communication to parents and students; however, there still exists a need to improve communication between faculty and administration as well as between faculty and district personnel.

The superintendent's office has made an effort to more effectively communicate with the staff. Dr. Joseph and the union president traveled to each school during 2012-13 to address concerns. Additionally, Mr. Joseph has visited the school to address concerns at lunch time and after school to explain new or revised state and district policies and programs when he was invited by the faculty

Email is the most essential form of communication the staff currently uses. AHS has moved away from "faculty meetings" which disseminate information that can be read in an email, but we understand the need to develop a communication plan.

The issue was addressed during the self-study as we discussed the results of the surveys taken by all stakeholders.

Traditionally we have taken the surveys, but the self-study provided the opportunity to analyze the results and create a positive solution to the areas we lack.

A full collection and analysis of the survey results on communication is available for review. However, we summarized the results of the most recent on line survey by teachers, classified staff, parents, and students during a spring 2013 meeting.

Staff Actions/Accountability to Support Learning

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

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning? Include comments on the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations?*

Findings

Supporting Evidence

The collaboration plan requires all teachers to share responsibility for student learning. The Common Planning Time allows for teachers to collaborate, share strategies and effective teaching practices as well as time to disaggregate data and implement re-teaching techniques. We continually came to the conclusion during the self-study that more time is

Staff weekly bulletin published electronically

Email

Survey results

needed for this collaboration. We are considering changing CPT to another day due to the high number of Monday holidays. This time to collaborate is where the faculty believes the best coaching and mentoring can exist. Teachers commonly share ideas informally at lunch, and occasionally sit in on another's class to see a differentiation modeled.

There still exists a need to involve more teachers and staff members in decision making. The school calendar built in a review of progress day in May each year to evaluate the effectiveness of policies and procedures. The need for more collaboration was discussed in spring 2013 which resulted in more subject grade level planning time in 2013-14 school year.

Evaluation of Existing Processes

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

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

Findings	Supporting Evidence
<p>Beyond the self-study year, the faculty looks at student achievement data from the previous testing cycle at the beginning of each school year as well as throughout the school year. We do not possess a formal process to evaluate effective leadership on a faculty level; however, each year the department chairs are elected by each department's teachers from a pool of nominees who make up the leadership team at the school are re-elected among the department stakeholders.</p> <p>In addition, the teacher surveys are shared with the administration, and when deemed appropriate a climate survey is taken. AHS issued a climate survey managed by the local teacher union CTA in 2011-12 as a result of complaints and concerns. The results were shared with the administration and with the district superintendent in an attempt to help with communication and policy setting.</p>	<p>Survey result notebook</p>

A4. Leadership and Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Administrative leadership during our last self study and accreditation cycle had been inconsistent. Ayala had 12 different administrators over a short time period. The administration has been fairly consistent during the last 6 years of the accreditation cycle. Mrs. Yarboi (principal) is currently serving her fifth year, and although there has been a change in assistant principals, the positions have been filled by people who know or quickly learn the culture and processes of the school	District records
The teacher leadership team has also remained fairly consistent. This consistency will serve to help us move forward to accomplishing the goals of the action plan. The school is in the process of broadening the leadership team as it adds the Pathways program, and AVID coordinator, EL teacher with an English credential, and a technology department. (These goals were all achieved in 2013-14 school year.)	

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Continued collaboration (goal #1) and professional development by the leadership team will help us ensure growth for all levels of students (Goal #2). Additionally, moving EL back into the English language department will help the collaboration between the writing element and the progress of EL students (goal #3).	

A5. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

CRITERION A5 INDICATORS AND PROMPTS

Support of Professional Development

Indicator: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results.

Prompt: *How effective is the support of professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
The most wide spread professional development was the coaching of Direct Interactive Instruction provided by the DAIT provider, Action Learning Systems. Special education, English, and math teachers participated in training and were visited by the District DAIT team to see implantation of the strategies as required by the district's program improvement status.	DII training Reports from DAIT
District wide trainings and district supported trainings on implementation of common core for both English and math teachers.	
The school continues to support AP and AVID trainings to ensure effective presentation and use of strategies.	
As mentioned previously, many AHS teachers undergo professional development privately to keep their skills cutting edge and research based.	

Supervision and Evaluation

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

Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?*

Findings	Supporting Evidence
Evaluations are conducted every 2 nd year for permanent teachers and each year for temporary and probationary	

teachers. Under a relatively new program, teachers with more than ten years in the district can be evaluated on a five-year cycle if the reviewing administrator so recommends.

A formal process is followed which includes a pre-evaluation and post-evaluation meeting. If a teacher does not demonstrate effective in any of the criterion for evaluation, a follow up observation can be scheduled.

These processes are followed each year and both administration and faculty are held accountable for the results. The vast majority of teachers demonstrate effectiveness on these evaluations.

Measurable Effect of Professional Development

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

Prompt: *Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.*

Findings	Supporting Evidence
In addition to formal observations, the administration conduct informal observations throughout the school year. AHS teachers expressed a desire for this to occur more often in the certified staff survey as teachers value the encouragement of the administration.	School generated reports to district.
Benchmark exams results, grading practices, and student comments are also reviewed by the leadership to help align rigor and curriculum. These informal patterns are not used for evaluation purposes but for assisting departments and teachers. A coach or mentor can be assigned to help a teacher who is teaching a new prep or struggling with student behavior. Most often, this occurs at the request of the teacher to another member of his department.	Reports of scanned benchmark scores
The administration does hold the faculty accountable for uploading grades for benchmark testing as well as collecting district wide writing assignments. This is a fairly new occurrence and has increased the regularity teachers implement both of these items.	Illuminate data
Additionally, the district teachers on assignment are coordinating trainings for the implementation of the Common Core. This training and resourcing will be given district wide in 2013-14. The implementation of Common Core will focus on literacy for all subjects. Additional curriculum support is needed for English Language Arts textbook adoption, and	

alignment to Common Core will not be available until 2018.

A5. Leadership and Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
In general, the teaching staff is treated professionally and appreciated for their skills and trainings. With the further implementation of PLC's, we believe that student achievement will continue to grow. We value accountability and demonstrate this core value in the policies for evaluation and professional development.	

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Our action plan addresses the need for further collaboration in the most effective model. Professional development in the skill of disaggregating data and creating common assessments is needed to more effectively ensure student growth. We hope to exhibit effectively the process of classroom teachers assisting and training other teachers.	Action plan goal for professional development

A6. Resources Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

CRITERION A6 INDICATORS AND PROMPTS

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *Evaluate the relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.*

Findings	Supporting Evidence
School Site council approves the Single School Plan for Student Achievement each year based on the goals of the school and the school district.	SSC agenda

Practices

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

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

Findings	Supporting Evidence
The budget is created by the school district with approval by the School Site Council.	CVUSD policies

Facilities

Indicator: The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.

Prompt: *Determine if the facilities are adequate to meet the school's vision and purpose and are safe, functional, and well-maintained.*

Findings	Supporting Evidence
Schools facilities are safe although aging. The campus improvements for 2013 included the building of an open air lunch area for students.	Survey results
Reusable supplies such as overhead replacement bulbs for projectors, printer ink, copier and equipment are provided each year through the school budgets. The district has begun an ambitious project to provide lighting for the east ball fields and band practice field.	Funding plans
The facilities are used continuously by the community as well as for the needs of the high school itself.	
This district is working on developing technology infrastructure in order to comply with the demands of implementing the common core Smarter Balance testing requirements.	

Instructional Materials and Equipment

Indicator: The 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.

Prompt: *Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.*

Findings	Supporting Evidence
Textbook adoptions follow a cycle. The school provides sufficient textbook and ancillary materials for each student in all core and world language classes and in some electives. Procuring textbooks for all classes has not been practicable because of budget constraints. Textbook procurement is on hold for this and perhaps the following school years because of the integration of the Common Core Curriculum across our campus. Some departments have additional textbooks providing for class sets to use in class. The technology grant written in 2010 provided funding for the purchase of net books, document cameras, and projectors for each core classroom teacher. Replacement bulbs are provided through	

the school budget, and support for servicing is provided through the school district.

Well-Qualified Staff

Indicator: Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Prompt: *Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.*

Findings	Supporting Evidence
All teaching staff at Ayala High School is highly qualified. On-going professional development has been provided to English and math teachers for implementation of the common core curriculum and through Direct Interactive Instruction strategies paid for through program improvement funds as the school district is in year 3 of program improvement. Other professional development occurs individually by teachers outside of the school day.	Department of education records
Beginning Teacher Support Assessment (BTSA) was discontinued through the school district in 2012. Beginning teachers now must go outside of the school district to clear credentials and receive additional support.	

Long-Range Planning

Indicator: The district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results are effective and are regularly evaluated.

Prompt: *Evaluate the district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results.*

Findings	Supporting Evidence
Long range planning is supported through the school district. A curriculum council which continually looks at new courses to add as well as policies regarding new classes meets monthly with representatives from each of the four comprehensive high schools in attendance.	Curriculum council agenda And meeting dates Master schedule A-G adopted course descriptions

A6. Resources: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
The financial resources of Ayala High School are used to benefit the students and are in alignment of the core values and the agreed upon ESLRs.	

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Resources are provided for collaboration time through the Monday morning common planning time.	CPT master schedule
New courses are added to the master schedule to improve the course choices for struggling student through the high achieving student through AVID, study skills for special education, new linked learning courses and academies, as well as for credit recovery and virtual school.	Master Schedule AVID site plan Credit recovery manual Virtual school by laws
Although the school is aging, resourcing is provided to update and maintain a safe, functional, and visually pleasing facility to house the students and staff at the school. New carpeting was scheduled for installation in some 20-year-old portable classrooms through the end of 2013.	

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

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.

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.

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

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

Involvement in School Site Council by faculty members must increase to meet the requirements of the by laws. (50% or greater membership must come from faculty membership.)

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.

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.

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished].

CRITERION B1 INDICATORS AND PROMPTS

Current Educational Research and Thinking

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

Prompt: *Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
All departments show evidence of a rigorous, relevant, and coherent curriculum that is in alignment with the District course outlines and standards or within national standards in the elective areas where district standards do not exist.	DII coaching schedule
The wide use of Direct Interactive Instruction strategies in English, special education, and math classes demonstrate the district's focus on research related instructional programs.	Benchmark results
Academic benchmark testing is given periodically to affirm standards-alignment with pacing guides and curriculum. These scores correlate to the CST testing data.	Illuminate data CST data

Academic Standards for Each Area

Indicator: The school has defined academic standards for each subject area, course, and/or program.

