SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Ruben S. Ayala High School

14255 Peyton Drive

Chino Hills, California 91709

Chino Valley Unified School District

2/23/2020 to 2/26/2020

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Preface

The founding motto of Ruben S. Ayala High School was to become "the World's Greatest High School." The students have shared a 29 year heritage of success both in the classroom and in extracurricular arenas. The campus culture at Ayala is one of engagement both in the classroom and outside of the classroom. Ayala High School is a school that is marked by Growth, Respect, Excellence, Accountability, and Teamwork. This culture is known to students, teachers, and other staff as G.R.E.A.T. Currently, Ayala is also incorporating Be Safe, Be Respectful, Be Responsible. This focus comes out of many P.B.I.S. (Positive Behavioral Interventions and Supports) meetings. This focus on engagement and culture can be found within the classroom through engaging instructional practices that focus on collaboration amongst students and staff. Ayala strives to provide compelling and rigorous experiences in order to prepare students for college and career while at the same time trying to ensure that the students are connected to school and maintain their emotional health.

Ayala has several different leadership teams. The WASC leadership team consisted of the instructional coaches and administration (site and district). The English instructional coach facilitated the conversations and writing for this team and the report. The department chairs for each department also made up one of the leadership teams. This group of educators consists of certificated staff only and they meet with administration once a month to discuss important events and issues. These teachers are voted into this position in the spring of every year for the following school year. Department chairs contributed heavily to the WASC report. They gave stories of professional development, SMART goals, best practices, collaboration, common formative assessments, etc. for their particular department. Their different voices can be found throughout the report. There was an additional team of teachers pulled to help with the WASC report. This group of teachers consisted of educators from all departments and they were chosen by the principal. This group watched webinars about the WASC process, discussed areas of strength and growth within the school, and facilitated group discussions at the staff meetings.

The WASC self-study process was completed during department chair meetings, staff meetings, and Instructional Coach meetings. As part of their self-study process they brought in all stakeholders to get information and data. They started with the department chairs and during those meetings, they examined their five targeted areas for improvement: Professional Development, Data, Collaboration, Communication, and Culture. At this meeting, department chairs identified and discussed both areas that the school was doing well in and areas where the school still needs to improve. From there, they completed the same exercise with the entire staff (certificated and classified) at a staff meeting. Then all students completed the same process and the school collected the data from the students and at the next staff meeting they analyzed the results. Small groups of teachers read through the data, wrote down commonalities from the students, and scored the results on a rubric. They then looked at the trends and developed areas of academic needs and concerns. They then created focus group questions and then they had the staff and students answer focus group questions based on those areas of need. Staff members also reviewed the report to make sure all the findings were accurate and consistent with the vision for the school.

Chapter I: Progress Report

In recent years they began the process to reexamine their vision and goals for the school. They examined student passions, academic goals, and extracurricular activities and resolved to implement more of what the students needed in their school. They continued to focus on five prongs of improvement: Professional Development, Collaboration, Communication, Data, and Culture, but they have changed them to reflect the school and community where they stand today. Using these elements of improvement in conjunction with the critical areas for follow-up from the last WASC visits, they have made improvements within their school.

Professional Development (PD) area that needed further definition and development from previous 2014 accreditation visit:
- Develop new common assessments aligned to Smarter Balanced assessments and Common Core State Standards.
- Further develop professional learning communities including cross-curricular collaboration that will support Common Core implementation and the content/course alike continuous improvement model including collaboratively planning for instruction as needed to maximize student growth, and repeating the process.

Ayala's Revised PD Goal:

Design professional development to improve classroom-based strategies, supports, and interventions to improve instruction for all students (increase AP offerings and deepen scope of classes; integrate AVID program integrated into whole school program and implement strategies across the school; develop pathway academies within master schedule to improve college and career and readiness of students; provide training for all departments as to the importance and implementation of common formative assessments and professional learning communities. Every department developed essential standards and SMART goals to guide their professional development and growth as a department.

Professional learning opportunities grow out of needs determined at the classroom, site, and district levels. In addition to the comprehensive professional learning plan developed by the district administration, Ayala faculty and staff have opportunities to develop and plan their own learning. Inter- and Intra-department professional learning time is based on what teachers feel they need in order to continue delivering the quality instruction for which they are renowned. Ayala leadership teams design, develop, and deliver professional learning that supports School-wide SMART Goals as well as the Single Plan for Student Achievement.

All departments underwent intense training in the Professional Learning Communities (PLC) model. This professional development was provided at the district level and broken apart by subject matter. From there, departments were given a defined list of directives to accomplish throughout their weekly PLC meetings. These directives included creating a set of priority standards, creating common formative assessments based on these standards, and analyzing the data and student work that resulted from these common formative assessments. Teachers from all grade levels met to prioritize standards, and this collaboration was pivotal as the skills scaffold from one grade level to the next. Teachers used their collective experience and creativity to design common formative assessments and unit tasks. These assignments require students to collaborate, think critically, and designated differentiation strategies for intervention and enrichment, special education, and English language learners.

Previous accreditation visit areas of growth:
- The 2014 study showed that a critical area of need was to strategize and implement effective interdisciplinary collaboration opportunities to foster research-based instructional strategies.
- Further develop professional learning communities including cross-curricular collaboration that will support Common Core implementation and the content/course alike continuous improvement model including collaboratively planning for instruction as needed to maximize student growth, and repeating the process.

Based on the site visits, the committee has seen evidence of the following school changes:
- All departments participated in an intensive Professional Learning Community (PLC) training

provided by the Chino Valley District office.
- In 2018-2019, AHS used four PLC questions to identify essential standards subject. The following were the four questions:
  - #1: What do they expect all students to learn?
  - #2: How do we know if students have learned the essential standards?
  - #3: What will we do when they don't learn the essential standards?
  - #4: What will we do if they already know the essential standards?
- They implemented a professional development plan to increase collaboration and communication. Each department meets twice per year (one per semester).
- Each department created SMART goals.
- In 2018-19, Chino Valley Unified developed essential standards for both English Language Arts (ELA) and mathematics. The committees at each site collectively listed essential standards; standards that all students needed to learn for the different level classes. Then the district committee, which included teachers and instructional coaches, prioritized the collective lists from all the sites to develop the district wide 10-12 essential standards. In 2019-20, they implemented Essential Standards Assessments (ESA) three times a year in the 9th-12th grade level spans in English and math. Each ESA assesses students on the same 10-12 essential standards. The other content area teachers will be part of district-wide teams that will participate in a similar process to develop their content are 10-12 essential standards and continue to develop and administer team created common formative assessments.
- The following changes were made in the Advanced Placement (AP) program to increase students accessibility:
  - Students can enroll in the AP classes without any prerequisites.
  - Four new AP courses were added: AP Psychology, AP Studio Art, AP European History and AP Human Geography

Previous accreditation visit areas of growth:
- Establish School Site Council membership as defined by federal guidelines including 50% staff (1 principal, teachers, and 1 other staff) and 50% community (students and parents).
- While most teachers use the online grading system (Easy Grade Pro/School Fusion), encourage all teachers to use the online grading program so parents and students are informed frequently of their progress in every class.
  - 2017 Follow Up: Implement a single online gradebook with parent access such as Parent Portal used regularly by all teachers including homework assignments, quizzes, progress report grades, and final grades.
- Explore additional means of school-parent and parent-school communication, including multiple language translations as appropriate for non-English speaking or limited English-speaking parents.

Based on the site visits, the committee has seen evidence of the following school changes:
- The School Site Council reconfigured to meet federal guidelines for membership.
  - The time of the meeting was moved in order to accommodate more teachers on the committee.
  - Membership consists of 4 teachers, 2 parents, 4 students representing each grade level, 1 classified staff, and at least one administrator.
  - They still strive for more teacher representation to better represent the school.
- Majority of the teachers are now using the Aeries online grading system. This allows parents to have access to their child's grades and this allows parents to communicate with the teachers through email.

Previous accreditation visit areas of growth:
- Develop new common assessments aligned to Smarter Balanced assessments and Common Core State Standards.
- Address needs of English Learners to increase achievement in English/Language Arts and math to improve CAHSEE scores.

- Increase on campus technology available to students and staff
  - 2017 Follow Up: Expand the accessibility of technology for all students. In the age of common core state standards and assessments, many schools are providing one-to-one technology for their students. While this may not be fiscally possible for Chino Valley Unified School District to provide such technology at Ayala at this time, the WASC review committee strongly suggests working towards this.

Based on the site visits, the committee has seen evidence of the following school changes:
- ELA and math Departments have created pacing guides and common formative assessments. Some teachers are evaluating student work using common rubrics.
- One of the previous visiting committees' areas of growth was related to the CAHSEE. With that test no longer being administered, they have shifted their data conversations to the CAASPP, IAB, and common formative assessments.
- To address the needs of the English learners, two ELD instructional coaches were hired, specifically designated to secondary level. ELD is working with newly adopted materials aligned with core material and programs in all ELA classes.
- There have been very few internet routers and chrome carts added. However, from the meeting with the district assessment and instructional technology staff, there is a district plan to modernize Ayala High School within the next two years, which includes accessing the wife and adding more bandwidth.

Previous accreditation visit areas of growth:
- Provide increased and improved facilities especially for science labs and the performing arts. If possible, move forward with a Center for Performing Arts including a professional stage, auditorium, and rehearsal facility with bond funds, grants, and other district and external funding sources.

Based on the site visits, the committee has seen evidence of the following school changes:
- Currently, a two story building is being constructed that will house science, STEM labs, performing arts center, and renovated classrooms.

