RUBEN S. AYALA HIGH SCHOOL SELF-STUDY REPORT

14255 Peyton Drive

Chino Hills, CA 91709

Chino Valley Unified School District

February 2020

ACS WASC/CDE Focus on Learning Accreditation Manual, 2018 Edition (2019–2020 SY Visits)

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:
1. **The involvement and collaboration of all staff and other stakeholders to support student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards**
3. **The analysis of data about students and student achievement**
4. **The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

The founding motto of Ruben S. Ayala High School was to become "the World's Greatest High School." Our 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 behavorial 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 our students are connected to school and maintain their emotional health. G.R.E.A.T has been reinforced as our slogan as we continue to focus on developing a culture of growth, respect, excellence, accountability, and teamwork. The extracurricular activities and athletics programs support our G.R.E.A.T. ethos. We want all students to know what it means to be GREAT in all elements of their school career.

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 make 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 our school, and facilitated group discussions at our staff meetings. They were the head of our WASC focus groups.

Our WASC self study process was completed during department chair meetings (the 2nd Tuesday of each month), staff meetings (the 4th Tuesday of each month), and Instructional Coach

meetings (every Friday). As part of our self-study process we brought in all stakeholders to get information and data from. We started with our department chairs. During a department chair meeting, we examined our 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, we completed the same exercise with our entire staff (certificated and classified) at a staff meeting. We then had all students complete the same process during the 4th period time designated for announcements. We collected the data from our students and at the next staff meeting we analyzed the results. Small groups of teachers read through the data, wrote down commonalities from the students, and scored the results on a rubric. We then looked at the trends and developed areas of academic need and concern. We then created focus group questions. From there we had 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. Our plan of having our instructional coaches and department chairs look through and discuss any information first and then continue those conversations within our focus groups continued throughout the process.

Staff Meetings:

Meeting Date:	Meeting Discussion:
September 25th, 2018	Overview of WASC self-study year
October 23rd, 2018	Review data
November 27th, 2018	WASC Self-Study Collection a. Review Ayala's 5 goals that incorporate the elements for WASC b. Staff will provide evidence of the 5 goals from the Action Plan
January 22nd, 2019	Introduce and provide papers for teachers to repeat the process with their 4th period class (during the announcements extra time)
February 26th, 2019	Break staff members up into their assigned WASC groups 1) In their WASC group, staff members will look through the evidence from the student collection a. As a group, staff will come up with a master list that states common themes

	b. Fill in rubric based on findings c. Turn in to WASC Coordinator at the end of the meeting

March 19th, 2019	In WASC groups, look at WASC recommendations from the 2014 initial visit and the 2017 mid-term visit
	
	a. What have we improved on as a
	
	   school?
	
	b. What do we need to focus on next? What still needs to be improved?
	
	c. Create master list and turn in to Alexis
	
	   Sjol (WASC coordinator) at the end of the meeting

April 23rd, 2019	WASC Conversations a. What to expect in the 2019-2020 school year
May 21st, 2019	End of year reports for each department (CFA, PLC, improvements, etc)
August 12th, 2019	SMART goals review for each department, CFA calendar, and essential standards discussion by department
August 27th, 2019	Review focus questions and critical learner needs in focus groups. Discuss action plan.
October 22nd, 2019	Review elements of the WASC report in focus groups. Make any revisions or improvements as needed.
November 19th, 2019	Review action plan, critical learner needs, and data. Review elements of the WASC report in focus groups. Make any revisions or improvements as needed. Get ready for WASC visit.

Department Chair Meetings:

October 9th, 2018	Overview of WASC self-study year and review data
November 13th, 2018	WASC Self-Study Collection a. Review Ayala's 5 goals that incorporate the elements for WASC b. Staff will provide evidence of the 5 goals from the Action Plan
January 8th, 2019	Review and discuss data and findings
February 12th, 2019	Review and discuss data and findings

March 12th, 2019	Look at WASC recommendations from the 2014 initial visit and the 2017 mid-term visit
	
	a. What have we improved on as a
	
	   school?
	
	b. What do we need to focus on next? What still
	    needs to be improved?