Prompt: To what extent are there defined academic standards for each subject area, course, and/or program?

Findings	Supporting Evidence
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<p>Mathematics:</p> <p>Curriculum is aligned to the standards and supported by district-approved textbooks. Students are required to successfully complete three years of mathematics to graduate. Algebra A, Algebra B, and Geometry A courses are offered to special education students to help them complete the state Algebra I requirement and district three year math requirement. All levels of math classes, from Algebra 1 through AP Calculus, are offered to address the needs of all students. Special Education students are placed in mainstream classes when appropriate and are offered differentiated classes if necessary. Algebra 2 Honors and Pre-calculus/Trigonometry Honors are offered to prepare students for Advanced Placement courses in statistics and calculus. (Math curriculum is under revision to fit the CCSS)</p>	<ul style="list-style-type: none"> ▪ CVUSD Mathematics Instructional guides ▪ Course Outlines ▪ Textbooks ▪ Exams ▪ Notebooks ▪ Group Presentations ▪ District end of first semester and end of course exams for all levels except Calculus ▪ Math Standards and objectives posted on classroom walls
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Social Science:

The majority of teachers place an agenda on board pointing to the standards and the day's objective. The district provides a common pacing guide and end-of-semester benchmark exams. However, there is still a lack of unified course assessments and. A variety of activities exist which stress the goals of the ESLRs including group work, public speaking, document based questions (DBQ), and comparative essays. Projects vary from a Renaissance Poster Project, a Year-in-History Project, biographies on Civil War heroes and Presidents, and a "Create a Country Project," construction of charts, graphs and timelines, independent field trips, and the creation of history related children's books.

(Social Science is under revision to implement the literacy standards for technical subjects as designed by CCSS)

English:

English classes are all aligned to the district pacing guides which is standard specific, not source specific. Teachers have freedom to teach skills using both state adopted textbook and core literature. The Expository Reading and Writing Curriculum (ERWC) developed by California State University system is also emphasized, utilizing one module each semester in grades 9 and 10, and two modules in 11 and 12. With the adoption of a grade 12 English class concentrating on ERWC, modules were placed on hold while new curriculum was released. Students who take ERWC English in grade 12 receive automatic admission into college level English in the CSU system. The writing portfolio collects samples of student work based on implementation of rhetorical analysis and argument essays to prepare for common core test.

ELA classes are currently piloting software to implement the CCSS.

three years of the language or they enter at level 3 and then take the AP language and literature

classes the following two years.

<p>Science:</p> <p>Physics, chemistry, biology, and anatomy are the college prep courses recognized A-G. Earth science along with college prep biology meets graduation requirements. Earth science also meets CSU lab elective requirement.</p> <p>The curriculum is aligned to the standards. Textbooks are aligned and course offerings are adjusted according to the adopted textbooks.</p> <p>Students participate in laboratory activities in all courses nearly weekly which provide hands on experience for the concepts taught and lectured. Formal laboratory write ups are required which assesses their ability to analyze data and synthesize facts. Critical thinking skills are utilized as they formulate conclusions.</p> <p>Biological science and anatomy students engage in laboratory dissections of fetal pigs, frogs and cats. These projects illustrate comparative anatomy for the students. They are required to compile a project notebook and take lab practical exams.</p> <p>Science classrooms are tightly aligned together and teachers follow closely a pacing guide and common assessment to ensure success of all students</p>	<p>Various Assessment Styles:</p> <ul style="list-style-type: none"> ▪ Written tests –True/false, multiple choice, essay critical thinking ▪ ESLRs embedded in all curriculum ▪ Demonstrations ▪ Projects ▪ Dissections in Anatomy and Biology ▪ Model Building ▪ EL/RSP mainstreamed students participate but with extra help and time ▪ Collaborative Groups ▪ Project notebooks ▪ Lab practicals ▪ Lab Reports ▪ Opening activity as a daily ongoing assessment
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<p>Performing Arts:</p> <p>Courses in instrumental, choral, and theatre arts are a-g compliant and all meet the two-year Visual and</p>	<p>Various Assessment Styles:</p>
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<p>Performing Arts CVUSD graduation requirement.</p> <p>The curriculum of all three performance disciplines is aligned to the Performing Arts Framework and Standards of 2004. No textbooks have been purchased for performing arts classes, although several textbooks are in district-approved course curricula. California is completing work on revised standards for the performing arts that will complement the Common Core Curriculum. An analysis of existing and planned courses in the performing arts has demonstrated that most existing courses will function well under the Common Core without significant changes to the curriculum and course activities. Simplification from dozens of standards to five or six per discipline under the Common Core will help teachers cover more detail within each requirement while helping students to master skills more quickly and efficiently.</p> <p>Students participate in classroom, stage, and touring performances where mastery of standards is demonstrated before live audiences and professional evaluators throughout the school year.</p>	<ul style="list-style-type: none"> ▪ Written tests evaluate mastery of theoretical, historical, and procedural steps using a variety of formats, both written and oral or performed. ▪ ESLRs are embedded throughout the PA curricula. ▪ Projects ▪ Concerts ▪ Stage performances in the classroom with formal rubric evaluations ▪ Field shows/competitions ▪ Regional and national championship competitions ▪ Ensemble tours and exhibitions ▪ Music and theatre festivals ▪ Peer evaluation ▪ Performance and/or crew support for live stage productions throughout the school year.
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Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.

Prompt: To what extent is there congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results?

Findings	Supporting Evidence
<p>All core classes are standards based and teach skills and concepts tested by the CSTs, CAHSEE, and district benchmark exams. Periodic formative tests are also given within each department as well as final summative exams. The benchmark results correlate fairly consistently with the end of the year CST results. Teachers can use the benchmarks to assist in reteaching skills and concepts as needed. Additionally, written assignments, lab reports, projects, and other assignments which require both skill and understanding of the content area are given to students to assess their growth and mastery of important school wide goals. The English department maintains a district wide writing portfolio which includes student writing samples geared towards rhetorical analysis with informational material.</p>	<p>CST scores Benchmarks Common assessments for math, English, and science departments</p>

Student Work — Engagement in Learning

Indicator: 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 schoolwide student goals (ESLRs).

Prompt: *How does the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs)?*

Findings	Supporting Evidence
<p>Student work is displayed in most classrooms throughout the school. In addition, student work is displayed throughout the school in the arts department and administration buildings. The quality of student work reveals the results of rigorous instruction and high expectation for all students. Even those classes which do not display student work will use student examples to help students evaluate their own growth. Many assignments are project and group based which requires accountability and teamwork to prepare students for the real world of collaboration. These skills are highly valued</p>	<p>Art displays Classroom bulletin boards Lab notebooks</p>

throughout the school as a whole.

Student engagement has been one of Ayala's strengths and recognized as such in 2011 when the school was awarded the California Distinguished Schools award for student engagement.

The signature practice of student engagement has been implemented at Ruben S. Ayala High School on all levels from macro to micro. The process of creating and maintaining a high level of student engagement at Ayala lasts all year long. For many athletic and extra-curricular programs, students are engaged year-round, often working on campus and beyond to prepare for the following academic year. 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. It is strengthened through a robust USB/leadership program that includes monthly House of Representatives meetings where students from each 4th period class meet to discuss areas of student concern. A key component of the signature practice has been our Renaissance program which rewards students both inside and outside of school for their academic growth and success. Another element is the strictly enforced eligibility requirements students must meet in order to participate in athletics and the performing arts. An additional piece of the signature practice is the proliferation of clubs, the large number of students and teachers involved in those clubs, and the unique role clubs play in full-school events, such as rallies. The participation rates of many of the organizations on campus are significant. One example of the high level of student engagement at Ruben S. Ayala High School can be seen in our music programs. Over twelve percent of our entire student body is involved in the instrumental music program.

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Prompt: *What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students? What did you learn from examining the demographics and situation of students throughout the class offerings? How do the instructional practices and other activities facilitate access and success for special needs students?*

Findings

Supporting Evidence

All socioeconomic groups are represented at Ayala High School in Advanced placement and honors level courses. The special education model integrates students into the least restrictive environment possible. It is not unheard of for special education students to take advanced placement level courses. Access to all programs is open to all students without exception. English language learners succeed well within the classroom environment as do special education students. As more honors and advanced placement courses are offered, students are stepping up and challenging themselves in a supportive environment.

AP rosters
AP night rosters

Integration Among Disciplines

Indicator: There is integration among disciplines at the school.

Prompt: *To what extent is there integration among disciplines?*

Findings

Until 2013-14 school year, relatively few disciplines collaborate outside of their department on a regular basis currently. The collaboration focus of the past 5 years has been intra-departmental. With the adoption and implementation of the common core state standards, inter-discipline collaboration will become a priority.

Although not a formal adoptive practice, there still exists an integration of skills. The social science department elected 3 years ago to teach the manuscript style of the Modern Language Association (MLA) instead of the more familiar social science APA style for school wide consistency.

The literacy standards for social science, science, and other technical subjects will promote further collaboration.

Supporting Evidence

Collaboration schedule
IDT schedule

Professional development schedule

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Prompt: *Comment on the curriculum review, evaluation, and review processes for your program area, including graduation requirements, credits, grading policies, and homework policy. Comment on the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.*

Findings

Graduation requirement and curriculum review are handled on a district level, and the school continues to participate in

Supporting Evidence

Student agendas

forums and committees for this purpose. Grading practices and policies have been traditionally evaluated within departments; however, there is a movement to collaborate on school wide policies. In 2013, a cheating policy was adopted and printed in the student handbook to help combat this growing pattern of today's student. Department heads and interested teachers created a tiered system of consequences.

Each school year begins with teachers looking collectively within many departments at the scope and sequence of the curriculum. They review testing data from the previous year and share best practices within the grade level and department collaboration to ensure growth in teacher skills for teachers.

Counselors begin meeting with at risk seniors and other grade levels to ensure students are on track for the graduation requirements and A-G requirements for college bound students. Some counselors also send awards to students who had excellent grades and attendance throughout the school year.