Chapter II: Student/Community Profile

Ruben S. Ayala High School is a comprehensive secondary school recognized for a tradition of excellence since its opening in San Bernardino County in 1990. It serves students in the ninth through twelfth grades. Ayala is a part of a unified school district comprised of four comprehensive high schools, one continuation high school, and one opportunity high school. Multiple 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 the 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 as one of the top schools within the county. The school has met its target goals according to the California Department of Education Dashboard but would like to see significant improvements in the areas of mathematics and special education. In the 2018-2019 school year, 77% of their students meet or exceed the state standard on the CAASPP test in English Language Arts and 55% of their students meet or exceed the state standards on the CAASPP test in Mathematics. While attaining these achievements, the students follow a variety of paths to graduation. Parent and community support of the school runs high, as does student and parent involvement. The school's highly qualified staff supports their students as they progress through school and prepare for the responsibilities of adulthood. The Ayala High School stakeholders are fairly affluent and well educated. A small number of students are classified as socioeconomically disadvantaged (27%). The area boasts a higher than the average number of high school age students whose parents are extremely supportive and involved in the educational process. The student population of 2,737 students mirrors the community, which is multi-ethnic and multi-cultural. It is approximately 21% Caucasian, 38.9% Hispanic, 24.7% Asian, 7.6 Filipino, 3.7% African American, and less than 5% other ethnic groups. The predominant primary languages are English, Spanish, and Mandarin, with a small percentage of Arabic, Korean, and Vietnamese.

Ayala offers students a wide range of diverse learning experiences. Advanced Placement course offerings have increased by 40% over the last five years, with a 36% increase in the number of students taking AP exams on campus. The award winning Visual and Performing Arts program has participated in numerous out of state competitions and shows, while new CTE/ROP pathway courses now enroll more than 10% of the student body. Ayala students are supported through a rich network of para-educational programs such as AVID that offer the essential skills students need in more rigorous courses. The school has made inroads towards integrated AVID skills across all campus programs.

LCFF Indicators Articulation from CVUSD to Ruben S. Ayala HS
The Chino Valley Unified School District has addressed the following LCFF priorities that in turn have been articulated down to the school site:

1. Basic Services
2. Implementation of State Standards
3. Parent Engagement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Access to Program of Study
8. Other Student Outcomes

At Ayala, the Basic Services priority has been addressed by the highly qualified staffing of the school site both in certificated and classified personnel. The district's second prior of Implementation of State Standards has been addressed through Professional Development in which all Ayala teachers have participated to collaboratively prioritize instructional standards into District and school site Essential Standards and Essential Standards Assessment. Parent Engagement is provided for through multiple venues, including the Ayala School Site Council and PTSA, in addition to several community nights such as Back to School Night, 8th Grade Family Night and AP Night. Ayala has used data from the California Schools Dashboard and Calpads and other standardized testing to monitor student achievement. At the school site, departments also use the D/F Data reported through Aeries. Student Engagement and School Climate have experienced improvement with a reduction in student expulsions, suspensions, and chronic absenteeism and an overall graduation rate of 97%. Over 62% of Ayala graduates are college and career ready, indicating a high level of Access to Program of Study.

For Priority 8, Other Student Outcomes, Ayala has had approximately $140,000 of funds from a variety of sources to ensure that LCAP priorities are being met. These monies include those provided for the district for AVID ($20,000) and other on campus programs.

Ayala's Self-Study has utilized a wide range of data sets in order to gauge student achievement including Smarter Balanced test results, PSAT/SAT data, staff and student survey results and D/F student performance data. Analysis of the data from the Self-Study process has allowed the school to identify three Critical Academic Needs:

Critical Academic Need #1: Expand Technological Resources

Critical Academic Need #2: Increase Academic Collaboration in Order to Standardize Instructional Practices
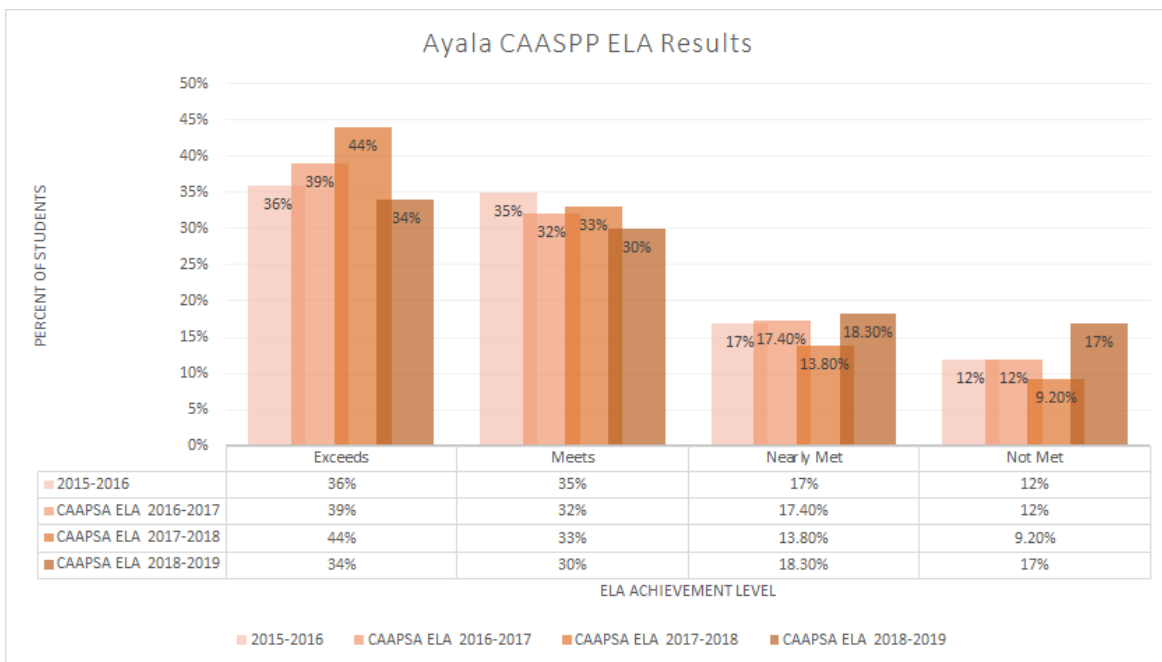
Critical Academic Need #3: Refine and Expand Programs to Ensure Student Achievement for All Levels of Student Performance

The district initiative to revitalize Professional Learning Communities, began approximately two years ago but in its first year of deployment at Ayala, has enabled teachers to develop prioritized standards for instruction across the Math, Science and English programs. It has also provided for the necessary professional development training required for Ayala's PLC's to develop and begin to analyze Common Formative Assessments. As a natural part of this process, the school's Self-Study was realized in a professional culture that sought to use data to effectively identify instructional challenges and then collaboratively develop strategies and supports to improve student achievement. The Visiting Committee recognizes the significant achievement of this undertaken and the important positive impact it has already had across the campus through numerous instructional programs and initiatives.

In partnership with the Self-Study focus groups, coordinators, district and school site leadership, the Visiting Committee has been able to explore the next steps with Ayala's initiative to use data to inform instruction and support student achievement through productive conversations about the district and school process and articulation of their plan to continually improve both now and in the future in this regard.

Of particular value has been the identification of new areas of focus for data analysis for PLC teams at the school site level as they complete their initial roll-out of CFA's and continue to articulate instruction
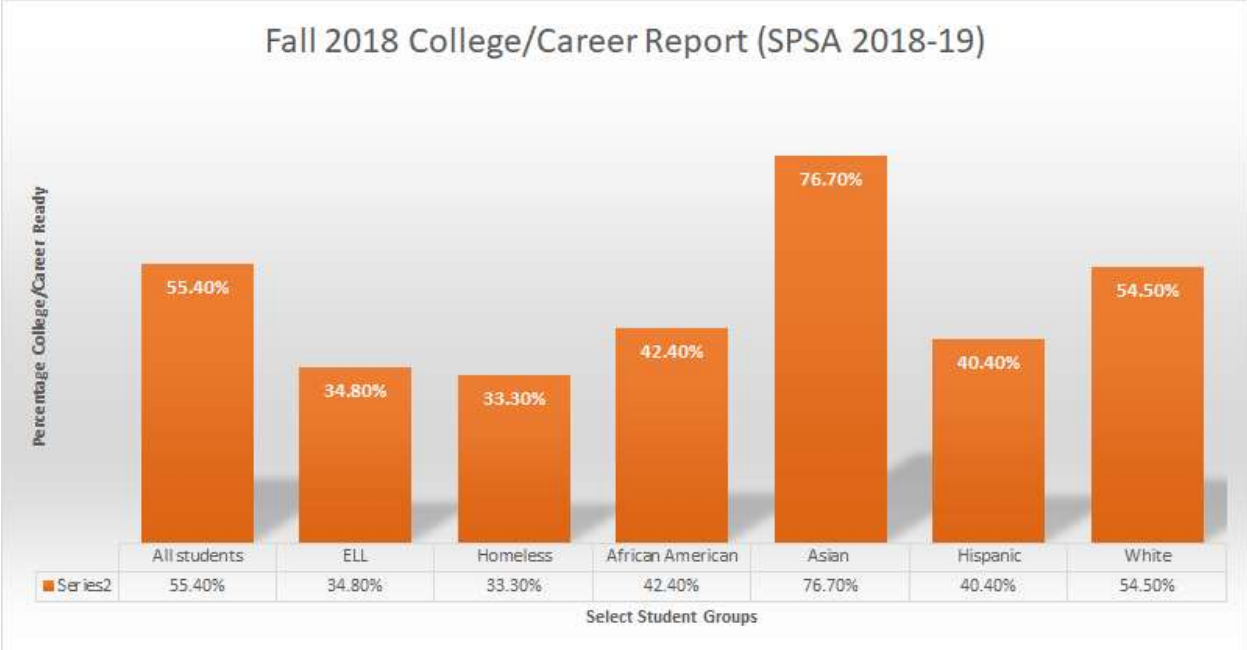
and conduct data analysis through their recently identified Essential Standards. The performance of student subgroups on standardized testing has yielded new insights in line with the district and school site data analysis and PLC processes that will facilitate their next steps in continuing to serve their students.