April 9th, 2019	WASC Conversations a. What to expect in the 2019-2020 school year
May 14th, 2019	End of year reports for each department (CFA, PLC, improvements, etc)
September 17th, 2019	Review WASC self-study visit elements. Review the 5 prongs of improvement.
October 8th, 2019	Review elements of the WASC report in dept. chair meeting. Make any revisions or improvements as needed.
November 12th, 2019	Review action plan, critical learner needs, and data. Review elements of the WASC report in focus groups. Make any revisions or

	improvements as needed. Get ready for WASC visit.

Instructional Coach and Administration Meetings:

Meeting Date:	Meeting Discussion:
Every Friday throughout the 2018-2019 school year	PLC time within departments New teacher progress Master schedule Common Formative Assessments Professional development Collaboration amongst department teachers Master schedule Teacher mentoring Communication amongst departments and/or with other stake holders Culture (ways to improve within department and school wide) WASC goals Intervention Critical learner needs Data (CAASPP and IAB) Data (Ds and Fs within departments)

Focus Group Meeting:

Meeting Date:	Meeting Discussion:
November 7th	WASC webinar to prepare for staff meetings
November 12th	Areas of strength and growth at Ayala

Chapter I: Progress Report

- **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**
- **Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP.**
- **Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.**

In recent years we began the process to reexamine our vision and goals for the school. We examined student passions, academic goals, and extracurricular activities and resolved to implement more of what the students need to our school. We continue to focus on five prongs of improvement: Professional Development, Collaboration, Communication, Data, and Culture but we have changed them to reflect our 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, we have made improvements within our school.

<u>Professional Development:</u>

Previous Accreditation Visit Need:

The 2014 visit listed the following as areas that needed to be further defined and developed:
- ●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.

Revised Goal: Professional Development: 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 will develop 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. For example, each department has access to resources that allow for department "PD days" where the content of those days is determined by the teachers. At the site level, 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.

In the beginning of the year (2018-2019), we set out to answer PLC question #1: What do we expect all students to learn? We answered this question by collaborating to identify essential standards subject by subject and class by class. These are standards that we know all students must learn in a particular class. With the input gathered from our departments, we collected draft lists of essential standards. In order to establish a truly, guaranteed and viable curriculum for our students, these lists needed to be further prioritized into 10-12 essential standards.

As a result, committees comprised of teachers and instructional coaches at the district level completed another level of analysis starting with English Language Arts (ELA) and Mathematics to prioritize these lists into final drafts of 10-12 District wide essential standards for the 2019-2020 school year. These essential standards will remain in *draft form* until we are able to analyze student learning outcomes and gather input after we take these District wide essential standards and run them through the PLC cycle by answering:

PLC question #2: How do we know if students have learned the essential standards?

PLC question #3: What will we do when they don't learn the essential standards?

PLC question #4: What will we do if they already know the essential standards?

This professional development has led to the development of common formative assessments within the different departments.

We begin the second year (2019-2020) of our PLC journey with the 10-12 District essential standards for both English Language Arts (ELA) and mathematics. This is the guaranteed and viable curriculum for our students at Ayala High School. To begin to answer in part PLC question #2: *How will we know if our students are learning the essential standards?*, we 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 questions on each assessment are different.

The purpose of the ESAs is to provide teacher teams with multiple comparable data points on students' progress on the essential standards and not for the purpose of assigning grades. Students should show growth throughout the year; they have not been directly taught the standards at the beginning of the year, they will have learned some of the material midway through the year, and should have mastered the concepts by the end of the academic year.

For all other content areas Ayala teachers will be part of district-wide teams that will work at the site developed 10-12, teams will work with the site developed 10-12 essential standards they drafted last year to answer PLC question #2: *How will we know if our students are learning the essential standards?*

Each of our departments at Ayala High School will continue to develop and administer team created common formative assessments to gauge student progress on the learning targets that make up the essential standards. This will follow in parallel to what the ELA and math department have already begun.