Policies-Rigorous, Relevant, Coherent Curriculum

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

Prompt: *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?*

Findings	Supporting Evidence
<p>The majority of students at Ayala are enrolled in rigorous, academic classes throughout their 4 years. The master schedule has at times restricted students from the Advanced Placement program, and students grades in pre-requisite classes have been used to determine eligibility.</p>	<p>Honors and AP sections growth</p>
<p>Although most students claim to be going to college, the school district has begun addressing the needs of career minded students. We believe strongly that involvement in student activities is an incentive for students to remain in school, so the school provides access to virtual school and independent study programs for those who need and want them. The new pathways program is also designed to help transition students from high school to career as well regardless if a student plans to attend a four year university.</p>	<p>Master schedule</p>
<p>All students have access to all levels of courses regardless of their socio-economic status, race, or any of the identified</p>	<p>Linked Learning pathways plan</p>
	<p>Special education inclusion model</p>

subgroups on campus. Special education and EL students are encouraged to take honors and AP classes if they possess the skills for success. Additional support and accommodations are provided for all students.

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

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

Findings	Supporting Evidence
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B1. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
In addition to academic pursuits, students at AHS are very involved in highly successful programs in the Visual and Performing Arts, sports, world languages, and business, fashion, debate, and clubs.	Booster meeting attendance Activities and school culture

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
The self-study reinforces our need for more consistent collaboration time to ensure rigor is consistently applied across all levels of classrooms.	CPT schedule for 2013-14
The EL students need intensive writing assistance to help pass both the CAHSEE and CELDT exams as well as to promote individual success in school. Offering an EL 6 class with a concentration on writing skills, these students will receive the support needed.	Master schedule

25 students were already reclassified in the fall of 2013.

B2. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

Do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

CRITERION B2 INDICATORS AND PROMPTS

Variety of Programs — Full Range of Choices

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

Prompt: *What have you learned regarding the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options? How does the school provide for career exploration, preparation for postsecondary education and pre-technical training for all students?*

Findings	Supporting Evidence
In addition to individual classrooms and department devising individual student learning plans, the counseling department oversees the process of guiding students through a four year academic, goal centered plan. Beginning spring of a student's 8 th grade year, counselors meet with parents at an 8 th grade parent information night. During this time parents are informed of high school graduation requirements and college entrance requirements. Soon after the orientation a scheduling packet is sent home with each 8 th grade student. About one week latter counselors meet with 8 th grade students at their home school to review the student's course requests for the 9 th grade year.	Counseling handbook 4 year plan
In the fall of a student's 9 th grade year counselors meet with students in a group setting to go over a 4 year plan worksheet. Students take this worksheet home to go over it with parents and return a copy to the counselor. During the spring of the student's 9 th grade year counselors meet with students individually to discuss progress, future plans and scheduling for the following year. In addition, a parent information night is offered specifically to parents of 9 th graders.	
During the student's 10 th grade year each student's progress is reviewed by their counselor, and parents are encouraged to come into the office for a conference (SB813 10 th grade counseling). If parents are not able to attend a conference, an academic evaluation packet is sent home to the parent. During the spring of a student's 10 th grade year counselors meet	

individually with students to discuss progress, future plans and scheduling for the following year. An additional parent information night is also offered specifically to parents of 10th graders during the year.

During a student's 11th grade year a parent information night is held to update parents and students about graduation and college preparation. Counselors meet with 11th grade students individually in the spring to review progress, future plans and scheduling for the following year.

At the beginning of a student's senior year, counselors send out a graduation checklist to the parents of all seniors.

Counselors send home D/F notices to parents at each progress report throughout the year. At the semester counselors send out a midyear graduation checklist to all parents.

The AHS career department is also available for students for additional college and career counseling. Two college and career fairs are regularly scheduled. Additionally, colleges send representatives to the campus to meet with interested students.

Academic counseling is also provided to our students through the athletics office. This office sponsors NCAA information awareness nights. Students and parents are instructed on the requirements for college admission and eligibility.

Special education students also receive individualized counseling and guidance through the annual IEP meetings which involve the case carrier, the counselor, and administration collaborating with the general education teachers.

Underperforming and struggling students are also counseled during Student Study Teams which can be initiated by classroom teachers, parents, or the counseling office.

Students can be placed on a contract to ensure follow through of agreed upon behaviors and abilities or referred for academic testing if deemed appropriate. The school nurse participates in the SST which opens up the availability of outside community resources and counseling opportunities as needed.

Career Fair Flyers and calendar

Athletic department schedule and website

Student-Parent-Staff Collaboration

Indicator: Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

Prompt: *To what extent do parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals?*

Findings	Supporting Evidence
<p>At the beginning of each year, teachers make appropriate differentiation in their lesson planning based on the level of students in college prep, honors, and special education collaborative classes. EL students are identified and often require modification of curriculum for student success. Our special education teachers provide IEP goals and information in passports which detail the students learning discrepancies and goals. In 2013, teachers collaborated on a set of goals for the 8th grade students' teachers to prepare as goals so that students' goals were in alignment with the goals of the general education classroom right from the beginning of the school year.</p> <p>Students' counselors work closely with students reviewing their 4 year plan individually as well as through the English classroom to continually explain to students the overall requirements for college and career planning.</p>	IEP folder Passports ED benefit folders Counseling files/cum folders

Monitoring/Changing Student Plans

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

Prompt: *What processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs)? How effective are these?*

Findings	Supporting Evidence
<p>Students meet twice each year with their counselor on a formal basis to evaluate/monitor progress through a student's personal learning plans. Counselors check student progress at each grade reporting time to check for the need for intervention if a student is not doing well. Budget cuts have removed a vital position within the school as the intervention counselor position was eliminated. Counselors make every attempt to track student progress, call them in for appointments, and place students in appropriate classes for student success based upon their goals.</p>	4 year plan process Cum files

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

Prompt: *How effective are strategies and programs to facilitate transitions to post high school options?*

Findings	Supporting Evidence
<p>A large percentage of students transition directly into junior college, vocational colleges, 4 year colleges and universities (65% based on requests from students to forward transcripts.)</p> <p>Many of Ayala's graduates are accepted into prestigious Ivy league universities, (USC, UCLA, UC Berkley, MIT, etc.) Several students have been chosen for the military academies. Our counseling department holds a scholarship night to publically announce the merits of each graduating class. We have encountered difficulties collecting data from students; however, we do ask students to bring copies of letters of acceptance each year for purposes of honoring the students</p>	<p>Transfer requests forms College acceptance letters</p>

B2. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>AHS has a very high graduation rate with many options for students who want to go to college after high school. The need for direct career transitions exists. Most classrooms are very academically rigorous which teach skills and content to help the transition from high school to college or career training.</p> <p>The formation of career academies through the Linked Learning program is anticipated to help give students real world experience in a career pathway of their choosing.</p>	<p>California Dept. of Ed Linked Learning plan</p>

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>Expanding the career options is a priority for AHS and CVUSD, and the investment in the pathways linked Learning program as well as expanding AVID, honors, and AP courses and sections shows the commitment AHS is making to student success.</p>	<p>Pathways Link Learning course description and master plan Master schedule</p>

ROP courses also offer students avenues to complete certificate programs. CVUSD has 17 ROP courses students can enroll in; however, only two are housed on Ayala's campus.

ROP course description
Career center offerings

B3. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

CRITERION B3 INDICATORS AND PROMPTS

Real World Applications — Curriculum

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Prompt: *To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?*

Findings	Supporting Evidence
Ayala students have multiple opportunities to participate in real world applications both through the academic classroom, elective classroom, and the voluntary clubs on campus. Group based projects which give student real world experience collaborating are a part of almost every class at AHS to some extent. Technology has been utilized more in recent years in core classes for presentations as well as research.	Econ summit roles Awards from USC for participation
Consumer and Family science department offers a variety of courses for all levels of learners leading to various career pathways. Interior Design, Fashion Technology, and Food Technologies and nutrition classes are offered in limited number in the master schedule.	FBLA awards ERWC curriculum
The leadership class takes students to annual conferences allowing them to build upon their leadership skills. These students also participate in government days sponsored by the school which allow students to act as government leaders for a day. This highly successful program offers all students the opportunity to participate.	Leaders for a day Cava convention
The 12 th grade English class Expository Reading and Writing Curriculum also focuses on real world applications as students who take this course are given an opportunity to directly qualify for college readiness classes. The emphasis of these classes is reading and writing expository materials as one does in the world beyond high school.	ERWC regulations and coordination
Beginning 2012-13 a new course which helps students qualify for college readiness status at the CSU system has been in place at the school. This grade 12 ERWC utilizes informational material 90% of the time. Ayala has 2 or 3 sections of this course to help students who have not already	

qualified as ready for college level work. Students who complete the class with a C or higher and who score conditionally ready on the EAP exam and essay, are allowed to forgo the college placement exam at the Cal State University campuses. The program is audited by CSU and requires that all of its teachers have additional training to effectively implement the curriculum.

The Business department has undergone much transition the last few years. A full time business/computer teacher was added in 2012-13. An ROP class in marketing has been available to students for the last couple years only. The school expanded computer technology department in 2012-13. In 2013-14 the school hired a seasoned technology teacher (Mr. Casas) to help the school implement the Linked learning pathways for business and computer information systems (set to pilot in fall 2014).

Social science department teachers have seniors participate in economic summits which are done one day each semester with finalists representing Ayala at the USC econ summit annually. This highly collaborative and effective program has allowed many Ayala students opportunities to compete against other high achieving student populations in the USC sponsored event.

The family and consumer family science department, although small, continues to provide students opportunity for success outside the classroom. Students compete in national competitions in many real world applications. Students from this department have earned large lucrative scholarships for advanced college training.

Science utilizes laboratory conditions in dissections and lab reports. Physics, in particular, creates real world projects such as the egg drop and pumpkin fall which require students to predict and create the components to protect a fall. Physics also has students build a floatable boat in the spring.

Performing arts and visual arts have multiple performances and presentations each year.

Outside of the classroom, the various clubs such as Future Business Leaders of America and Forensics and Debate model real world speeches and performances which have won various awards yearly as well as providing leadership opportunities for Ayala students to serve on the state leadership team.