Ayala CAASPP ELA Results

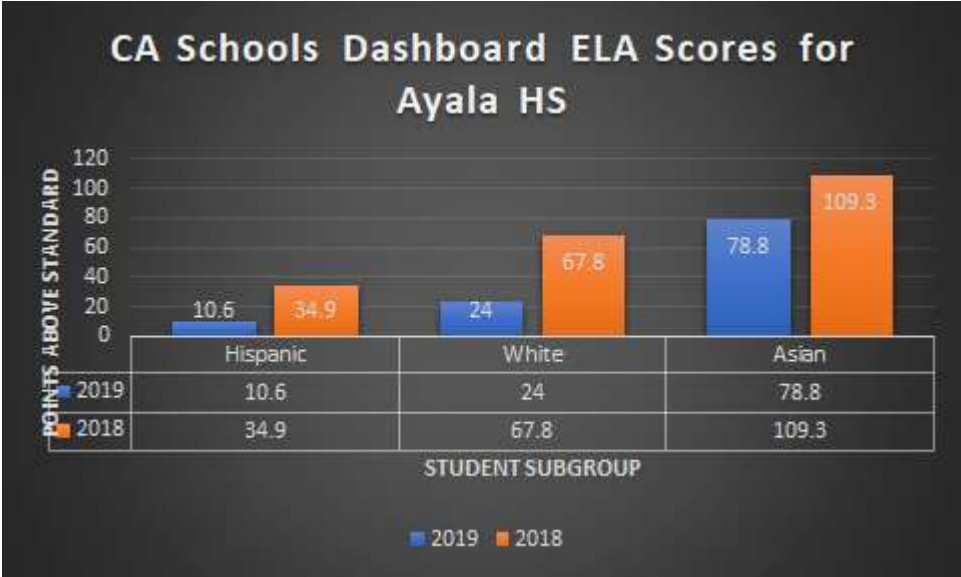| ELA ACHIEVEMENT LEVEL	Exceeds	Meets	Nearly Met	Not Met
2015-2016	36%	35%	17%	12%
CAAPSA ELA 2016-2017	39%	32%	17.40%	12%
CAAPSA ELA 2017-2018	44%	33%	13.80%	9.20%
CAAPSA ELA 2018-2019	34%	30%	18.30%	17%

ELA scores for Ayala HS (chart above) show general improvements over the last four years of data with a significant setback in the latest year's results (2018-2019) in the percentage of students who exceeded the standard, along with a slight reduction in the percentage who met the standard (a change in line with long term trend), and a five percentage point increase in those who nearly met the standard, and a six percentage point increase in the percentage of students who did not.

The long term data shows clear progress. Anecdotal evidence provided by teachers during the WASC Visiting Committee visit suggested two important considerations for the latest year's performance data changes. First, the English Department had made significant changes in the program's curriculum and began, as part of the initiative to become Common Core ready, a textbook adoption pilot program. Teachers from the department have cited this as a significant factor in the change in year over year student performance. In addition, teachers noted that issues with internet bandwidth and connectivity had lengthened the testing window due to the low number of students that the IT infrastructure could support at one time. This challenge produced a cascading effect as some of Ayala's highest achieving students in Advanced Placement classes were forced to miss extended class periods in the critical period prior to the May AP testing window. This in turn disincentivized students to perform their best on the CAASPP testing during that particular year. The Visiting Committee has observed the detrimental effect of IT connectivity issues across the campus in numerous contexts and can attest that the issue is a significant, ongoing challenge for teachers and students in numerous ways.

From the school's 2018-2019 SPSA data, it is clear that while Ayala as a whole can lay claim to an enviable percentage of college and career readiness. However, when the data is divided into the various demographic subgroups of students, it becomes evident that important disparities among the performance of the various student demographic groups that comprise the student body could allow PLC's to better focus their efforts to extend supports and improve instructional strategies to target student achievement in a more focused fashion.

Fall 2018 College/Career Report (SPSA 2018-19)

	All students	ELL	Homeless	African American	Asian	Hispanic	White
Series2	55.40%	34.80%	33.30%	42.40%	76.70%	40.40%	54.50%

Percentage College/Career Ready (y-axis) — Select Student Groups (x-axis)

Important differences in select student subgroup performance can also be seen in data from the last two years of data from the California Schools Dashboard ELA results. While the decline in ELA scores is evident for the entire school and include all three subgroups highlighted in the chart below, there is a disproportionate statistical decline in the the performance of both White and Hispanic students vis a vis the decline experienced by their Asian peers.

CA Schools Dashboard ELA Scores for Ayala HS

	Hispanic	White	Asian
2019	10.6	24	78.8
2018	34.9	67.8	109.3

POINTS ABOVE STANDARD (y-axis) — STUDENT SUBGROUP (x-axis)

In sum, Ayala has conducted a thorough Self-Study grounded in a wide variety of student performance data. Clear processes are in place for data analysis within the framework of their revitalized PLC's, and the district and school site are working together in the areas of data analysis, professional development, improved instructional strategies to continue to improve student achievement. The Self-Study data and its analysis by the school has been productive towards the production of a well-conceived action plan that responds directly to challenges observed during the Self-Study process.

Chapter III: Quality of the School's Program

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

A1. Vision and Purpose

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district.

Ayala HS has engaged in a collaborative effort to refine and adjust their vision statement to best meet the needs and interests of all stakeholders through a multistep process that has yielded a clear, unifying statement on continuing expectations for the school. The school's core values have been articulated using the PBIS model in concert with staff and community input that has enabled the school to establish a shared language amongst key school stakeholders. Furthermore, the school has committed itself to an ongoing annual revision and adjustment of the vision statement and associated practices in order to ensure that student learning, community expectations and the work of staff operate together toward their shared vision.

From the founding vision of the school in which school leaders articulated a vision for the school to become GREAT (Growth, Respect, Excellence, Accountability, and Teamwork), recent work has seen that inherited language focused into the now ubiquitous "3 B's" of Be Safe, Be Responsible, Be Respectful motto, demonstrating the school site leadership's various cadres' responsiveness to community needs and their willingness and capacity to tailor their mission statement and the communication of their core values to best meet the needs of their community. This process has included staff surveys to gain feedback, in addition to collaborative sessions held during the Common Planning Time on Mondays.

Promoted through attractive visual aids prominently displayed throughout the school site, both on exterior walls and inside classrooms and meeting areas, the school's '3 B's' message is clear and has been adopted by students and staff.

Utilizing the common unifying symbol of their bulldog mascot, the school leadership teams have done an excellent job shaping the school site culture. Classroom posters, staff t-shirts, weekly video announcements, in addition to multiple other channels are used to reinforce their core institutional values to their students on a very regular basis.

A2. Governance

Ayala enjoys strong stakeholder buy-in in the elaboration, acceptance and communication of its core values. The school actively partners with student leaders and clubs, in addition to parents to communicate its message. This clearly demonstrates that students both understand and are committed to the school's vision, mission and schoolwide learner outcomes as a result of the school's diligent work in refining their messaging and partnering with the students themselves to get the message out on campus.

Parents have been involved in many ways throughout the process, including through their participation in the School Site Council, their active engagement through activity boosters (both athletic and performing arts), and informally through the school site personnel's close relationship with community members.

Community members and diverse stakeholders understand the school board's role and are engaged in the decision making process in multiple ways. Community members are able to participate in multiple venues, including parent surveys and School Site Council meetings, Chino Valley USD Board of Education meetings, the PTSA, the opportunity to serve as the school site's representative on the district LCAP committee, annual Back-to-School nights, etc.

The School Site Council provides a forum for stakeholders to actively participate in the articulation of the

governing board's policies and decisions, both through parent members and through the publication of its minutes and agenda. Parents and students also have the opportunity to participate through the PTSA, IEP meetings, ELAC testing, AVID planning, in addition to offering input about course offerings and school programing in a variety of ways. There are also many active relationships between numerous school site programs and the community, with athletic and performing arts and ROP among them, that have established strong relationships with the larger community that foster community stakeholder involvement both directly and indirectly in the carrying out of the school's educational mission.

School leadership is in compliance with the Education Code in posting the Uniform Complaint Procedures. The district's Human Resources Department requires that all staff are given copies of the Uniform Complaint Procedures. In addition, the District annually notifies staff, students and parents of the Uniform Complaint Procedures. Staff are trained and given information during staff meetings, and parents receive information through PTSA and SSC meetings.

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement

The school has a robust program of collaborative planning time, including a longstanding culture of Professional Learning Communities. This work is complemented by the deployment of SMART goals in order to improve instruction. In the Math Department, common planning periods have enhanced and facilitated teacher collaboration. The school has struck an innovative approach with its inclusive model of co-teaching in the Math Department that deserves special recognition. By utilizing embedded Educational Specialists in all Math 1 level classes, the school provides the mechanisms necessary for rete aching and reassessment through differentiated instruction in a novel way that also provides not only the least restrictive environment for students on IEPs, it also addresses important staffing issues. This, along with the addition of additional CTE Pathway courses in Engineering and Computer Science, speak directly to the school's effectiveness and commitment to continuous improvement.

The school's additional AP course offerings also mark a significant commitment to continuous improvement. In addition to more AP course offerings, the school has also utilized the enrollment into targeted AP courses for students to increase student access to more rigorous instructional programs. Ayala has also removed previous barriers to enrollment to AP courses such as required teacher recommendations, something that reflects their broad-based commitment to improving school course offerings and the students' academic experience.

These and many other significant changes have taken place at the school within the context of a well-developed, longstanding collaborative culture. Teachers meet frequently, and most recently the entire school site has worked hard to develop and deploy Common Formative Assessments. This collaborative culture is further enhanced by the school's attempt to analyze and use the results from this data to directly guide instruction and school programing. The school is currently in the initial phase of this process, however, and progress varies among departments. Nonetheless, there is a persistent, school-wide engagement with data from multiple sources on many fronts that in turn is being used to improve student achievement.

Ayala now is in need of taking the next step in their data analysis by consistently locating and monitoring the performance of specific subgroups that have demonstrated significant achievement gaps on formal summative assessment. Specifically, both Hispanic and White students significantly underperform their Asian student peers on the California Schools Dashboard Math and English Assessment, and the school's own SPSA (2018-2019; most recent available) shows a similarly significant discrepancy in performance amongst the same groups in the areas of College and Career Readiness. Classroom observations by the WASC Visiting Committee confirm the disparity in enrollment of Hispanics ND White students in advanced Math classes, which in turn represents another area of growth for the Ayala Leadership teams in ensuring that all student populations realize their full academic potential.