The role of Instructional Coach has also taken on a more prominent role at Ayala High School since the last visit to help with our professional development needs. The school currently has four Instructional Coaches. One in the math, English, science, and history department. The role of the instructional coach is to support teachers as a peer in a non-evaluative role. Instructional Coaches run the Ayala New Staff PLC where they coordinate visits for new teachers to veteran teachers. They run meetings once-a-month for new staff members to discuss areas they are struggling with, they find challenging, etc. They also meet every week with Administration to discuss areas of concern or needs within the school site. Instructional Coaches also meet each semester with members of the district cabinet to discuss challenges and improvements that have been made within their respective departments. Instructional Coaches support all teachers within their classroom in terms of planning, assessments, classroom structure, school culture. The coaches attend professional development days once a month through Chino Valley. During this professional development time, coaches are instructed on ways to gain the trust of teachers, help with technology, and generally focus on student outcomes rather than teacher performance.

Many teachers went to specialized trainings this year to learn ways to align their classroom with their content-specific State Standards. ELA and AP Math participated in long overdue textbook adoptions. District administration recognized the value of teacher input and allowed teachers to come together to vote and pilot different curriculums to see which would best fit the needs of our students. The chosen curriculum addresses 21st-century skills as students are asked to think critically and creatively while collaborating and communicating with others. Ayala had 12 teachers participate in the adoption and piloting process. Since such a large number of teachers at Ayala were included in the adoption of the curriculum, teachers are invested and active in revisions and implementation.

Advanced Placement classes are historically populated by high achieving students that are children of college graduates. If this trend were allowed to continue, the achievement gaps would only widen. Ayala has set out as a long-term goal to have all students enrolled in at least two AP classes during their high school experience. This serves a broader goal of ensuring all students are ready for university level studies by the end of high school. We are raising the level of achievement for all students, not simply giving more rigor and deeper knowledge to the students that are already ahead of their peers. Many AP teachers attended professional development trainings throughout the school year and summer to increase their understanding of their AP program and better serve all students.

One of the goals of Ayala High School was to increase collaboration and communication among the staff members on campus. To help accomplish this, Ayala implemented a Professional Development plan that would allow departments to individually meet once during first semester and again during second semester. These PD days have proved to be incredibly useful for the different departments. Many departments underwent extensive training by the district's technology trainers during this PD time. This allowed staff members to have a better understanding of different resources the district offers. Here is a

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breakdown of some of the professional development opportunities our staff has received:

Math

Our Math department has undergone significant professional development. They were pulled out nine days throughout the 2018-2019 school year to undergo intense training in order to improve their SBAC scores. Some of these trainings included all math teachers in the district and some trainings were only with Ayala math teachers. The trainings were provided by CVUSD through Solution Tree. They included unpacking CCSS at every level, creating a list of essential standards for each course, creating common pacing guides by course, and creating and scoring common formative assessments.

At the Ayala Math PD days, we articulated learning between teachers within subject matter teams and between different teams as well. Ayala math teachers were trained in Google Classroom and the Google suite of applications and were trained and Certified as Microsoft Innovative Educators. We wrote common teaching plans and common assessments. We shared best practices and aligned our syllabi and grading percentages.

At the CVUSD PD days we distilled each class's standards down to a set of common "fence pole" standards that each student would be guaranteed to learn. We created common formative assessments and began the process of norming our grading practices with those common assessments. We broke down standards into constituent knowledge and skills to build a timeline of skill progression within classes and in the sequence of learning from class to subsequent class.

Much of the details of all of the above was fleshed out in the Monday morning PLC time that took place at Ayala.

SPED

With SpEd PDs this year, we focused a lot on classroom management, handling behaviors, writing legally defensible IEPs and staying in compliance.

At the off-site PDs we learned multiple ways to handle behaviors in the classroom through two different trainings - *Defiant, Manipulative, and Attention Seeking Students: How to Unlock their Full Potential and Survive the Process*, and *Love and Logic.* These trainings offered insight and perspective as well as reinforced some things we were already doing in the classroom to decrease problem behaviors and increase target behaviors.

During site-based professional learning, the special education department continued to develop its knowledge about local, state, and federal compliance around special education and also focused on developing students' Individual Education Plans that address individual growth and achievement goals.