Meeting Graduation Requirements

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

Prompt: *How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?*

Findings	Supporting Evidence
Ayala has had a strong graduation percentage for years indicating that academic support programs are effective. The census for CAHSEE first time 10 th grade attempts is generally 95-96%. Even the special education students are encouraged to keep taking the test (offered 3 times a year to those who did not pass after the initial attempt) even though they could wave the requirement. The school wants all students possible to graduate having passed this exam.	CAHSEE census reports
The school also provides additional basic skills tutoring for 8-12 weeks in the spring for those who have not passed the CAHSEE. The practice is evaluated year to year based on the number of students who need the service and those who are willing to come after school to receive it.	Counseling nights
Counselors also meet with students each year to review the graduation requirements and make sure the students are on track not only to graduate but to graduate prepared for higher learning. Counseling nights are offered each year for parents to communicate with parents. The sports program also holds forums twice a year to ensure parents and students are prepared for NCAA requirements for their student to play sports and attend a college or university.	4 year plans
	Athletic calendar schedule

B3. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
The study skills classes for special education students has been highly successful in supporting students both for academic progress revealed in grades as well helping increase the CAHSEE passage rates. AHS expects all students to pass this test and works vigilantly to support students.	
The goal for study skills is to increase the number of sections for the teachers directly collaborating in English and math classes during 9 th and 10 th grade to ensure academic support	

with the co-teachers of these sections.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
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The expansion of course offering for AP, business technologies, as well as the new pathways component continues to stretch the master schedule and the Full Time teacher Equivalences the district offers. Expanding AVID sections will need additional FTE's as the program grows school wide.

Master schedule

FTE limits

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

Expansion of AVID

Creation of Linked Learning pathways program and academies provide support for students looking for transition to career/college.

Study skills support classes for freshmen and sophomore special education students

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

Intervention programs inside the school day such as credit recovery have been limited by technology and other resources.

Intervention discussions need to prioritize meeting the needs of students within the school day.

Plan to expand programs such as AVID and Linked Learning pathways puts pressure on the FTE's and master schedule course offerings

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

CRITERION C1 INDICATORS AND PROMPTS

Results of Student Observations and Examining Work

Indicator: The school's observations of students working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *To what extent did the observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results? Particularly, comment on the degree of involvement in the learning of students with diverse backgrounds and abilities.*

Findings	Supporting Evidence
Students from all backgrounds are provided access to rigorous, content based learning in all areas.	Master schedule
Students in all subgroups are representative in all levels of courses. The school files fee waivers for students to take the PSAT, SAT, and AP tests for those students who cannot afford the expense of tests. Students receive support filing college applications including those who do not have citizenship. AVID teachers, counselors, senior English teachers, as well as other involved faculty members assist students in all dates and requirements related to college admission and scholarship acquisition. The counseling department publishes scholarship location websites and organizations for students to encourage meeting the financial needs of students.	Fee waiver receipts Scholarship application booklets

Student Understanding of Performance Levels

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

Prompt: *To what extent do students know beforehand the standards/expected performance levels for each area of study?*

Findings	Supporting Evidence
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Each teacher and extracurricular activity provides students and parents with a list of class expectations which detail prerequisite skills or classes required at the beginning of each school year or semester. These are usually posted on the teacher's web page while many of the staff print and have both parents and students sign the acknowledged expectations for the classes.

The counseling office ensures students are enrolled appropriately through recommendations of other teachers in honors level and Advanced Placement courses. The school also hosts an AP night for parents and students to learn the expectations for this rigorous level of instruction. It is held in the spring, and the AP teachers host presentations on the course requirements before students sign up for the course the following year. These have been greatly attended by both students and parents.

Teams of teachers also collaborate on the ability of a special education student each year as part of the IEP process. Many students are reclassified as a result of these meetings analyzing testing, student study habits, and performance. Students are urged to enroll in the most academically challenging course while still supporting their success.

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

Prompt: *To what extent is differentiation of instruction occurring and what is the impact on student learning?*

Findings	Supporting Evidence
Teachers absolutely differentiate instructional strategies depending on the ability level of their students. The college preparatory level of courses is the lowest performance level of students in general education courses. Many of these students are not planning on attending college, and as a result are often unmotivated. Teachers must present material in compact, understandable ways, and encourage critical thinking in these courses in which many students choose not to do homework and outside reading.	Course syllabus Course expectations
The honors and AP programs accelerate learning and critical thinking and often move more quickly as students enter the classroom already with high level skills.	
Teachers are assigned both levels of instruction (cp and honors) in most subject areas so that all students have access	

Teacher web pages
Expectations on file with principal

to the best instructors. Data analysis of benchmark testing, CST tests, CAHSEE, grades, and AP data indicate that students are achieving at all levels of instruction.

Grading policies are adapted to student performance levels by most classes. For example, cp level students are often allowed to do test make ups for points to help boost grade; however, honors level students are not permitted to earn additional points on test make ups. This is individualized by teacher and is not a school wide adopted policy.

Student Perceptions

Indicator: The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.

Prompt: *Through interviews and dialogue with students that represent the school population, comment on a) their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and b) their perceptions of their learning experiences.*

Findings	Supporting Evidence
Student surveys and informal discussions both in and outside of class indicate that students fully understand the expectations of behavior and performance. More than 90% of teachers use online grading programs such as Easy Grade Pro with reports to Fusion to help students keep track of their progress and performance throughout the semester. Our parent and student surveys indicate that the school needs to address the need for more consistent use of uploading grades. Other teachers use other programs and there is some confusion on the best way for parents to view their student's grades on line.	EGP upload records Surveys

C1. Instruction: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
At Ayala High School, instruction is creative, collaborative, and a constant area of focus for growth for the teaching staff. Creativity and innovation can be seen in many classrooms. Teachers are highly trained in the subject area as well as in	Collaborative schedule Professional development notebooks and reports

ways to make content more interesting, accessible, and engaging for students.

Teachers consistently work together to improve instruction at our school to make learning richer and support students' academic success. One focus for our development has been wide implementation of technology due to a grant providing lap top computers, digital projectors, and document cameras to all core teachers.

Direct Interactive Instruction (DII) training was extensively provided to English, math, and special education students and many of these research based strategies have been widely implemented by these teachers. The intention is to train the remaining staff this next school year 2013-14.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
The adoption and implementation of the common core curriculum will require much collaboration of teaching practices and strategies, assessments, and pacing in order to ensure academic success of all students. The time devoted in our collaboration time will need to be identified and protected for this purpose both inter and intra departmentally.	

C2. Instruction Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

CRITERION C2 INDICATORS AND PROMPTS

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology.

Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings	Supporting Evidence
<p>In addition to DII training provided by the district, there have been numerous training opportunities for teachers to grow in instructional methodologies. Limited funding has required the school to adopt a philosophy of training of trainers. This has meant not all teachers have had access to the direct training, but through collaboration times, teachers can share the methodologies and strategies.</p> <p>Advanced Placement summer institute training has been provided to all teachers who teach AP level courses.</p> <p>Many teachers undergo additional education opportunities at their own expense. These professional growth opportunities include the following:</p> <ul style="list-style-type: none"> AVID 3 day high school implementation institute Advanced Placement workshops Advanced Placement reading Authorization in Autism Common Core Professional Development Team for Math. I the California Math Council Conference the California Area Resource Specialists Conference Special Education Masters program Crisis prevention or intervention certification Workability trainings (special education- SH) Masters degree in education Doctorate degrees in education (2 teachers) CA science teachers association conference 	<p>Reported inservices and trainings reported by teachers</p>

Glazier coaching clinics, concussion in sports
 Sexual Misconduct training
 CARS+ convention (special education training)

Teachers as Coaches

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

Prompt: *To what extent do teachers work as coaches to facilitate learning for all students?*

Findings	Supporting Evidence
Teachers group students for various projects in the classroom and monitor progress, provide instruction to individual groups, challenge conversations, and guide students to higher level examination. A wide spread strategy of Think, Pair, Share exists in all classes. Students have the opportunity to discuss a concept within small groups before being asked to respond orally or in writing to concepts taught in the classroom. This allows students to coach other students in addition to the teacher. This strategy is especially helpful for the special education and EL student who has opportunity to share ideas with other students orally.	Classroom visitations DAIT team report on DII

Examination of Student Work

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

Prompt: *To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?*

Findings	Supporting Evidence
Research is ever expanding in the classroom in spite of limited technology. Students must research expository topics formally and informally especially in the English classroom as a result of the writing portfolios concentrating on expository writing. The 12 th grade Expository Reading and Writing Curriculum classes also focus primarily on non-fiction and expository writing. All classes utilize this important skill. Group projects and reports demonstrate the effectiveness of these assignments	English writing portfolios Classroom group projects on display

across the curriculum at AHS.

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

Prompt: *To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation?*

Findings	Supporting Evidence
Students are involved in a variety of project based learning at the school. The implementation of the common core state standards continues to refine further collaboration among disciplines so that the projects are not merely reflective of work within disciplines but across discipline lines.	IDT teams
Groups of students are seen around campus preparing projects for classroom activities which include high level analysis of ideas through film and art. Classroom discussions and debates occur often in many classes promoting high levels of engagement for all.	Classroom observations

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

Prompt: *To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
AHS is beginning to utilize more technology school wide. The services which are provided through the counseling department have become electronically controlled. College application processes as well as financial aid have become electronic. Technology usage is emerging in every area of our school as teachers and staff are trained and provided practical experiences for it.	GC's in English classroom Library computers School Fusion web site
Students must use technology often. Technology funds have been limited; however, students use technology through cell phones, computers at home and at school. All students are able to present electronic presentations through power point and the popular free soft ware of Prezi. Many teachers utilize technology for their presentations and require students to use it as well.	Master schedule

Students use word processing programs for most formal writing projects. The utilization of school fusion technology allows students free electronic storage to help students save work from various work stations. The library has computers and printers for students to print pages if students are having difficulty with printers or technology access at home.

Students commonly use technology to create thematic projects in English through an assessment called GC's or Great Conversation. Students read traditional and classic literature and create mini movies which portray similar themes. These projects require filming and editing video as well as writing scripts and analysis of scripts.