At the district level, there seems to be a similar need to both identify and address these performance discrepancies across all areas of instructional program.

Ayala has done a good job of identifying and articulating clear instructional goals, though they do not yet reflect the need to focus them on the performance of the various student populations at the school, as is common to a school site in the formative stages of harnessing data to drive instruction through the analysis of student performance. A huge step in this area however has been achieved through the introduction of Common Formative Assessments across the campus, and the school site and leadership teams are to be commended for the thoroughness of this initiative. It is clearly evident across the campus and on many levels.

The school has a culture of effective processes and procedures for actively involving staff in shared decision making through the convocation of regular leadership team meetings for both the administrative and school program leadership teams.

The school utilizes Collaborative Learning Rounds biannually in order to assess the effectiveness of the instructional practices across departments, giving teachers an opportunity to observe and identify best practices in a cross-departmental fashion. These reviews empower staff to share effective programs and practices and to promote them through the entire school.

The school's PLC program has been aided over the last two years by additional funds for staff development through the district, and all staff have been trained on PLC strategies by an outside consulting firm.

Ayala effectively communicates with its stakeholders principally through phone blasts and email, and stakeholders have reported to the community that both means are effective. The school additionally employs multiple ancillary communication channels, including social media and continues to explore more options to effectively engage with their community of stakeholders. Parents and students both report satisfaction with the school's efforts in this area.

A4. Staff: Qualified and Professional Development

The school is an active hub of professional practice with a wide range of experience among a highly qualified staff. New teachers are supported through a revitalized district induction program (BTSA), while the school site is also host to student teachers on campus. Department chairs are active in the hiring process of new staff members, and the school site deploys instructional coaches to improve instruction.

The district has provided training on PLC's through professional development meetings to ensure that every teacher is trained in their proper use. In addition, the school has evaluated its own culture of Professional Learning Communities and has come to the conclusion that additional time is needed to most effectively meet the needs of all students. The introduction of Collaborative Learning Rounds over the last two years allows teachers to gain a better understanding of educational praxis in other areas of the school. The school site is committed to constantly improving their professional development programs, principally through the refinement of the PLC program. Instructional coaches have been added on campus to improve instructional quality. While progress of determining the effectiveness of professional development on teacher practice varies by department, a high degree of effectiveness is evident in the broad deployment of professional praxis and the frequent and consistent analysis of student performance and instructional quality across all programs is evident.

The school utilizes a district induction program, instructional coaches and has a well-developed culture of Professional Learning Communities to guide and improve instruction in a data-driven process.

The school has robust, fully articulated systems of communication for its written policies and instructional operations.

A5. Resources

Ayala enjoys an exceptional campus layout with a massive physical footprint that allows for an ideal campus, significant open space for athletic fields and large interior open areas for students and staff. Performance areas, including the school's MPR, Gymnasium and Stadium are all significant features of the

campus.

Nonetheless, several buildings are in need of painting, along with most of the fencing on campus. A program of facilities modernization is underway, including the ongoing construction of a significant addition to instructional space in the form of the school's new two story science building.

Technological infrastructure on campus, though, has given the Visiting Committee significant pause for concern. The lack of consistent, dependable wireless internet access points has greatly impacted the school's educational mission in multiple, compounding ways. Teachers report that mandatory state testing has been interrupted due to challenges with internet connectivity, which in turn have created significant hardships on students due to limited bandwidth availability. While students have growing access to school issued computers, and the school site has made progress in providing such resources since their last WASC visit, students and teachers have reported challenges with their day to day use due to a lack of internet bandwidth. Students report that the lack of a dependable wireless internet connection has impacted their learning, access to online materials and ability to participate in classroom learning activities.

The Visiting Committee concurs with the school's Self Study in identifying this as a priority goal in their Action Plan and commends the school personnel's persistence and commitment to fulfill the school's mission despite significant barriers represented by connectivity issues across campus.

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

Summary: Ayala presents a well-articulated vision that is clearly communicated among stakeholders through their nascent PBIS initiative. Programs and policies across the campus, in conjunction with district led initiatives provide a strong framework for ensuring student achievement, and tremendous progress has been made since the school's last visit. The school is encouraged to take their next steps to use data driven instruction to target underperforming student subgroups and articulate learning supports to meet their specific needs. Multiple channels for stakeholder input are present and actively employed, and the school site is responsive to stakeholder needs and concerns. Changes to the Master Schedule, course offerings, and school programs all demonstrated not only a strong school site leadership in terms of vision, but also a great working relationship among stakeholders. School staff are well qualified, and participate actively in high quality professional development programs. School site resources are significant and varied and ensure a high quality learning environment for all students, with the exception of IT infrastructure and internet connectivity. Both of these issues need urgent attention. The Visiting Committee has had the opportunity to discuss at length with school leadership teams and district officials to better understand the persistent nature of the problem (it has existed over more than one WASC cycle) and feel confident that all leadership stakeholders understand the urgent need to improve this area, are equipped with the necessary resources to do so and enjoy the capacity for organizing and executing their plan.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Ayala has a strong professional culture pervades the instructional systems, staff collaboration, and instructional planning across all school programs.
- The school site's values are clearly articulated in a responsive fashion to ensure maximum stakeholder engagement
- Effective programs and processes are in place to respond to a wide array of stakeholder needs
- Leadership works effectively in partnership with the community on multiple fronts to improve their instructional program and the overall educational experience of students
- Facility improvements are ongoing and respond to both site needs and stakeholder interests
- Staff are highly qualified, collaborative and collegial
- Strong stakeholder buy-in is present across multiple groups of the school community

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if

any):
- Urgent need to improve wireless internet connectivity across the entire campus
- Share and organize stakeholder input more effectively.
- Continue to utilize PLC's in order to enhance data analysis to account for student achievement by specific student groups.

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

- Ayala HS PBIS program
- Master Schedule
- Posters in classrooms and across campus
- Staff T-shirts
- District LCAP, LCFF
- Course Descriptions
- Campus Tour
- Professional Development Programs
- PLC Agendas
- School Site Council Minutes/Agendas
- Curriculum Council Agenda and Meeting Dates
- School/District Funding and Modernization Plans
- District Textbook Adoption Plans
- AVID Site Plan
- CVUSD Policies
- New Teacher Orientation Program (BTSA)
- Collaborative Learning Rounds Agenda

- ELPAC Results
- LCAP Alignment
- California Distinguished School Report and Award
- A-G Adopted Course Descriptions
- Classroom observations, student work and performances
- Teacher, staff, student and community member interviews
- Educational Data from the California Schools Dashboard, College Board, Calpads, Ayala HS SPSA, school CFA's, parent and student survey data, PSAT/SAT, CAASPP
- District Technology Plan
- CTE/ROP Pathways Program
- California Colleges Guidance Initiative (CCGI)
- Uniform Complaint Procedure Memo and Checklist
- A-G Adopted Course Descriptions

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1.   Rigorous and Relevant Standards-Based Curriculum

The VC observed "I can" statements and content standards posted in most classrooms observed. English and math recently adopted textbooks aligned to Common Core state standards. The science curriculum is aligned to the Next Generation Science Standards and the department is currently launching a NGSS textbook pilot program. All core classes are standards-based and cover the skills and concepts tested on CAASPP, College Board and common formative assessments.

Through an interview with Chino Valley Unified School District (CVUSD) personnel the VC was informed that with the direction of the district, all district schools including Ayala High School have a PLC academy consisting of department chairs and teacher leads. All Ayala teachers were trained on how to look at the essential standards, deconstruct the standards, and identified essential standards. Additionally, English and math teachers in collaboration with other district teachers identified district wide Essential Standards. All teachers participate in Monday mornings PLCs to align curriculum to standards, design common formative assessments and analyze student data results, allowing teachers to measure student progress and plan for next steps. English and math teachers also administer the Essential Standards Assessments.

English: English classes utilize a standards aligned district adopted textbook along with core literature. Students are offered the option to take Honors classes in the 9th and 10th grade levels in preparation for AP

Language and Composition and AP Literature and Composition.   In addition to Advanced Placement, seniors are offered the Expository Reading and Writing Curriculum (ERWC) or CP English 12. AHS has five sections of ERWC and the teacher attends training in the summer to prepare for the revised curriculum, developed by CSU.

Mathematics: The math department implements standards aligned curriculum supported by district-approved textbooks. Math 1 through AP Calculus and AP statistics are offered to address the needs of all students and Honor courses are offered to prepare students for the higher-level courses. Teachers teaching Integrated 1 are provided a common planning period (confirmed by the master schedule) to assure they are collaborating and aligning their course curriculum to the essential standards.

Science: Science teachers follow pacing guides and develop common assessments, as well collaborate to analyze data and fine-tune common formative assessments. Hands on experiences through lab activities are provided for students in all science classes. Often, formal lab reports or data analysis are required assessing data processing, drawing conclusions and critical thinking. In Human Anatomy and Physiology students are required to compile a project notebook and take lab practical exams. The VC observed these practices in the classroom.

Social Science: Social Science teachers meet by subject level during their PLC to implement common pacing and units of inquiry. World and US History also administer end of year common benchmarks aligned to standards. The department offers a full range of courses for students in college preparatory (CP), Advanced Placement (AP), and elective courses. Freshmen and sophomores can satisfy the world history requirement through AP Human Geography (APHuG) or AP European History (APEuro). APHuG and APEuro can also be taken as an elective after completing World History.   Both AP HuG and AP Euro have been designed for first time AP takers, bridging the pathway to other AP courses.   CP World Geography can be taken as a one-semester elective by any student. AP classes are one-year courses. The AP Government prepares students for both the AP US Government exam and the AP Comparative Government exam.   AP Economics prepares students for the AP Macroeconomics exam and AP Microeconomics exam. CP or AP Psychology is an elective option for juniors and seniors. Social Science classes emphasize primary and secondary source examination, critical thinking skills, and analytical writing.