English Language Development (ELD)

Since the last full visit and interim visit, Ayala's English Learner population has remained at about 30-40 students each year. This year (2019-2020) saw a significant decrease due to students being reclassified, new students being identified as I-FEP, and less enrollment as emerging speakers. Ayala High School has responded by continuing to participate in district supported professional learning as well as developed its own that are aligned with local and state goals for all English Learners.

Instruction:
- ●Access to two ELD instructional coaches, specifically designated to secondary level. The district-level coaches host and deliver district-wide professional learning focused on:
  - oNew curriculum and instructional materials
  - oInstructional Strategies
  - oDeveloping department SMART goals
  - oDeveloping Student Learning Objectives
  - oFormative and Summative Assessments

ELD is also working with newly adopted materials aligned with core material and programs in all ELA classes. There are revised courses that are better aligned to California's most recent Framework for English Learners as well as the integrated language standards. The courses are: Emerging ELD, Expanding ELD A, and Expanding ELD B. All Designated ELD teachers have Chromebooks and/or PC laptops stationed in their classrooms to support instructional materials as well as blended instructional models. As a result of our PD and instruction practices, 45 students were reclassified.

ELD Student/Stakeholder Engagement:
- ●4 ELAC meetings throughout the year (10/5, 2/20, 4/23, 5/14)
- ●ELD Club (Tue, Wed, Thur22@2:30-3:30 pm)

English:

In our English Professional Development days we had a very productive day that was focused on implementing new technology and deepening our understanding of Shift One and Two within the ELA framework. We used the time discuss activities together, etc. so the implementation of these skills is obvious and apparent to all who enter our classroom. This day gave us time to review lessons and strategies that we could immediately use within our classrooms. This day was a great opportunity to learn from one another and grow as a department. The English department is working on taking the new curriculum that was adopted this year and going deeper with it. We are taking the curriculum and making sure that it is taught in a rigorous manner at all levels. We are working on implementing critical thinking skills into every lesson so that students are engaged with the curriculum. Throughout the lessons, we cover a lot of non-fiction so as to make sure Shift 1 is being covered while going deeper with the English skills that Shift 2 requires. With this Professional Development time, we planned and discussed in groups so that the content is being covered in classrooms. We were also trained on how to implement Microsoft 365 or Google Classroom into our classrooms so that students can practice their technical skills. It was a wonderful few days that was full of rich conversation that allowed us to communicate and grow as a department.

History

During the 2018-19 school year, the Ayala High School Social Science department participated in three professional development days, one at the district and two at the site, and twice monthly PLC meetings during common planning time on Monday mornings. Early in the year, the goal was to reenergize PLCs by focusing on our SMART goal of 75% proficiency on a common end-of-semester assessment and emphasizing research proven best practices: student collaboration, teacher-student connections, and using common formative assessments to guide instruction and remediation. As the year progressed, PLCs in Social Science chose essential standards, unpacked one or more standards, shared assessments and lesson ideas, and received technology training on the use of Google Classroom. Both World History and U.S. History PLCs reported progress towards meeting the SMART goal while other PLCs made progress on developing benchmark assessments.

Foreign Language

We are enthusiastically looking forward to continuing our work on vertical alignment and feel we made huge strides in understanding our essential standards and how we can work together to begin initiatives. We accomplished quite a bit at our meeting! Our main accomplishment was to develop an understanding of the various standards and agree upon the essential standards for use in the classroom. Our discussions included:

- ●The overview of essential standards provided by Julian Rodriguez, Director of Curriculum, and the introduction of the new World Language Standards (a 55-page document).
- ●After reviewing the World Language Standards, we agreed, as a department, on eight of those standards to be essential standards (see attached).
- ●We reviewed and compared the different standards impacting our teaching (CCSS, CA WLCS, CSTP, NBPTS) and how Common Core standards mirror the World Language standards; we shared teaching strategies and student activities that keep students in the target language; we reviewed the language learning continuum, the stages of learning, and levels of proficiency; and touched on the importance of rigor and depth of knowledge (we referenced DOK Levels and Blooming Orange).
- ●We watched a video on World-Readiness Standards on the ACTFL website; investigated publications and posters available; and reviewed video samples of students answering questions at different levels of proficiency.
- ●We discussed the SSB (State Seal of Biliteracy) and decided to take it on as a department priority. The CDE is committed to seeing the number of seals earned by students grow. As part of that commitment, on May 30, 2018, the CDE announced the Global California 2030 initiative. The CDE goal is to "vastly expand the teaching and learning of world languages...over the next 12 years." By 2040, "the goal is for three out of four graduating seniors to earn the SSB."

AVID

During our AVID PD days, we talked about WICOR Lesson Plans (Writing, Inquiry, Collaboration, Organization, & Reading). We created a WICOR slip for students to identify strategies used by their teachers and to collect specific evidence of WICOR for our national AVID certification. Throughout the year, we collected CCI Evidence to show our school is college and career ready. We discussed how to create higher-level thinking Tutorial Request Forms (TRF) throught the use of multiple questions using varying levels of thinking, by omitting pronouns in IQ/POC, and by revising reflections. Improving the effectiveness of tutorials was a continuous discussion. Each role (Teacher, Leader/Tutor, Presenter, Member) was analyzed and a description checklist of each role was developed. Academic subject levels of questioning were explored. Probation/Grade Concerns/Drops were discussed on a regular basis as we do constant grade monitoring and reflections. CCI Data, such as D/F grades, rigorous course registration and passing of AP classes, and PSAT/SAT scores of AVID versus non-AVID were discussed.

Physical Education-

When we met as a District-wide P.D. for Physical Education and Health last year, we had about 1/2 the middle and high schools together at the PDC. There, we worked on different types of situations as small groups and wrote out our solutions and presented them to the whole group. The content was mainly dealing with how we would handle certain types of students that fell into situations that leaned heavily on modifications and outcomes for all students. At our site PD day we worked together as a group to help plan out our different subject units, based on state standards, and how to collaborate with the other departments (school-wide) in order to improve student motivation and support various departments throughout. The Physical Education department at Ruben S. Ayala High School strives to develop lifelong fitness and nutrition programs to our students. Our department meets monthly to discuss common assessments, cross-curricular activities, and ways to prepare students for the California State Fitness Test.

During our meetings we take this opportunity to improve each other's knowledge of skills and techniques, which then leads to a better learning experience for our students. We incorporate our California Physical Education State Standards on a daily basis by developing units that provide students with the knowledge and ability needed to maintain an active, healthy life-style. For example, each teacher is an integral role in our aquatic unit. Teachers combine knowledge of water safety skills (WSI certification), cardiorespiratory wellness, and nutrition. We also use this time to collaborate with the SPED department. SPED students who are restricted from land activities due to physical handicaps, impairments, disabilities or students with minor injuries can learn the benefits from swimming. During our professional development days we collaborate and discuss organizational, management and instructional techniques to continue a having fun and safe units for our students. As a department we believe that physical education at our school is so important for students. Students not only learn how to active throughout their lives but also learn about the seriousness of nutrition.

Performing Arts

The strength of the Visual and Performing Arts Program falls heavily on the collaborative effort of the hard-working teachers within the department. These collaborative efforts are discussed heavily at professional development days. The department meets bi-monthly to work on different cross-curricular projects throughout the year; for example, each department has an integral role in the Spring Musical Production hosted by the Ayala Theatre Company, with the band, orchestra, and choral directors providing instruction in music, the dance director choreographing movement, the art department assisting in set design, and the theatre director coordinating between departments to put the production together. The department continually works on putting together more innovative joint events to engage all students on campus including an upcoming Art Walk event on campus. The VAPA program ultimately strives to create a positive school culture environment that allows for student and parent engagement to build a connection to the community. Through the program, students learn self expression, self efficacy, and skills that aid in the improvement of students' overall academic achievement.

Collaboration:

Previous Accreditation Visit Areas of Growth:

- ●The 2014 study showed that a critical area of need was to strategize and implement effective inter-disciplinary 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.