The business and technology classes at the school were newly adopted in 2012. These classes include computer programming and advanced computer applications. These new classes will continue to expand in the coming years.

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: *To what extent do the representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world?*

Findings	Supporting Evidence
<p>All students have access to textbooks and many of the books have ancillary materials that are available on computer information networks. The newly adopted math curriculum comes complete with notes for student use and for teaching techniques.</p>	<p>Electronic accounting of available books</p>
<p>Additionally, students must use computers to access informational materials which have been emphasized in the English language classroom as the common core implementations begin. Students research in the library and in the classroom using computers and computer data bases through the county library data base for research papers each spring each year for all grade levels in English.</p>	
<p>Advanced placement classes require students to research original source documents in history, science, and English classes.</p>	

Business classes and the ROP business enterprise classes also require students to engage with technology in real work environments. Students invent and market businesses using real world marketing strategies in these classes.

Real World Experiences

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Prompt: *To what extent are opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students?*

Findings	Supporting Evidence
Apprenticeships, community projects, and other similar experiences are limited in their offering at Ayala High School. Budget restraints have closed previous programs such as the engineering academy. In the absence of such programming, the linked learning pathways program will continue to emerge as a link from high school to career.	Linked Learning school plan
The leadership program, consumer family science program, and the extra-curricular club FBLA continue to offer students exposure to serve on state committees for leadership. Many Ayala students are selected to serve on these leadership teams.	

C2. Instruction: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
The faculty at the school continues to seek new research based strategies which promote student learning. Although the practice of continuing education has been limited through school provided expenses, the faculty has continued to seek and improve student success.	IEP
Instruction is differentiated at all levels in almost every classroom. The least restrictive environment for student success has pushed students to grow and develop according to their educational plans and goals.	Master schedule
The use of technology is in wide spread use across the campus in almost every classroom. Teachers and students are interacting in small groups and collaborative teams. The school is in need of a technology plan and the financial	Special education passports Linked learning pathway

support. Student use of technology is largely seen by teacher or student provided resources.

The school has a plan to increase student access to career bridges as well as bridges to high education through the implementation and expansion of the career academy pathways.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>As more advanced placement classes are added to the master schedule, there is a greater demand for training which the school is able to provide to all teachers who teach AP through attending the summer institutes sponsored by College Board. This intensive training has trickled down to all levels of student achievement as more and more teachers are exposed to effective, rigorous instruction. The use of technology, and the focus on informational materials and critical responses related to this information have contributed to the success of student progress throughout the school.</p>	<p>Equity and Excellence scores API increases</p>

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

- A wide variety of instructional strategies being used across campus to pay to individual teacher strengths.
- Bell-to-bell instruction is the accepted expectation.
- Think/Pair/Share, equity cards, sentence frames and other Direct Interactive Instruction instructional strategies are used on a regular basis campus-wide.
- Objective, standards, and other roadmaps written daily on white boards in all classrooms.

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

- Direct Interactive Instruction training was only presented in fall of 2012 to ELA, math, and special education teachers.
- Common Core Standards have yet to be completely unpacked.
- Rubrics for equity in group work have yet to be developed.

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

D1 & D2. Assessment and Accountability Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

CRITERION D1 AND D2 INDICATORS AND PROMPTS

Professionally Acceptable Assessment Process

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Prompt: *Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.*

Findings	Supporting Evidence
CST testing is completed annually in the spring and the school district mails home a comprehensive report the following August or September detailing student achievement scores in all subjects. Additionally, the school prints the testing data and delivers student scores during homeroom period at the beginning of the spring semester. We ask students to make a goal to band up a performance level this coming school year in order to promote growth. 10 th grade students also take the CAHSEE and scores are published before the school year is complete. 9 th grade students take the practice CAHSEE. These scores are reviewed with students all of whom are encouraged to score as high as possible. Students who have weaknesses in either English or math are able to focus on the area of weakness before they take the actual exit exam.	CST district mail CAHSEE reports
Grades are mailed home every 6 weeks in order to report progress all students are making in all classes. The on-line grading programs also allow parents and students access to the most updated grading information. Almost all teachers use the grading program, and most update frequently.	Practice testing reports
	School fusion web pages.

Basis for Determination of Performance Levels

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

Prompt: *Upon what basis are students' grades, their growth and performance levels determined and how is that information used?*

Findings	Supporting Evidence
<p>There is a unified policy that grades must follow a minimum of 60% assessment grades and a maximum of 40% homework/class work grades. All teachers follow the 10% scale for grading categories. Grading policies of individual teachers are all published for parents at the beginning of the school year in the expectations and course description notice. If teachers deviate from the percentages in grading practices, the rationale is explained to students and parents through the course expectations sent home at the beginning of the school year.</p>	Easy Grade Pro teacher grade books
	Teacher class expectations
	School fusion web pages
	Grade change request forms

For several years, the performance indicators on the CST were allowed to impact students' grades which the school teachers felt added incentive for students to do well on CST testing. Departments offered bonus points for students who scored advanced or who demonstrated growth by moving up a performance band. Grades were changed the following fall if students reported their growth after the results were published. This policy was discontinued in 2013 as the superintendent's lawyers reported that this policy was against Education Code. We discovered through the self-study that those grade levels and subjects who collaborated well together, had the most consistent grades from class to class.

Appropriate Assessment Strategies

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

Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.*

Findings	Supporting Evidence
<p>A wide range of assessment strategies measure student progress. Multiple choice tests created by the textbook software company, essays and short answers, lab reports and</p>	Classroom observations
	Labs and lab reports
	Group presentations

practicals, book reports, portfolios, speeches, debates, philosophical discussions, and many other strategies are widely used by the entire staff.

As the common core curriculum is implemented, the school has devised a plan to put inter disciplinary units together to ensure that writing across the curriculum occurs.

Writing portfolios exist in English classrooms as part of the district writing portfolio projects. The number of essays kept in these folders has changed in recent years. Now only 2 essays are kept to demonstrate student progress on the writing of expository works similar to the expected Smart Balance testing form. Additionally, a research based essay is kept as samples of students understanding of citing specific evidence to support claims in research reports.

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.

Prompt: *Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.*

Findings	Supporting Evidence
Ayala follows the model for students with special needs which encourages all students to work in the least restrictive environment. This model places special education students that would normally sit in self-contained classrooms into the general education classroom. Often there are accommodations for these students written into their Individualized Educational Plan. These might include being allowed to use a calculator or hand written notes on a test. It might include having a friend or teachers aide copy notes for the student. Very occasionally, students with special needs are allowed to use separate assessment measures or are allowed to have the test read to them orally for response. These accommodations allow students to demonstrate proficiency or meet the goals of their education plan without drawing attention to special education students. When polled, students have no idea that special education students are even in the same classroom as they are treated just like everyone else.	IEP Special education passports Education benefit folders

Curriculum Embedded Assessments

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

Prompt: *Provide examples of standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English.*

Findings	Supporting Evidence
English learners in the general education program are provided the same rigorous instruction and curriculum as native speakers. Many of our non native students attend general education classes and the parents wave student involvement in the EL program.	EL roster
For those students in the EL program, a firm set of standards is used to evaluate student progress. The 2013 school years data revealed the reclassification of 18 new students based on writing samples, CELDT scores, and proficiency rating on CST test.	CELDT scores Reclassification reports

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results.

Prompt: *To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
Student feedback is collected both informally and formally through assessments. Some teachers require a “ticket out the door” strategy which requires students to demonstrate understanding of a skill or lesson before leaving. Teachers can use this assessment data to determine if more time is needed for instruction or if students are prepared to move towards the next concept. Many teachers use a thumbs up/ thumbs down strategy which asks students to determine answers and report in class without the input of other students. White boards are also used to help teachers collect data of student achievement in process. Also is use is the one, three, five rating of their own ability. One stands for students who are unsure of a concept, three means the student gets it, and a five means he feels he could teach this to another student. This feedback also helps teachers determine the ability and confidence of the students	Classroom observations

in regard to success.

As part of DII training, some teachers utilize a “ticket out the door” as informal observation of student progress. Students are asked to demonstrate understanding of the concept taught before they leave as a “ticket” to exit. Teachers can use this data to determine if re-teaching the skill is necessary.

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

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

Findings	Supporting Evidence
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Teachers believe strongly that the best place for this review of data is in the small group environment of collaboration.

When students perform poorly as a whole on a concept or skill, teachers take time to re-teach and some retest or give students the opportunity to write out rationales for missed answers on tests. The sharing of ideas takes place during the collaboration within subjects and grade levels, and teachers share experiences, assignments, and even assessments with one another to cover specific standards and goals.

Each year, CST test scores are shared with teachers both on a department level and as individual teachers. A conversation always occurs which asks teachers to identify which strands of the standards did students succeed well? Teachers with particular strengths in this area share best practices and other helpful information with other teachers with the intent of increasing the ability of all teachers. It has taken many years for teachers not to feel evaluated in these small groups, but we feel we are moving forward with sharing of ideas since we started a collaborative model for our Monday common planning times. The 2012-13 school year was the weakest example of our collaboration in the recent past due to lack of department chairs. The new collaboration schedule allows for further development of our collaboration within departments as well as extending collaboration opportunities inter-departmental as the common core is implemented.

Data analysis schedule

CPT Monday meeting schedule

Illuminate reports of CST results

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and expected schoolwide learning results.

Prompt: *Provide representative examples of how progress of all students toward meeting the academic standards and expected schoolwide learning results is monitored.*

Findings	Supporting Evidence
Since our core values include growth, we urge all students to "band up" a performance band on testing and demonstrate growth overall.	District goal in superintendent's message
Grades also greatly matter, and students are held accountable for their grades in terms of eligibility. Poor performance on academic and citizenship grades prevent athletes, artists, musicians, and any other extracurricular participant from eligibility in their program. Emphasizing the scholar athlete/performer at the school has resulted in GREAT eligibility rates. Consistently 97% of all athletes and performers are eligible every 6 weeks.	Ineligibility lists
Teamwork is emphasized in the accountability as well. Performing arts department have a partnering program which identifies at risk for ineligibility students and pairs them with strong academic students for support and encouragement. The concept is clear that if one member is unable to participate, the entire team suffers.	After school and period based tutoring sessions for at risk students

D1 and D2. Assessment and Accountability: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting these criteria.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings	Supporting Evidence
Students are assessed formally and informally regularly in all classes and departments. There is a strong accountability link between academic success and the high engagement factor at the school. Since we strongly believe those students highly engaged and involved in curricular and extracurricular activities, the vast offerings of these experiences have motivated students do well in school.	Monday Common Planning Time
Collaboration allows teachers to work together to enrich the overall impact of all departments and classes in relationship to student achievement.	After school sessions

Students with special needs including English language learners are given assignments and assessments with appropriate accommodations. Translators, computers, and calculators if determined necessary are provided and supported.