AP Courses: AP course instructors have AP course audit approved syllabi and received training at a College Board AP Summer Institute. AP Seminar was added last year to the menu of AP courses and another option for sophomores and juniors. AP Capstone Diploma may be earned after successfully completing two years in the program. AP seminar is a foundational course and equips students with critical thinking and analysis skills. AP research is the second year course that has students answer a question or solve a problem through original research. As evident from the master schedule, Ayala HS provides students a variety of Honors courses, and 27 AP courses (53 AP sessions scheduled in the master schedule this semester).

VAPA: All courses in the Performing Arts (instrumental band, choral, dance, and theatre arts) meet the one-year Visual and Performing Arts graduation requirement and align their curriculum with the Performing Arts Framework and Common Core Standards. AP Music Theory and AP Design are Advanced Placement courses offered by the department. Mastery of standards is demonstrated before live audiences and professional evaluators. Ayala HS has an award-winning music and choir program with a large number of students enrolled in the various VAPA programs, as witnessed by the visiting committee.

Physical Education: The Physical Education Department meets monthly to plan and develop units that are safe and fun for their students. The department strives to develop lifelong fitness and nutrition programs for students so that they "not only learn to be active throughout their lives, but also learn about the seriousness of nutrition". The California PE state standards are incorporated into the units the PE teachers develop to provide students with the knowledge and the ability needed to maintain an active, healthy life-style. For example, in the aquatic unit teachers combine knowledge of water safety skills, cardiorespiratory wellness and nutrition. The PE department also used this unit to collaborate with the SPED department. So that students with a disability or minor injuries can learn the benefits from swimming. Students in the performing arts and visual arts perform and present various times each year. The visiting committee noted

that the PE Department produced evidence of interdisciplinary practice in that despite not having a classroom to teach, they still require each student to maintain a notebook that is checked for each PE unit. They conduct common formative assessments with Health and integrate the 8 PE components into a healthy fitness lifestyle. They also integrate ELA content standards into their unit lessons where students must learn to research and cite using MLA format. The committee recommended that they consider incorporating CPR certifications into their interdisciplinary planning.

Special Education: Special Education teachers identify in passports student learning discrepancies and goals for students with an IEP. Students with a disability are provided the least restrictive environment and mainstreamed in the general education classes implementing the co-teaching model, which was verified by the VC through classroom observations.

There is an effort to integrate AVID WICOR strategies (Note-taking, Socratic Seminars, and Inquiry Based Learning) throughout departments. The visiting committee did not see a wide use of these strategies. The school is working on a collaborative model that will allow for an increase in conversation amongst different departments.

Ayala has two academy pathways: Computer Science and Engineering, which have increased enrollment with a current enrollment of about 400 students. The Engineering academy received a CTEIG grant that has provided funds to expand. The academies were working with a core group of teachers but to cohort students have proven a programing challenge. The counselor is looking into how to make that possible in the future. The CTE Engineering pathway uses Project Lead the Way (PLTW) curriculum and provides students the opportunity to meet and work with industry professionals through Baldy View Regional Occupation Program, community outreach to the City of Chino Hills, field trips to local businesses and industry professionals-led teaching and learning. ROP is also offered to students and provides an opportunity for students to prepare for a career.

Articulation between the feeder junior high school English teachers and AHS 9th grade English teachers took place a year ago to ensure that the skills taught in the lower grade levels are preparing students for high school. Most recently the District PD has facilitated articulation between feeder schools and the perspective departments but it continues to be a work in progress.

In conjunction to AVID a college culture is promoted at AHS. Teachers are encouraged to talk about college with their students and wear college shirts every Monday, which was observed by the VC. AVID program takes students to college trips and arrange for the college reps to speak to the class. Seniors are celebrated in May recognizing their college acceptances. Career center hosts college representatives and posts information on the school's website. A Financial Aid Night is held for seniors. Counselors provide student presentations and individual meetings with students and parents to discuss the college application process. CVU and Chaffey College have partnered to provide students with Early College opportunities. Currently AHS offers two courses through Chaffey College for dual enrollment. In the 2018-2019 school year, AHS had 85 students enrolled in the dual enrollment program.

AHS has a College & Career Center (C&CC) available for students for additional college and career counseling. Information about ROP classes, scholarships, and financial aid can be obtained in the C&CC as well as the opportunity to listen to college representatives when they visit the school. One College and Career Fair is planned a year with the collaboration of the counselors. Information about what is offered in the College Center is posted on the AHS website. The Career Center invites various college representatives to present to students. Students stated in the student survey that they believed there is a college going expectation, but hoped it was discussed more in the classes.

B2.   Equity and Access to Curriculum

Ayala HS counseling department guides students through a four-year academic plan. An 8th grade Parent Information Night introduces parents and students to what the school has to offer along with the

high school graduation requirements. In the Fall Semester counselors meet with all students in grade level assemblies to review requirements for graduation, college entrance, standardized testing, and other options if students are not on track. During the spring the counselors meet individually with students to discuss progress, 4-year individual graduation plan and schedule programming options. Counselors send home a graduation checklist during the fall and a midyear graduation checklist. Notices are sent home for students receiving a D or Fail in the 6 and 12 week progress grades. The VC confirmed this during counselor and student interviews. Parents, counselors, teachers, and students have access to Aeries to monitor student progress. VS found that there is confusion among staff, parents and students as to whether students have access to Aeries to see their grades. As a result not all students use Aeries and teachers sometimes need to print out students individual progress reports.

AHS has a counselor specific for English Learners and students with a disability. The case carrier, the counselor, an administrator, and general education teacher come together to provide students with a disability, individualized counseling and guidance through their annual IEP meeting. AHS also has a district funded Intervention Counselor whose role has changed through the years. Although she might still provide students with social emotional support, as well as refer students to community resources, she now focuses on 9th and 10th grade students who have below a 2.0. Next year the Intervention Counselor will have a caseload that will include incoming 9th grade students who did not meet promotion requirements in the middle school. The intervention counselor also works with administration and faculty to implement the PBIS- Positive Behavioral Support plan. Student Support Team meetings are held for students who continue to struggle in their classes academically and/or socially and may be initiated by a parent, teacher, counselor, administrator or nurse. The SST comes together to identify solutions and strategies to support student improvement. Based on interviews with teachers these two systems still need to be further developed to support more students in need of intervention. Based on student interviews with VC, students felt they did not have access to social emotional counseling due to the long wait list in receiving this service from outside resources. Students also felt that they first had to do research and be persistent before getting information about financial aid and other resources pertaining to higher education. AHS has access to CCGI (California College Guidance Initiative), a career and college exploration online platform, for all Ayala students but is not implementing the platform. According to the counselor the counseling department is in the process of utilizing this platform for all students to allow career explorations. The Special Education Department utilizes California Career Cruising with all their students to support their post-secondary options.

All students have access to a variety of programing options at Ayala High School. Via the counseling page on the school website parents can access information and /or attend parent meetings throughout the year to access information about their students' future goals. Through the school's website parents can find out the difference between CP, honors and AP courses and requirements for each course. Different class levels offered in the four core contents, which include college prep, honors, and advanced placement, give all learners access to the curriculum. Due to the increase of Honors and AP course offerings, along with the supportive environment, more students are willing to take these courses. Students in the special education program are integrated into the least restrictive environment. Students whose needs are best met outside the regular classroom setting and would benefit from an individualized educational plan, an Independent Study pathway is available. This option is available for students who are motivated to achieve academically and would do better outside the classroom setting or for parents who want to teach their children at home. For students who will be temporarily absent from school (from 5 to 20 days) they may also participate in a short term Independent study program. A home/hospital component is also available where teachers visit students to provide individualized plans and support them in attaining a high school education. Counselor informed VC that currently AHS has about 100 students in the Independent Study program.

Students are provided the opportunity to participate in real world application through various avenues: Clubs such as Future Business Leaders of America and Debate give students opportunity to model real world speeches and performances which have won various awards; Students in leadership class attend annual conferences allowing them to build leadership skills and all students can participate in government days, allowing student to act as government leaders for a day. The Consumer and Family Science department offers Food Technologies and nutrition classes which might lead to a career pathway. The ERWC

curriculum focuses on real world application, 90% of the reading is informational, and emphasis reading and writing expository materials that apply in the world beyond high school.   Seniors participate one day per semester in an economic summit, through their social science class. The event "allows students to compete against each other in a highly collaborative and engaging activity." Students also participate in mock elections prior to the presidential election through their government classes, hosted by the AP government students. Through the Culinary program, speakers are invited to speak to students and provide information about the opportunities with a culinary education.

AHS has a NCAA student-athlete/parent liaison to help students and parents understand and navigate the NCAA Eligibility process. This person meets with coaches, speaks at the parent meetings, and works closely with the athletic director and counseling office. All Ayala athletes are encouraged to sign up with CorecourseGPA.com at no cost to the student to keep track of their college academic eligibility.

Many AHS graduating students are transitioning directly to a higher education institute (about 65% based on request to forward transcript), and many are accepted to prestigious Ivy League colleges and several to military academies, but the school has had a difficult time collecting accurate data about future plans from graduating seniors. The school currently uses the senior acceptance letters and A-G eligibility data to evaluate the effectiveness of the curricular program, but as of yet, has no current definitive process in place for accurately following up on graduates and is working on a process.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Summary: The curriculum for each course at Ayala HS may be guided by the College Board AP standards, Common Core State Standards, NGSS, or national standards. Textbooks adoption through the District occurs every few years. The curriculum is rigorous to help students become efficient at acquiring the skills required by the standards, think critically and develop higher-order thinking skills.   The school is still finding how to implement an intervention program that best supports the academic needs of students. Ayala uses a collaborative model to develop the curriculum. The district provided training on the PLC model to all Ayala teachers. PLC planning time provides an avenue for teachers to develop common formative assessments to see how students are understanding the curriculum and use data in more meaningful ways that will provide students the intervention to be successful (goal #3). Ayala HS is currently moving towards a collaborative and interdisciplinary curriculum, improving collaboration among the different departments (goal #2). The expansion of AVID and the implementation of Academies will help the school towards meeting the goal. Many departments utilize AVID strategies like close reading and Socratic Seminars. Students also receive exposure to classes that will help as they transition to a career through the Academy model, which the school would like to expand in the coming years.