Goal: Collaboration: Continue to improve student engagement and academic achievement by refining and further developing **collaboration** time for teachers to implement the California State Common Core Standards (CSCC), and improve curriculum, instruction, and assessment (refine common planning time schedule to allow for horizontal teaming within subjects and grade levels and vertical teaming, and; forming common planning time across disciplines), and create common formative assessments and SMART goals; developing a master schedule that allows for common prep periods based on subject matter.

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Part of our progress for this goal can be seen through the professional development that each department has gone through throughout the year. The professional development opportunities have connected seamlessly with the collaboration goal. Most departments are taking what they learned and established during their professional development time and collaborating more during the rest of the school year. The ability to collaborate this school year was extensive. Each Monday was designated for Common Planning Time within subject and grade level groups. Teachers were able to discuss daily lesson plans, strategies, common assessments, and all other related information. Each department sent agendas and reports to administration as evidence of the meeting and to aid in communication if a question or issue came up. In addition to meeting with our departments, once a month teachers met in school culture meetings. These meetings occurred once-a-month to discuss areas of praise and concern within our school. There was a Meet-the-Pros style facilitated small group presentations of best practices given by several different teachers and we brought in speakers to help with staff culture on campus. The collaboration opportunities have allowed staff members the opportunity to improve instructional practices and to create common formative assessments.

The Academy for Computer Science and Engineering continues to develop. Each year, students form a cohort and share common classes. These teachers also shared a common prep period and meet together at least once a week to plan and implement the goals of the academy. The academy is leading the way for the cross-curricular collaboration that we are always looking to establish. Another way we can see more cross-curricular collaboration is through our severely handicapped and general education classes. Many classes and programs across campus work with our severely handicapped students in different capacities. One area of concern that we have seen is our math and special education scores. In order to help with this area of need, teachers now work collaboratively. Special education teachers collaborate with specific teachers in Math and English to create consistency and rigor for all students. The hope is that by having the same teachers collaborating together, the scores will rise. Within the math department, teachers that teach the same math level also have a common prep. The common prep allows these math teachers to collaborate and go over best practices more often. The hope is that this will help create consistency within the math department and raise the test scores. The goal is to implement this same idea and process for the English department in the 2020-2021 school year.

Ruben S. Ayala High School has collaborated with Chaffey College to offer the very first Early College program in the Chino Valley. This is a unique opportunity for our students to earn an Associate's Degree and/or dual credits as they simultaneously work towards their high school diploma. As a four-year program, our students will gain college credits while taking college courses on our campus with possible future classes at the Chaffey Chino Campus. In addition, our students may complete some IGETC requirements. Chino Valley Unified and Chaffey College have partnered together to provide students with Early College. The students then get Dual Enrollment Credits to be added to their Ayala transcripts for 5 credits of elective credits. The Credits also transfer to the UCs and CAL States as 3 elective credits. In the 2018-2019 school year, Ayala had 39 students enrolled in the Fall-Guidance/English 77 Courses and 46 students enrolled in the Spring-Guidance/Astro 26/Astro 35 Courses. In total, Ayala had 85 students enrolled in the Early College/Dual Enrollment Program.

Part of the collaborative process within our departments this year required that we come up with SMART goals. Math came up with a SMART goal to emphasize collaboration amongst the department and as a result to see increased scores on the CAASPP. English also echoes this same goal.

The following SMART goals were created as a part of this process:

Math:

Increase the percentage of students in mathematics who meet or exceed standards on CAASPP from 55% to 60% for general education students and from 8% to 13% for special education students.

English:

Increase the percentage of students (11th grade) English that score Standard Met or Standard Exceeded on the CAASPP exam from 77% to 85% for general education students and from 20% to 25% for special education students.

Academy:

Increase school-wide marketing and awareness by May 2019 to students, parents and staff through quarterly updates, website media, and a year-round project display.

AVID:

At the semester 75% of AVID students will have C's or higher in core classes (English, science, math, social studies).

100% of AVID seniors will be accepted to at least one four year college.