Teachers are effective in monitoring student progress through formative and summative assessments although the primary grading practices concentrate on summative assessments.

Prompt: *Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
The most difficult area for English learners to succeed is in the writing process. The newly scheduled class of EL 5 and 6 which concentrates on writing will assist students with the necessary skills they need to succeed in their high school classes and post high school education.	Master schedule
Further training and inservices need to be provided to other teachers giving EL instruction. The school began it's goal by hiring an experienced EL teacher for level 5/6; however, much training and organization still needs to be developed in the coming years to fully implement the plan for EL student achievement.	EL school plan

D3 and D4. Assessment and Accountability Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

CRITERION D3 AND D4 INDICATORS AND PROMPTS

Assessment and Monitoring Process

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

Prompt: *To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?*

Findings	Supporting Evidence
The district involved teachers in the process of creating benchmark exams in all core subjects. The process has had many challenges and the benchmark examinations have been rewritten several times and are currently under revision again as the common core standards are implemented.	Illuminate Pull out dates for teachers to work on benchmark exams
Teachers formed teams representing each high school and grade levels in order to collaborate on documents for English, math, science, and social sciences. English benchmark exams are given every 9 weeks; whereas the other disciplines give end of semester exams as the final exam for their classes.	Benchmark exam and results
Student scores were evaluated in the revision process and questions which did not meet the necessary threshold were rewritten or replaced. Although the tests have limitations, they do help the schools evaluate student progress before the CST testing results. Data reveals students perform better on CST tests than they do the individual benchmark exams collectively.	

Reporting Student Progress

Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.

Prompt: *How effective are the processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
Grades are available to parents and students at all times as almost every teacher utilizes the on line grading program at the school. Additionally, grades are mailed every 6 weeks in a progress report form to keep parents and students aware of a student's goals.	School fusion
Counselors meet with students who are at risk for not graduating due to grades.	Grade challenge hearings
The district provides an appeals process for students and parents who wish to contest grades or who believe there is a mistake in grading if the individual teacher does not believe that an error has occurred.	

Modifications Based on Assessment Results

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

Prompt: *Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.*

Findings	Supporting Evidence
Ayala High School is part of a unified school district which is in program improvement year 3 at the time of the self study. As a result, English, math, and special education teachers were given the Direct Interactive Instruction professional development and coaching experience. This was fully funded by the district allocations.	DII training dates

D3 and D4. Assessment and Accountability: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings	Supporting Evidence
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As part of the self study process, we looked at the D/F rates of our students. This process of identifying which groups of students were at risk was valuable and will continue. The school intends to systematize the process of looking at poor performing students regularly in our collaboration time.

Prompt: *Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Students continue to do well under the assessment models used at Ayala, but there continues to be a need to help students transition into careers and college. The linked learning program and academies will further inter-disciplinary collaboration as the pathways program expands to other disciplines beyond performing arts.	Pathways
AVID students will also now have common teachers who utilize AVID strategies in order to better equip and support AVID students in the tutoring portion of the AVID classroom.	AVID collaborative classes Noted on master schedule

WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

- Informal and formal assessments occur in nearly every class.
- AVID and Pathways program support through master schedule planning
- DII strategies widely used in English, math, and special education classrooms.
- Students with special needs are given accommodations which support success but not enable lack of effort.

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

- Widespread use of greater common assessments needs to be integrated throughout the entire school population.
- A fully integrated intervention program needs to be adopted and implemented for struggling students who are not demonstrating proficiency levels.

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

E1. School Culture and Student Support Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

CRITERION E1 INDICATORS AND PROMPTS

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents.*

Findings	Supporting Evidence
The Ayala leadership and staff create many opportunities to involve parents as active partners in the teaching/learning process. The community of business leaders and the Chino Hills City Council leadership and other government agencies has effectively partnered with the school to reward high achievement and creativity as well as to raise awareness and funds for many needs both in the school and in the community.	School website
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. These include addressing school or teacher needs and finding volunteers for upcoming events.	PTSA Agendas
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. This committee reviews and approves the annual plan for student achievement, approves site budgetary funds, school safety, emergency preparedness, and standardized testing and other data.	SSC agendas and minutes
Back to School Night Ayala begins its year with a customary Back to School night	Visitor sign in logs Parent sign in

where parents have the opportunity to meet teachers and administrators and visit their students' classrooms. The evening begins in the MPR with an introduction from the administration. The past three years has resulted in an increased attendance to the introductory evening.

Additionally, both EL and AVID hold meetings with parents in the library or the classroom. EL parents have been especially difficult to motivate to attend, but the presence of translators and an administrative phone call have shown a slight increase of attendance. AVID parents have participated fully in the early meetings.

College night

College night is a collaborative project involving the other 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. Representatives from vocational, two and four year colleges and universities, private schools, and the military provide material and information regarding their institutions.

Sophomore counseling

The counseling department schedules individual appointments with all sophomores and their parents to plan out graduation and college goals. Students work continuously on their four year plan from the 9th grade so that they are prepared when they have their parent/counselor meeting.

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. Parents are able to locate state testing and performance data through this website. School calendars, bell schedules, programs, events and the superintendent's message is available to all who visit the website.

If a parent joins the membership of a school's website, they are also sent reminders about grades recently uploaded and other announcements teachers give to students.

Booster clubs

The sports and performing arts department have extremely

Sophomore schedules

Student/parent log in reports

District data

Booster club charters

Fundraising deposit slips

Banquet programs

large and involved booster clubs which provide opportunity for parent involvement. Parents coordinate with coaches and teachers to provide programming benefits. These groups are an influential and necessary part of the school leadership.

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. Often these are signed and returned or left available on the teacher web site. 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. The attendance clerks follow up on any absence that is not cleared.

Progress reports

Progress reports are mailed home every 6 weeks to keep parents aware of their child's progress. Extracurricular programs often require "Walk-A-Rounds" which are a grade check to be signed by all teachers every 3 weeks to insure eligibility. Most teachers update grades often which gives parents an immediate and constant view of the student's progress. Parents and students have expressed the need for some teachers to update grades more consistently to further aid in communication.

Use of Community Resources

Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Prompt: *How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?*

Findings	Supporting Evidence
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The award winning Renaissance program offers a link from the school to local business in the community to assist in rewarding and recognizing excellence in student achievement.

School newspaper

The Bulldog Times, a 16 page newspaper, is published each month. The paper focuses on current school issues and feature stories that revolve around important student and national issues. It is circulated to all students. Journalism students are

responsible for selling advertisements to the local business community. The USB subsidizes the paper. Community businesses that advertise include tutoring and prom/formal wear, driving academies as well as local restaurants and clothing shops.

Guest Speakers

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. During the past 3 years, there have been several sponsored all school events utilizing guest speakers involving Holocaust survivors and small movie producers. The football team was visited one year by Coach Dean Pees, the offensive coordinator of the New England Patriots after they won the Super Bowl.

Library

The library has had a history of bringing in authors for students to meet and purchase signed books. This encourages literacy and is a boost to school spirit and culture.

Visiting authors tour literature

Parent/Community and Student Achievement

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

Prompt: *How does the school ensure that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program?*

Findings	Supporting Evidence	CDS report and award
<p>The school was recognized for its high engagement of all students by the California Distinguished Schools award. The process of creating and maintaining a high level of student engagement at Ayala lasts all year long. 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. It is strengthened through a robust USB/leadership program that includes monthly House of Representatives meetings where students from each 4th period class meet to discuss areas of student concern. A key component of the signature practice has been our Renaissance program which rewards students both inside and outside of school for their academic growth and success. Another element is the strictly enforced eligibility requirements students must meet in order to</p>		

participate in athletics and the performing arts. An additional piece of the signature practice is the proliferation of clubs, the large number of students and teachers involved in those clubs, and the unique role clubs play in full-school events, such as rallies. The participation rates of many of the organizations on campus are significant. One example of the high level of student engagement at Ruben S. Ayala High School can be seen in our music programs. Over twelve percent of our entire student body is involved in the instrumental music program. We believe involvement in extra curricular and co- curricular events is a vital component of student success.

E1. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
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Student recognition is a high value to the school. Our goal is truly to become the “World’s Greatest High School” by involving all students and parents to participate in the educational process. The school culture of GREATness is prevalent in how well the students treat the facilities, the staff, and each other.

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
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Expanding access to career success is becoming a priority of the district and the goal of developing academies and pathways for students will help students bridge to the real world from high school. This program continues to need parent and student input. Students in 2012-13 were polled and asked which areas they would like the school to focus on in developing unique pathways to career. The performing arts and business industry were the top scorers among the student population.

**Emerging pathways program
Master schedule**

E2. School Culture and Student Support Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

a) To what extent is the school a safe, clean, and orderly place that nurtures learning? B) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

CRITERION E2 INDICATORS AND PROMPTS

Safe, Clean, and Orderly Environment

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

Prompt: *Comment on your analysis of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations.*

Findings	Supporting Evidence
The physical and emotional safety of each and every student and staff member at Ayala High School continues to be a schoolwide priority. Each year, the school participates in the state wide Great Shake Out to practice emergency procedures and coordinate with county and government leadership. Our parent, staff, and student surveys all rate safety the highest rating. Teachers are provided with inservice instruction to help identify dangerous drug usage among students.	
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 and procedure handed out beginning of school year.
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. Department chairs assist new teachers on board policies related to instructional permission slips and use of technology.	Collaboration binders (new 2013-14 school year)
Communication between students and faculty is highly encouraged, and an open-door attitude among staff, students, and administration fosters a trusting environment during school as well as at other school activities.	Student handbook

High Expectations/Concern for Students

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

Prompt: *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

Findings	Supporting Evidence
<p>Over the last several years, the activities director has brought special speakers to address the entire school population which have created an atmosphere of acceptance for students with differences. The severely handicapped students are a welcome addition to the school and accepted, at times even embraced, by the students.</p>	California Distinguished Schools Award

With the high population of special education students (10% of total student body), we had a concern that these students would be targeted ridicule “special education.” Spring 2013 brought a visiting district administrative team to our campus to see the collaborative inclusive model of special education. During this visit, a group of students from general education classrooms were interviewed. They were asked, “Are there special education students in your classes?” The answer assured us that our special education students were not targeted. All 5 of the students interviewed replied, “No.” Students with special needs are not singled out even among the student population. We recognized how rare and wonderful this is for a high school.