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Ayala has a collaborative site based effort to align essential standards with curriculum and develop common formative assessments through the PLC process.
- Increase Variety of Advanced Placement Offerings
- Expansion and integration of AVID across the curriculum.
- Expansion of CTE pathways to accelerate career and college readiness

Key issues for Standards-Based Student Learning: Curriculum (if any):

- Intervention programs inside the school day, have been limited by technology and other resources
- Need a system of tracking graduates success in postsecondary enrollment.
- Need a plan to deploy a college and career readiness tool (California Colleges Guidance Initiative) to provide all students opportunities to explore careers and college options.

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

- Master Schedule
- Classroom Visitations
- Data Reports
- Copies of CFAs for Math and English
- District and Counselor Data Chat Reports
- Teacher and student interviews
- Counselor interviews
- Student interviews
- District Personnel Interviews
- School Evidence Files from USB flash drive
- Student agenda journals
- AHS website
- Teacher web pages

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1.   Student Involvement in Challenging and Relevant Learning Criterion

Ayala High school provides a diverse course offering that allows students a variety of challenging courses. The push-in co-teaching model for resource students provides greater learner outcomes for students that require additional support. The school has seen explosive enrollment growth in pathway capstone courses. These pathways have benefited from strong industry partnerships. "I can…" statements are on the board of all classrooms. The "I can... "Statements are for students to know what they are expected to achieve the standard they are covering. The visiting team witnessed students working in groups, collaborating, and checking for understanding.

Ayala High School participated in a collaborative process with teachers to select essential standards. The district took the essential standards and created an Essential Standard Assessment, which is a formative assessment that is given multiple times throughout the year. Teachers utilize the school's essential standards to create common formative assessments within departments.

The school has a team that meets to analyze testing, student study habits, and student performance in an effort to provide each student with an IEP with the proper amount of support, and if necessary to reclassify the students out of services. This co-teaching model is being implemented in math classes, and the school will look to expand the co-teaching model in the future.

C2.   Student Engagement through a Variety of Strategies and Resources Criterion

A wide variety of instructional strategies were observed during classroom visits. These strategies gave students opportunities to discuss concepts in smaller groups, which could provide more processing time and deeper understanding of the concept. Evidence of engagement strategies during the visit were seen by way of science labs, project-based learning activities, group research projects, and esthetic art projects. In classroom visits, student work on the walls demonstrated that students were able to think, reason, and problem solve in groups and individually. There were a variety of group activities as well as direct instruction. Students worked with partners and individually. There was also evidence of student work in the hallways and on the windows of classrooms. The engineering class had an entire town, houses and commercial buildings made out of staples.

Many classrooms demonstrated evidence of research despite limitations to technology. Many group projects and reports were present during the visit. In classroom observations students were often engaged in activities that show they have academic tools needed to gather and create knowledge. Students were collaborating and facilitating their learning and were often actively involved in the learning process. There was evidence of differentiated instructional strategies during the visit. Common formative assessments are being used. The goal for the data from common formative assessments are used by departments to differentiate and reteach.

Ayala High School has business and ROP business enterprise classes that give students real world experience. The engineering pathway provides students with access to computers that were equivalent or superior to industry computers. The computer science pathway offers real world experiences that have post-secondary implications. The counseling office has resources for career awareness and will continue to develop and grow the career program.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Summary: At Ayala High School, the visiting team observed many engaging classrooms with differentiated instruction. Collaboration was seen throughout many departments. There was evidence of interdepartmental collaboration as well. Teachers were utilizing the textbook and other resources to make the curriculum more robust for students to think critically. There was evidence of project based learning in some classrooms. There were many classrooms that were set up so that students were able to collaborate with their peers. In all classrooms the "I can…"statements were posted along with the teacher's agendas.

There was evidence of resource teachers pushing in to general education classrooms. This co-teaching model provides a less restrictive environment for students with special needs. Teachers collaborate with their peers throughout the work week. The master schedule provides some common preparation times for additional collaboration in targeted areas. The collaborative development of standard assessment was seen throughout the school.

Students have limited access to the grade reporting system. The limitations of the school's bandwidth hinder access to many online programs including some mandated state and federal assessments. As the rigor of courses increases, students have demonstrated a need for additional support in the area of personal well-being. Targeted sub-groups need additional support as they take more rigorous courses.

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- Instruction is differentiated in most classrooms. The co-teaching model provides resource students with a rigorous curriculum and proper support for student growth.
- A wide variety of instructional strategies are being used throughout the school.
- Collaborative instructional strategies and student collaboration are used on a regular basis.
- Collaborative development of standard assessments
- Increased equity of access so that all students can participate in a guaranteed and viable curriculum.

Key issues for Standards-Based Student Learning: Instruction (if any):

- The school's bandwidth significantly hinders online technology usage.
- Students have irregular access to the grade reporting system.
- As course rigor increases, support for student well-being should be addressed.
- Targeted sub-groups need additional support as they take on more rigorous courses.
- Develop a more effective strategy to deploy college and career readiness tools.

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

- Classroom Observation
- Student Work
- Student Learning Activities
- Essential Standards
- Student, Parent, And Staff Interviews
- Testing Data
- Master Schedule
- Course Descriptions

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

D1. Using Assessment to Analyze Monitoring and Report Student Progress

CAASPP testing is completed annually in the spring for the juniors and the school district mails home a comprehensive report in the summer detailing student achievement scores for English and Math. 9th and 10th grade students take the PSAT in the spring and scores are published before the school year is complete. 11th grade students take the SAT in the spring and receive their scores via College Board. 12th grade students take the SAT in the fall and receive their scores via College Board. All these tests are given free of charge. AP testing also takes place every spring for two weeks for students in grades 9-12. All math and English students also take IAB practice exams throughout the year to help prepare them to take the CAASPP test their junior year. Grade progress reports 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. Semester grades are sent home in January and June at the end of each semester. The visiting committee noted when meeting with the focused groups that the teachers and students did not have access to the online grading program. It was clear from the very beginning of the visit that technology issues are an ongoing problem in the school.

There is a unified district grading 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 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. There is also a district learning management system, Aeries which manages attendance and tracks student grades. It was noted by the visiting committee that access to these systems are difficult based upon limited or spotty internet access.

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. The school works hard to find a sport or extracurricular activity for each Ayala student. With 28 different sports and over 100 clubs on campus; there are sufficient opportunities to achieve this goal. This effort includes all demographic subgroups. With the additional information provided by the district, it is clear that Ayala fully intends to not limit any student including Students with Special Needs or English Language Learners.

Teachers are effective in monitoring student progress through formative and summative assessments although the primary grading practices concentrate on summative assessments. Through the developing PLC strategy and the development of Common Formative Assessments will be using a common platform of 12 Essential Standards in which to measure performance. The use of gathering and analyzing data is still under development but will fully improve over time.

Since Ayala's core values include growth, the school urges all students to show growth through testing and demonstrate growth overall. Grades also greatly matter for participation in events on campus, 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 at the grade check which occurs every 6 weeks. It is clear that if one member is unable to participate, the entire team suffers. The Athletic Director also confirmed to the team that students must maintain a minimum of a 3.0 GPA to play on a team.

The graduation requirements, credits needed and course completion are set by the district leadership. All high schools within CVUSD have the same graduation requirements. The requirements are laid out in the school's agenda. At graduation a district employee will verify that the students have met all the requirements for graduation based on CVUSD policy. CVUSD also has a curriculum council committee that makes decisions for the district curriculum. This committee can approve or deny new courses, evaluate the

effectiveness of curriculum, and make changes. The committee is made up of teachers and district personnel from throughout the district. The visiting committee met with district personnel, particularly the Assistant Superintendent for Curriculum and she ably clarified the overall curriculum strategy for the district. They have sound plan in our view but implementation particularly from the data standpoint is in the early stages.

Students are also given practice CAASPP exams to help prepare them for the state test as well as to determine if they have understood the standards. Math and English teachers give these tests throughout the year. They also give an Essential Standard Assessment multiple times throughout the year to see how students are progressing with standards considered essential based on their grade level. These tests are in addition to the common formative assessments that are given by each department. The visiting committee reviewed the Math 2 Essential Standards downloaded from the district website; reviewed the supporting data provided which include an Illuminate report that provided evidence of performance for all Math 2 Content Standards. Further provided were samples of Common Formative Assessment that demonstrated implementation of the strategy.

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, lab activities, and even assessments with one another to cover specific standards and goals. Using the sample size of 243 student inputs the visiting committee the visiting committee determined only 52% of the students' felt that teachers take the time to reteach those necessary topics. This is a small sampling but something the school should review in more detail.

Each year, CAASPP test scores are shared with teachers both on a department level and as individual teachers (available through Illuminate). A conversation always occurs with teachers to identify which strands of the standards did students succeed with and what standards did students struggle with? Teachers with particular strengths share best practices and other helpful information with other teachers to increase the ability of all teachers. It has taken many years for teachers not to feel evaluated in these small groups, but they feel they are moving forward with sharing of ideas since they started a collaborative model for their Monday common planning times. This process is especially clear in our Math department. Math teachers were pulled out nine days during the 2018-2019 school year to undergo intensive training that is intended to help our math scores go up. This training was focused around common formative assessments and best practices. The idea is that if teachers are giving common formative assessments throughout the year, they can better interpret areas of strength and weakness within their own classes. They are then able to share best practices with the rest of their department to help all students succeed. This process is being replicated with all departments. Departments are in the midst of designing and implementing their own CFAs. The visiting committee received sufficient documentation for Math 2 to concur with the report.

The district has placed a large emphasis on professional development over the last few years. The allocation of money and resources is to show teachers how important these days are. The emphasis has been on effective PLC time and how to best use these meetings to see results within our students. At this point in the process, all departments have been trained and are in the process of creating and refining common formative assessments. After these assessments have been administered, they will come together by department and discuss the data and review what needs to be done differently. The visiting committee recognizes and supports the effort to make the necessary changes to create data driven instructional practices and see the work being done. Further work is required particularly in data analyses but clearly they are on a strong path to achieving their goals.

Administering the first round of CFAs has already given us information to use. The use of IABs and CFAs is impacting the overall use of technology on our campus. English and math are often given priority and use the computer lab throughout the year, which does not give other classes a lot of opportunity to use this technology. They have also seen that in order to implement this system effectively, they will need better technology and infrastructure throughout the entire campus. The visiting committee concurs with the self-study report and recommended that the School wide Action Plan be revised to make Technology the first

goal of improvement.

D2.   Using Assessment to Monitor and Modify Learning in the Classroom Criterion

A wide range of assessment strategies measure student progress. This ranges from state-testing, AP classroom progress checks, district created assessments on Illuminate] to assessments given within the classroom. Multiple choice tests created by the textbook software company, essays and short answers, lab reports and practicals, book reports, portfolios, speeches, debates, philosophical discussions, and many other strategies are widely used by the entire staff. Teachers are effective in monitoring student progress through formative and summative assessments although the primary grading practices concentrate on summative assessments.

The frequency of the assessment strategy is based upon individual department needs. Teachers who teach the same subject often try to align their assessments so they can try to reduce discrepancies. There is no set frequency for these assessments though. Students are given an opportunity to take the PSAT (for free) in their 9th and 10th grade year. They are also given the opportunity to take the SAT (for free) in their 11th and 12th grade year. These assessments are given once every year for the particular grade levels.

Grades are available to parents and students at all times as every teacher utilizes the online grading program (Aeries) 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. The visiting committee noted the bulk of the visit was focused on Common Formative Assessments and will assume that what is being reported is accurate.

The processes used by the staff to use formative and summative approaches is proving to be very effective. It is an on-going process that they are continuing to modify, but overall they are seeing success within their departments. Through the self-study survey, students said their teachers spend time going over assessments, modifying instructional practices based on the assessments, and adjusting curricular approaches. The students felt that many teachers underwent this review process, but students also felt that more teachers could partake in the process of review. The idea is that department teams give a common formative assessment, score the assessment, and come together to discuss the results within a day or two of giving the assessment. This allows teams of teachers the opportunities to look at areas that need to be retaught and to modify and adjust their curricular approaches based on these needs. Based upon a sample of 243 student surveys the visiting committee noted 52% felt their teachers adequately reviewed the material and retaught as necessary but 48% didn't believe enough re teaching was sufficiently conducted. The team recommends further research into this issue.

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 teacher's 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, many students do not realize that special education students are in the classroom as they are treated just like everyone else. The visiting committee noted this intentional practice of a "push out model" providing the embedded instructional supports transitioning from a co-teaching model in which the RSP Teacher fully participates in the General Education class where students work in the least restrictive environment. This innovative approach also addresses pragmatic staffing challenges while also directly supporting all students. All departments were sent to the district to undergo intense training in the professional development model. From there, departments were given a defined list of directives to accomplish throughout their weekly PLC meetings. It was noted by the visiting committee that Physical Education, Dance and Health are working collaboratively on common formative assessments. This department impressed the team with how well they work together with no financial support from the school. Using California Fitnessgram data as a basis for developing units that provide students with the knowledge and ability to maintain a healthy lifestyle. Integral to this effort the committee suggested a better

linkage between the department and the Science Department where they have a large number of students taking Human Anatomy as well as the ROP Sports Medicine class.

Based on student input, students agree there is a high level of expectation throughout the different departments at Ayala. Ayala establishes high expectations from the first day on campus. Some students did discuss how they would like faster feedback from their teachers. The visiting committee noted that some of the delay in feedback is a result of less than adequate technology backbone within the district.

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. Some 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, some teachers use 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 fifth means he feels he could teach this to another student. Teachers are utilizing this type of informal assessment to guide their teaching practices. Exit slip instructional practices can also be found throughout the campus. Different teachers utilize this strategy in ways that fit their class specific needs but always with the goal of feedback. This feedback helps teachers determine the ability and confidence of the students. The visiting committee noted implementation of these strategies during classroom visits.

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

Summary: Students are assessed and held accountable at Ayala. CAASPP data continues to be looked at and the leading source of data that teachers use to discuss progress, strengths, weaknesses, and ways for improvement. Over the last few years, the process of sharing and analyzing assessment data has become more of a cornerstone on the campus. Data analysis has led to changes within the curriculum. Using data to assess student learning is now seen as a normal part of the teaching process and is implemented as part of the curriculum. With the creation of Common Formative Assessments, departments are able to analyze the rate of success for different standards throughout a unit. Many departments have begun utilizing CFAs, but are still in the early stages of analyzing the data quickly and then using an intervention system to help those students who were not successful. Over the last few years, teachers have also become much more aligned in their curriculum due to the professional development time given to increase this alignment. Summative assessments and day-to-day curriculum is more aligned which allows the data to show whether or not a student understands a concept, regardless of what teacher they had.

With all of the improvements and growth with the analysis of data, they will continue to improve with how they intervene for their students when they do not perform at the expected level. The district and the site are working on intervention programs to help these struggling students. There is continuing collaboration through the PLC process to analyze student progress and the transition into careers and college is also a priority. The academies will further interdisciplinary collaboration as the programs expand to other disciplines. The development of more interdisciplinary collaboration is still a need for Ayala teachers. The hope is that as the PLC process continues to be defined, more time can be spent in cross-curricular groups to see how other departments assess their students. Although students know about college, there needs to be more connection to college and career readiness. Currently the local junior colleges come to Ayala and students can complete their tests for these schools on campus, as a great opportunity for the senior students. More opportunities like this need to be made available for students transitioning out of high school.

Areas of Strength for Standards-based Student Learning: Assessment and Accountability (if any):

- Ayala initiated the process of data analysis to inform instruction.
- Ayala identified the Essential Standards and collaborative efforts through the PLC process.
- Ayala introduced CFAs and ESAs in Math and ELA.

- AVID and Academy program support through master schedule planning
- Students with special needs are given accommodations which support success but not enable lack of effort. .

Key Issues for Standards-based Student Learning: Assessment and Accountability Growth (if any):

- Widespread use of common formative assessments needs to be integrated throughout the departments.
- A fully integrated intervention program needs to be adopted and implemented for students who are not demonstrating proficiency.
- Improve data analysis to increase student achievement among all student groups.

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

- CAASPP Scores
- CA Dept. of Education Dashboard
- Aeries
- IAB Schedule
- Teacher Class Expectations
- Teacher Syllabi
- Common Formative Assessments

- Ineligibility Lists
- Student Survey Data
- Teacher Survey Data
- School District Website
- Department Master Schedule
- Classroom Visit

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

E1.   Parent and Community Engagement

Ayala High School has implemented several strategies and processes to involve all stakeholders in the teaching and learning of all students. The school website is accessible to students, families, and community members and hosts a wealth of information about the school as well as resources for students and their families. The website information can be translated into ten languages other than English for easy accessibility. Parents have access to their student progress and grades through the Aeries on-line parent portal. They can communicate with teachers through Aeries when/if they have questions regarding their student's grades.

The Visiting Committee concurs that guest speakers are brought to AHS so that students can gain knowledge and information from a wealth of outside sources. Guest speakers have ranged from AHS parents and local community members to Olympic athletes and movie producers. The AHS College and Career Center along with the AVID team regularly bring in college representatives. AVID students are also provided the opportunity to visit colleges throughout the school year.

E2.   School Culture and Environment

Ayala works diligently to ensure the safety of all students and staff. The Visiting Committee saw evidence that the new gates there were added to the campus in 2019 significantly help to manage access to the campus. All visitors enter through the main office and sign in using the Raptor Visitor Management system. Students noted that with the addition of the key card entry system to all doors, they do feel safer. The school also has a School Resource Officer as well as four security officers and three ground aides to assist with campus security.

The Visiting committee noted that the AHS campus is a very clean campus. Students and staff take pride in keeping the campus clean. The school grounds are cleaned on a daily basis by their custodial staff. The Chino Valley School District Maintenance and Operations department also uses the Facility Inspection Tool (FIT), developed by the State of California Office of Public School Construction, to annually inspect it's schools. AHS received an overall "Good" rating in the 2018-19 school year. If there are any facility issues or concerns, AHS may enter maintenance requests by accessing the School Dude system which generates a work order. The maintenance staff will receive the work order and prioritize them to be completed in a timely manner.

The Ayala High school community is supportive and open to students of all different backgrounds, and honors individual differences. This is evidenced through the multiple clubs that are active on campus that support students of different nationalities, races, genders, orientations, etc. These clubs meet on a weekly basis. Students with special needs are also supported through collaborative classes and a co-teaching model where the Education Specialists is paired with a content specific teacher.

Staff, students and parents acknowledge that students are held to high expectations. During interviews with students, the Visiting Committee heard student testimonials of the support teachers provide when they have questions. Students feel they can go to their teachers for assistance if they have questions. Students also noted that if they have a concern or issue, they do feel they can go to an adult on campus to assist them. Students also pointed out that on the back of their student ID cards, contact information is listed for students to call if they are experiencing a crisis or are in need of mental health assistance.

Every AHS student receives a student planner/agenda each year. Inside the handbook, students have access to all school policies through the student handbook which can be found on the school website and in the back of the student planner/agenda.

Suspension and expulsion rates at AHS are very low. The recent implementation of a Positive Behavioral Interventions and Supports system allows staff members to recognize and reward students for positive

behavior. It is noteworthy that the campus security staff also participate in the recognition of good student behavior at AHS.