We believe students with modifications for their education plan are implemented smoothly without much attention by the student body. The IEP process is a time for building up and encouraging students to reach their highest potential. Many students are re-categorized each year as their abilities merit. It is not unusual for a student to no longer qualify for special education services, and it is even more common that students would move from SDC to honors level courses. The articulation of general education and special education students clearly benefits students at the school.

Atmosphere of Trust, Respect and Professionalism

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

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

Findings	Supporting Evidence
<p>The value of high expectations for all students permeates the campus on almost every level. Students know and clearly</p>	Student handbook

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. As cheating has become acceptable among the high achieving population, the school implemented a policy of severe punishment for those who make cheating a practice. Students can be removed from the honor rolls for California Federation of Scholars. 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.

By in large, the student and teaching population at the school demonstrates the desire to be show excellence and integrity.

E2. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
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Students, faculty, and parents agree the campus is safe, nurturing environment for all students.

Survey results

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
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With the same determination and collaboration to ensure success for the special education students, the action plan addresses the special needs of AVID and EL students. Grouping students with teachers who share a common prep and/or who utilize teaching strategies which help English language learners will provide additional support to these populations as well.

Master schedule **Collaboration times**

E3 and E4. School Culture and Student Support Criterion

Respond to the criteria (shown as a guide question) by answering the prompts (findings and supporting evidence).

E3. To what extent so all students receive appropriate support along with an individualized learning plan to help ensure academic success?

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

CRITERION E3 AND E4 INDICATORS AND PROMPTS

Adequate Personalized Support

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

Prompt: *To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance? How direct are the connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?*

Findings	Supporting Evidence
The AHS special education department meets with appropriate staff to discuss the individual needs of every special education student, and also 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. These students gain assistance with enrolling in community colleges to ensure continuation of their transition goals.	Independent Education Plans
Designated instructional services are also provided to these 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.	

Direct Connections

Indicator: The school has direct connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as

counseling/advisory services, articulation services, and psychological and health services or referral services.

Prompt: *How direct are the connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?*

Findings	Supporting Evidence
The connections between academic standards and the allocation of resources are very strong. All students are given access to any service that is deemed necessary. Every effort is made to place students in rigorous academic classes.	Cum folders IEP records
Instructional aides are assigned to these classrooms to give additional support to all students, benefitting the entire population. AHS students with severe disabilities are provided the support and services.	Nursing records
The Chino Crisis team is deployed to work with students who require emergency and pre scheduled counseling services.	Chino Counseling services
The nurse is very involved in Student Study Teams for those students who are not succeeding in school. She helps connect students with other support services the school and community can provide.	

Strategies Used for Student Growth/Development

Indicator: 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. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the types of strategies 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. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.*

Findings	Supporting Evidence
AHS is recognized as a model high school for the inclusion special education program. Our unique collaborative model for our special education population had enabled moderate progress for these students over the years, but in 2009 we felt focusing on teacher placement in the general education	Department of Education

classroom would have 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.

Support Services and Learning

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

Prompt: *To what extent does 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? Particularly, evaluate this with respect to the EL, GATE, special education and other programs.*

Findings	Supporting Evidence
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. Funds are provided to aid in student engagement activities.	GATE plan
EL students also 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.	EL school plan

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine 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).

Prompt: *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? What type of alternative schedules are available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)?*

Findings	Supporting Evidence
The master schedule each year is designed to best accommodate student needs based on the interests of students and parent input. As a result, the 2013-14 school year has more sections of honor classes in English for example, than the college prep level classes. Honors and AP sections are	Master schedule

expanding as more courses are added to the master schedule. Additionally, the pathways program is 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. Freshmen and sophomores are encouraged to retake the failed semester in the traditional school day.

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 student may 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. The department has on-going collaboration with general education teachers to implement the students' individualized education plans (IEPs).

The department also works with the guidance department to prioritize the special education students' schedules so that each student's learning style is matched to teaching styles to ensure student success in the mainstreamed classes. This begins with the student meeting with the Special Education staff while in the junior high schools and continues throughout the years of attendance at AHS.

The Special Education Staff also maintains communication with the parents on issues at home that may affect student performance in school. Contact with outside professionals also occurs, including psychiatrists, County Mental Health,

Probation, and private tutors.

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results.

Prompt: *To what extent does the school leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results?*

Findings	Supporting Evidence
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. Student participation is extremely high. The 5 rallies held each year support student excellence and teamwork as students are recognized for sports, academics, performing arts, as well as contests and participation in the entire school program.	School calendar

Student Involvement in Curricular/Co-Curricular Activities

Indicator: 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.

Prompt: *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
Student engagement continues to be a high value for Ayala High School. Each year, students can form new clubs based on interest groups of the population. The presence of over 50 clubs on campus is an example of the student involvement campus wide.	Activities schedule and calendar
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. This renaissance will be realized by supporting an attitude of academic performance with the school and community. Democratic concepts and our free market system have proven to the world what happens if you motivate people properly: they perform and take great pride in the development of the skills. Principles for reward and recognition, teamwork, quality, leadership, and marketing when applied to education can have a tremendous impact on	Renaissance program charter

the achievement of the foal of academic excellence.

The Renaissance program at Ayala has offered numerous tangible incentives and rewards. These incentives and rewards have been created to recognize improved scholarship, attendance, and continued academic excellence. The Ayala activities program provides extremely valuable experiences for the members of USB, and also gives the student body countless opportunities to be involved and also share in the benefits of being a Bulldog. USB also plans, decorates, and sets up for USB dances as well. Furthermore, it plans and organizes five spirit weeks throughout the school year involving both student and staff participation. The USB sponsors a yearlong class competition promoting class unity and school pride. It has a very strong staff appreciation program which recognizes staff of the month and staff of the year. Additionally, USB offers students once-in-a-lifetime opportunities to be creative and be recognized through the rallies that are organized five times each year. USB also sponsors the United Club Council, comprised of one delegate from every fourth period class. This body meets each month to discuss the schedule of activities available.

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. This is demonstrated as student-athletes must sign the Bulldog Behavior Code, which is a commitment to maintain high standards of honesty and sportsmanship and refrain from using drugs, alcohol and tobacco. 44% percent of the student body participates in the athletic program. 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. If a student does not maintain a 2.0 GPA, he/she is ineligible until the next grading period and has improved to at least to 2.0. Athletes are also encouraged to excel in both sports and academics, and are recognized for their achievements by the school by the Scholar/Athlete awards.

Student Perceptions

Indicator: 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.

Prompt: *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
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Ayala provides students many opportunities to become involved in the local community. 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 also 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 also perform at concerts open to the general public and Vocal students also 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 that are attended by students, parents, and arts patrons from the local community.

At the same time, Ayala students involve themselves in many different types of clubs with connections to their local community. AHS Key club interacts with their corresponding local and statewide organization, Kiwanis Club. Also, the Red Cross sponsors an annual blood drive for students and teachers to contribute to their community. AHS also has other community-oriented clubs such as, the Polynesian and Indian Clubs which present concerts and performances each year that help make students connect with local ethnic communities.

E3 and E4. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting these criteria.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings	Supporting Evidence
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Appropriate and clearly defined campus-wide expectations are **Distinguished schools award**

communicated to students, parents, and staff.

visiting team report

A wide variety of personal support and extra curricular programs exist for students.

Ayala demonstrates the availability and willingness of staff to support student activities in and out of the classroom including numerous student recognition opportunities.

Prompt: *Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
The EL program continues to need resources and support to encourage parents of EL students to allow services. Many parents “opt out” of EL as they do not want their student identified as an English language learner. This is especially common among the Asian communities as these parents enroll their students in language programs privately and provide extensive tutoring.	
The emphasis in writing for the EL level 5/6 course will most impact the students and we hope encourage parents to not opt out of these services.	

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

- Research-based culture of creating well-rounded students via a focus on extracurricular activities balanced with high academic expectations.
- GREAT acronym as a shared vision for all students and stakeholders in the Ruben S. Ayala High learning community.
- An exceptionally large number of clubs on campus offering growth opportunities in multiple life arenas.
- Inclusive special education collaborative classroom model maintains and supports the growth of mainstreamed special education students in the general education environment.
- 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.

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

- Lack of accessibility of resources and facilities inhibit growth in the performing arts and sports.
- Need to incentivize support by all staff members in the extracurricular efforts of students.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Strategize and implement effective inter disciplinary collaboration opportunities
- Plan ways to increase AVID and Linked Learning pathways
- Develop rubrics to effectively assess group projects as common core curriculum is developed
- Develop new common assessments aligned to Smarter Balance testing and common core state standards
- Increase involvement in School Site Council faculty membership

Chapter V: Schoolwide Action Plan

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.

- a. Refine common planning time schedule to allow for horizontal teaming (within subjects and grade levels) and vertical teaming.
- b. 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.

- a. refine schedule to review data from standardized testing during the common planning time.
- b. refine schedule for students to review data of personal achievement and set goals for progress
- c. design planning time to review student academic grades within inter-departmental teams looking for trends
- d. organize a system of intervention for poor student achievement

Goal #3: Improve **communication** and strengthen relationships with all stakeholders to support student achievement.

- a. 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.
- b. continue outreach to community organizations to help support the academic and resource needs of our students and their families.

Goal #4: Design **professional development** designed to implement the CSCC and classroom-based strategies, supports, and interventions to improve instruction for all students.

- a. AP offerings increased and scope of class deepened.
- b. AVID program integrated into whole school program and strategies implemented school wide
- c. EL population increased, scope of study concentrated on writing and improving CELDT scores
- d. LinkEd pathway academies developed within master schedule for college and career and readiness of students
- e. Special Education inclusion program providing training and strategies to all faculty. 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.

- a. Maintain and enrich renaissance activities, leadership, and clubs
- b. Prioritize facility and resources for all levels of the arts: drama, choir, band, art, video, film, etc.
- c. involve booster programs in sports and arts to ensure communication and involvement of all stakeholders

Goal #1

Rationale: Many discussions have been held over the years regarding how we most effectively utilize the common planning time (CPT) each Monday while our students report to school 45 minutes later than usual. Teachers expressed the need for time each week to meet within grade level and subject groups as well as with teachers across all disciplines to help students think deeply, articulate their reasoning, practice using academic language, and actively engage in classroom instruction. We need to share differentiation practices including SDAIE and other scaffolding strategies.

With this in mind, we plan to use the CPT hour as a collaborative framework to learn how to better implement instructional strategies, as well as to improve our curriculum, create common assessments, and learn to analyze student work and achievement results (data through tests, grades, and other assessments).

This ongoing cycle of collaboration is aimed to benefit the needs of all our students, including English Learners, special education students, advanced placement students, and struggling students.

Process	Implementers	Timeline	Resources	Monitor and Report Progress
1. Create and publish a schedule to facilitate and inform teaching staff of the type of collaboration meeting.	Administration WASC coordinator or teaching staff representative	Published each September; revised each May with department chair recommendations	Published to email and school fusion faculty page	Reports of content within meetings reported to administration team who will keep an electronic record of each meeting.
2. Develop a system to review and analyze protocols and projects assigned during collaboration meetings	Administration team and teacher leaders.	Begin fall 2013, review each semester as new projects and goals are assigned	Department chair meetings and administration team meeting	Create a folder to record the outcomes of each project and create a running log of goals created.
3. Create advisory committee of	Dr. Greer/ administration and	Fall 2013, with reassessments	After school meetings	Publish monthly focus on faculty

teachers and administration to guide professional development and collaboration goals.	teacher leaders	each semester to include new faculty representatives/volunteers		school fusion page
4. Plan two different ongoing processes of collaboration <ul style="list-style-type: none"> a. subject/grade level b. Inter-discipline team Design data to analyze and a system of reporting ideas.	Teacher leadership and administration	Fall 2013, revisions and reports as needed	CPT hour on Mondays and department chair meetings	System of reported ideas recorded through email or school fusion faculty page.
5. Meet regularly to discuss progress and issues regarding the facilitation of collaborative teams to determine strengths and needs, and continue charting a course for all teams.	Dept chairs, teacher leaders, and administration	ongoing	Department chair meeting	Develop the job of PLC recorder who will collect, collate, and publish all plc reports.
6. Implement 4 year time line regarding goals of collaboration time	Professional development on CCSS beginning October 2013 by Professional	2013- align curriculum for English and math with the Common Core State	CCSS funding for training, purchase of technology	Reports of progress sent to PLC recorder and monitored by PD team and

within subjects	Development Team made up of admin and teacher leaders.	Standards (CCSS) 2014- align curriculum for science and social science to CCSS 2015 New common assessments throughout departments created and implemented, revision of learning objectives related to common core assessments	Monday CPT time	administration. Report of progress to district office personnel
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Goal #2

Rationale: AHS has made data analysis a systematic routine. Teachers have analyzed data in large group forums, smaller departmental forums, and most recently through inter-departmental forums. We have looked at test scores, grades, and even achievement levels of classroom assessments.

Process	Implementers	Timeline	Resources	Monitor and Report Progress
Design a process to train new teachers on Illuminate or which ever data record the district implements in the future	Department chairs Technology advisors	Ongoing, after the first benchmark exam results for each subject		
Implement calendar schedule for data review by faculty members	Administration	Each 6 weeks in IDT teams for grade results Each Sept/Oct for CST		Create filing system for review of data reviewed maintained by administration.

		results, Publish CELT scores to teachers for each student by EL coordinator AP data in fall		
Prepare copy of test results for students each spring to review in homeroom periods	Admin	Ongoing practice	Paper and photocopies	
Review and implement incentives for students.	Admin/department chairs	Off campus lunch? Bell schedule?	Instructional minutes realigned	
Prepare data and discussions for PD In September/October				
Review data from classroom projects/tests during CPT collaboration time.	Department heads and teachers	Fall 2014 as common core develops new common assessments	CPT time	Keep journal/record of the conclusion/results in minutes of CPT

Goal #3

Rationale: Communication to students and parents in terms of grades has been fully embraced by the faculty. School fusion pages exist and are utilized by almost everyone. On line grade reporting has become an expectation of all teaching staff. This has greatly improved our communication process to parents and students. Communication continues to be a priority to the school to ensure that all stakeholders have access to student achievement and expectation.

Process	Implementers	Timeline	Resources	Monitor and Report Progress
Expand grade level Counseling nights to include common core overview and graduation requirements	Administration, counselors, dept chair	Fall 2013 and on-going	Facility, counselor presentations	Observation
Unify grade reporting programs (fusion vs. grade alert) and provide a recommended timeline to the teachers for updating grades online.	Leadership team	Fall 2014	EGP or district funds for program	Report in dept. chair meetings, all teachers using one grade reporting system
School Site Council advertisement and reporting of results published	administration	On-going	School fusion, staff bulletin,	Minutes recorded and distributed to staff monthly

Expand use of staff weekly bulletin to include policies pertinent to all staff.	Administration and classified support staff	Fall 2013	Email and computer	Weekly ongoing
GREAT trophies-honor and acknowledgement of excellence more often	Teachers	Fall 2012	Time and Staff Meetings	Observation
Continue Renaissance recognition at monthly staff meetings, rallies, luncheons	Debi Weiss, Renaissance class	On-going	Time and Staff Meetings	Observation
Communication Survey	Administration	Spring 2014	Survey and Computers	Data collected from survey
Professional Development Notebooks	Administration	Fall 2013	Notebook	Hard copy notebook given to each teacher
Systematize policies and procedures for new teachers	Administration	Phase 1- Fall 2013 and review each spring	Time and Meetings	Observation
Principal's Blog	Administration	Fall 2013	Computer	Printed copies stored in office

Goal #4

Rationale: The adoption and implementation of the California State Common Core Standards requires a strong professional development design. We have created a professional development team made up of teachers and administration to begin moving the staff through the understanding of the CCSS. Additionally, the district is investing many resources in designing pathways for student achievement in both college and career education. The next few years will focus on these two tasks while still maintaining the on-going needs of our student population.

Process	Implementers	Timeline	Resources	Monitor and Report Progress
AP offerings increased as scope of instruction deepened through professional development, vertical teaming, and outside trainings	AP teachers	Summer trainings	AP test profits support trainings for teachers, master schedule	AP collaboration meeting share updates and best practices acquired
Integrate AVID program and strategies school wide, develop a model of reporting and accountability much like special education for AVID students	AVID instructors and administration	Fall 2013 Site team during IDT Professional development scheduled spring 14	IDT Monday schedule	AVID site survey reports results
SDAIE Strategies and other supports for EL population need to be emphasized among entire populaton	EL Coordinator	Plan developed spring 2014 with implementation school	EL Funds	Goals integrated with Single School Plan
LinkED Learning pathways academies (include sub time line on how this will be implemented -CASAS)	Mr. Casas and administration, district team	See attachment on schedule	Academy funds	Status reports to staff during staff meeting, weekly updates in admin meetings, Advisory board meeting agendas published in weekly bulletin
Special Education strategies	Special education teachers	Schedule pilot lunch time	Lunch hours and IDT	Reports in staff bulletin

(especially for autism) presentations to all staff (especially collaborative teachers)		trainings 2013-14 Publish schedule	common planning Mondays	
Common Core training	Administration and professional development team	English math summer 2013 Technical subjects November 2013		
Discipline and classroom management strategies	Administration	Sept and October 2013	After school	Schedule and tools available on google drive files
Attendance procedures	Administration	Sept and October 2013	After school	Schedule and tools available on google drive files
Development of professional development team to implement common core plan	Administration and leadership team	Began fall 2013	Time and common planning time	4 year plan presented to school district cabinet

Goal #5

Rationale: The award from the California Distinguished Schools committee celebrated Ayala's culture of creating a learning environment with high expectations for all students as well as demonstrating the importance of high student engagement in classes as well as in extra-curricular experiences. We believe this culture contributes to the success of our students, and therefore, have included it as a growth goal in our action plan.

Process	Implementers	Timeline	Resources	Monitor and Report Progress
Support and strengthen the scholar/athlete recognition program.	Athletic director, teachers, administration	On-going	Booster support, yard signs created through private donations	% of eligibility of athletes published in staff newsletter and school fusion. Athletes of honor distinction published as awarded.
Support and expand the arts, pursue academy status of performing arts in linked learning pathways	Principal, teachers	Fall 2014 and beyond	Master schedule, facility	% of students involved in the performing arts program on campus.
Voluntary Saturday School	Admin., teachers	Fall 2013, 1 st Saturday each month	Room on campus	Record of attendance, File student projects, Elicit student evaluation

Continue communication and common language regarding DARE to be GREAT	Teachers, faculty	On-going	GREAT posters	Posters, trophy distribution,
Initiate Kindness Week to increase unity amongst students	Activities Director, teachers, students	Fall 2013	Tables, posters, etc	Observation
Grow participation in clubs on campus through club week	Teachers, advisors, students	Fall 2013	Tables, posters, etc to advertise club, time at lunch	Observation, club sign-ups, number of clubs on campus
Continue new teacher orientation	Administration, new teachers	Quarterly	Lunches provided through private donations	Meeting schedule

Appendix:

- A. Results of student questionnaire/interviews**
- B. Results of parent/community questionnaire/interviews**
- C. Master schedule**
- D. School accountability report card**
- E. CBEDS school information form**
- F. Graduation requirements**
- G. Any pertinent additional data (or place in Visiting Committee work room)**
- H. Budgetary information, including budget pages from the school's action plan
(i.e., the Single Plan for Student Achievement)**
- I. A list of standards-based local board adopted texts (with the year of publication) used
in 9th and 10th grade English Language Arts, any reading intervention programs, texts
leading up to Algebra, Algebra I, social studies, and science**