The AHS community demonstrates an atmosphere of trust, respect and professionalism at all levels. Students are held accountable for their academic performance and are held to high expectations by their teachers. Academic cheating and dishonesty are unacceptable to staff and consequences for this behavior are outlined clearly in the student handbook. Teachers demonstrate their professionalism, trust and respect for one another in their weekly Professional Learning Communities (PLCs). Outcomes of the PLCs are clearly stated so teachers know what they are expected to do and produce during this time. During the staff interviews, teachers noted that they feel a sense of trust and respect for one another. They have professional conversations during their PLC meetings which provides the foundation for the work they do daily at AHS. The district practice of Collaborative Learning Rounds also demonstrates the trust amongst teaching staff, administration and district leadership.

E3.   Personal and Academic Student Support

As evidenced by the master schedule, the Visiting Committee concurs that AHS offers a multitude of different courses to meet the needs of all students. Courses range from Career Technical Education/Regional Occupation Program (CTE/ROP) courses to multiple Advanced Placement (AP) courses. In the last couple of years, AHS has worked to eliminate prerequisite classes and open access to AP courses for all students.

Students who may not be successful in the comprehensive school setting can access other programs such as Home and Hospital instruction, Independent Study, and virtual classes either for a limited timeframe or longer, if necessary.

In order to meet the needs of all students, AHS has developed a three-tiered MTSS for academics. Students who struggled in their 8th grade English class are enrolled in an intensive course, Read 180, with the goal to support their growth and create a solid foundation for success in high school. The Intensive class is kept at a lower class size in an effort to support the student's academic growth. Students who require an Individualized Education Plan (IEP) are enrolled in general education classes, when appropriate, and supported through a co-teaching model consisting of the general education teacher and a special education teacher.

AHS case carriers monitor their students with IEPs to determine if additional services are needed. In addition, they also monitor students with IEPs to see if students can become more independent and less reliant on current accommodations.

Through classroom visits, district and school website, teacher interviews, and data documentation, the Visiting Committee saw evidence of the extensive work that the Chino Valley school district and AHS staff has done to create Common Formative Assessments (CFAs) and Essential Standard Assessments (ESAs). Teachers use data from their CFAs and ESAs to provide extension (when students have mastered the standard) and intervention (when students have not mastered the standard).

An area of growth which is pointed out is that the case carriers do not see many of the students they support on a daily basis. Because they do not interact with the student daily, the case carriers must rely on their colleagues to provide feedback on student progress.

The United Student Body (USB) at Ayala offers several activities for students to participate in throughout the school year such as spirit week, rallies, elections, dress-up days, lunch-time activities, concerts, dances, staff and student appreciation events, and clubs. AHS offers 90 different clubs for students to participate in. Once a month, the USB facilitates a House of Representatives meeting with one student from every fourth period class to get input from different students on campus and discuss and areas of student concern. The Ayala USB has been awarded the Outstanding Leadership program by the

California Activities Directors Association for 18 years in a row!

The Visiting Committee concurs with the self-study in the strong engagement of many students in the after school sports program. 47% of the student body participates on at least one of the following sports teams: football, tennis, cross country, water polo, volleyball, golf, basketball, wrestling, soccer, softball, baseball, track and field, and swimming. During student interviews, several AHS students noted they are most proud of the following: 1) sports teams and their feeling of "family"; 2) the wide range of academic opportunities they have access to at AHS; 3) the vast number of clubs at AHS; and 4) the performing arts programs (i.e. Award winning band and choir programs as well as the Drama program).

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

Summary: The Visiting Committee has seen evidence that the school culture of AHS is inclusive and supportive of all students and staff. School spirit is high on the campus. Ayala is a school that students want to attend and parents want to send their students to as evidenced by the number of students on an interdistrict or intradistrict transfer. When visiting classrooms, the Visiting Committee saw staff that are enthusiastic about the subject they teach and students engaged in the learning.

Students and staff noted there is an increased level of stress for many of the AP students as well as students who may be dealing with outside issues. There is a strong need for more mental health, social emotional awareness, and support.

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):
- Ayala High School is an inclusive campus that provides opportunities for all students to participate and engage in school and co-curricular activities.
- Their shared vision through the implementation of the "3 Be's": Be Responsible, Be Respectful, Be Safe has created a common language as well as expectations for student behavior. The "3 Be's" posters are seen posted in all classrooms and common spaces such as the office and library.
- Students say they feel safe and supported by AHS staff who hold high expectations for them and provide necessary support to reach their academic goals.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

The Visiting committee concurs that the following are areas of growth for AHS:

- Continue to work on the implementation of the PBIS and MTSS-B systems to provide support/interventions for students who are struggling with social and emotional needs. Students noted that there is a strong need for more mental health, social emotional awareness, and support.
- Continue to work on growing the CTE program and CTE course offerings for students.
- Lack of accessibility of resources and facilities to grow the performing arts and sports programs. Students specifically noted concerns about the need for additional funding to support the Drama program here at AHS.

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

- Classroom visits
- Student interviews
- Staff interviews
- Parent interviews
- Self-study report
- Discipline data
- Master schedule
- Club lists

- Summer school offerings
- CA Dashboard data

- School website

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Areas of Strength

1. Ayala has a positive, inclusive culture where students feel safe and students are provided opportunities to participate and engage in school and co-curricular activities.
2. Ayala teachers collaborate in Professional Learning Communities to identify Essential Standards and develop common formative assessments aligned to the ES.
3. Ayala staff members are highly qualified, collaborative, collegial, and invested in the school and the students.

Schoolwide Growth Areas for Continuous Improvement

The Visiting Committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide Action Plan. These are summarized below:

1. The school site needs to substantially improve student and teacher access to and use of technology in order to ensure the necessary technology infrastructure to support instructional programing, equity of access to resources and improve student achievement.
2. All departments need to continue to collaborate through the PLC process to analyze data from multiple sources to develop targeted and strategic interventions for all students including statistically significant student subgroups in order to further support student achievement.
3. School staff and student leaders need to continue to maintain a culture of high expectations and participation in extracurricular activities while simultaneously providing support to ensure a balance between academic performance and emotional/mental well-being of staff and students.

In addition, the visiting committee has identified growth areas that need to be addressed:

1. The school's bandwidth significantly hinders online technology usage.
2. As Ayala offers a more rigorous coursework, additional support for student social emotional and the wellness of the student body needs to be considered.
3. PLC data analysis needs to consider the student achievement of targeted subgroups and academic interventions and support systems.
4. Improve communication across all school departments to extend support to students in the areas of academic achievement and social and emotional wellbeing.

Chapter V: Ongoing School Improvement

Goal #1: Technology

Substantially improve student and teacher access to and use of technology.

Rationale: Currently at Ayala the technological infrastructure is severely lacking, and that is directly impeding the ability of teachers to teach, students to take tests, and access to information. It is a struggle for students to complete computer-based assessments including CAASPP, CFAs, ESAs, and IABs. This roadblock has negatively impacted the test scores of Ayala High School. Over the last two years, CAASPP scores have declined and part of that can be attributed to insufficient bandwidth and outdated/inadequate equipment. Beyond testing, the lack of bandwidth and technology equipment hinders day-to-day instruction. The few classrooms that currently have access to technology cannot simultaneously utilize their devices due to the school's very limited bandwidth and infrastructure. Currently, they have one outdated, unreliable computer lab and a limited number of functioning laptop/Chromebook carts to service over 2700 students. By overhauling Ayala's technology infrastructure, equipment, and technology training, they will ensure all students have access and equity in instruction and standardized assessment.

Goal #2: Data and Interventions

Continue to collaborate through the PLC process to analyze **data** from multiple sources (e.g. CAASPP, IAB, SAT, CFAs, benchmark assessments, academic marks, etc.) to develop targeted and strategic **interventions** for all students including statistically significant student subgroups.

Rationale: Teachers will continue to use data to drive instruction. This ongoing cycle of collaboration is aimed to benefit the needs of all the students, including English Learners, special education students, Advanced Placement students, and struggling students. As they expand their scope beyond district PLC questions 1 and 2 (identifying essential standards and creating common assessments) to include questions 3 and 4 (creating targeted and strategic intervention, extension, and enrichment opportunities for students) in the district wide PLC process, teachers will identify students not demonstrating proficiency with essential standards. The teachers will develop enrichment and remediation opportunities, as needed. Through school wide collaboration, stakeholders will look at statistically significant student subgroups to develop strategic and systematic interventions based on the data.

Goal #3: Culture and Wellbeing

Goal #3: Continue to maintain a **culture** of high expectations and participation in extracurricular activities while simultaneously providing support to encourage balance between academic performance and emotional/mental **well-being**.

Rationale: The creation of a learning environment with high academic expectations for all students and involvement in extra-curricular experiences has been a pivotal component of the culture at Ayala High School. Through the expansion of Pathways and AP course offerings and increased equity in access to rigorous curriculum, students have been given the opportunity to excel in an academic setting. Moving forward, Ayala needs to better develop a way to balance its high academic standards with the emotional/mental well-being of their students. Currently at Ayala engagement and culture can be seen beyond the academic realm. The thriving culture of extra-curricular is evident in the 47% of students participating in athletics, the 31% students participating in visual and performing arts, and the 90 clubs. This culture gives all students a place on campus, contributing to the success of their students, both inside and outside of the classroom. Ayala will continue to offer unrestricted access to Advanced Placement coursework and encourage student participation in campus extracurricular activities while developing programs and policies to support whole student well-being.

The adequacy of the schoolwide Action Plan in addressing the identified critical areas of need requires follow up from the school. Some of the specific actions outlined by the school need revision to better meet the identified needs. The school has already begun revision of the plan to better address the

identified needs. The Visiting Committee is confident that the revised action plan will enhance student learning and is feasible to implement given existing resources.

School staff are committed to improvement and communication through the PLC framework is strong. The Board and District administration have demonstrated commitment to the school. Impediments to improvement that the school will need to overcome may include IT technology and access to technology for staff and students.

Ayala is actively engaged in a campus-wide, district lead renewal of Professional Learning Communities that will support their efforts to continue to improve in all areas related to student achievement and providing supports as necessary. They are to be commended for their innovative Special Education program that is being piloting through the Math Department, and are encouraged to continue the roll-out of the push-out model across the campus. The district technology modernization plan for the school site should provide the framework for addressing the urgent need for improvements to the school's IT infrastructure.