ELD:

By May of 2019 80% of EL Students will meet the ELD requirement (Level 3/expanding or Level 4/bridging) in the areas of listening, reading, writing and speaking.

Social Science:

75% of students will score proficient or higher on the Social Science end of semester common assessments.

Special Education:

Increase the percentage of students in Mathematics who meet or exceed standards on CAASPP from 8% to 13% in 2018-19.

Increase the percentage of students in English who meet or exceed standards on CAASPP from 20% to 25%% in 2018-19.

Foreign Language

Increase the percentage of students earning the SSB (State Seal of Biliteracy) by 10% in all languages. The CDE has an initiative where by 2040, three out of four graduating seniors will earn the SSB on their diploma.

Create a common assessment in Reading comprehension only and meet a target of 80% average pass rate per class.

Give common cumulative Chapter tests and meet a target of 75% average pass rate per class.

Electives

CFS-

80% of Food Technology and Nutrition 1 students will pass the safety and sanitation test with a score of 80% or higher.

80% of all students will properly demonstrate construction techniques to complete a garment.

Physical Education

For 9th Grade students - increase the percentage of the students in Physical Education who meet or exceed standards for Physical Fitness Testing from 86% to 90%. Special Education students will complete

Physical Fitness Testing without accommodations unless needed.

Physical Fitness testing goals, 90% of the Freshman will pass the Physical Fitness Testing for 2019-2020. The 10th, 11th, and 12th grade students tested for Physical Fitness will meet or exceed Individual Physical Fitness goals according to their age.

The Mile Run goal for 9th grade Boys would be equal to or better than 8:45 minutes, while the 9th grade Girls goal would be equal to or better 9:30 minutes. As for the 10th grade Boys the mile run goal would be equal to or better than 8:30 minutes, while the 10th grade Girls goal would be equal to or better 9:15 minutes.

Performing Arts

By the end of the semester, the number of students earning a D or F, will decrease by at least 5%, through use of strategies, grade checks, and common assessments (skills/performance test).

PE Dance/PE Band- Increase the percentage of students who meet or exceed standards for the California State Fitness Test by 5% in spring 2020.

Communication:

Previous Accreditation Visit Areas of Growth:
- ●Establish School Site Council membership as defined by federal guidelines including 50% staff (1 principal, teachers, 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.

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

Staff and students were all given Microsoft and Google accounts to help everyone communicate with ease. Access to these online platforms allows students and staff to share documents and ideas. Many classrooms on campus where also outfitted with new ViewSonic boards that allows instruction to be more multi-dimensional and hands on. Through Microsoft Outlook staff members can easily communicate with peers, parents, and students. All staff members are highly encouraged to respond to emails from parents within 48 hours. We have found that the number of phone calls has dropped significantly with the ability

to easily email staff members. The Aeries portal gives teachers access to a parent and/or student's email address, so teachers can communicate with different stake holders without waiting to be emailed by a parent. The ability to reach out has strengthened the partnership between staff and parents.

Another area of need that was stated in 2014 and 2017 was that while most teachers use the online grading system, we needed to encourage all teachers to use the online grading program so parents and students are informed frequently of their progress in every class. The Aeries information system is the grade book program of the teaching staff. Parents and students have access to an Aeries portal that allows them to check grades and attendance on a period by period basis. The majority of faculty use online grades to communicate to parents. Access to this information allows parents to communicate with their students and teachers effectively. Over 90% of our teachers use this program consistently.

Google Classroom is new this school year for our staff. This has required some localized training for teachers. Administration provided support multiple times throughout the school year, and district technology personnel personally visited the campus on several occasions to help teachers understand Google Classroom.

All teachers have a website through the school page where students can access materials, keep track of assignments due, and even review lessons through recorded lessons and power points to help with struggling or absent students. In 2018 the district also implemented a standard for web-pages. Every school has a uniform look to their website with information that relates to their campus. Parents and students can find academic calendars, site information, and other general announcements on the school home page. Each school also has access to the social media sites utilized by the school on the right hand side of the page. The website provides a way to communicate with parents and students. The website contains a calendar for the school, staff webpages, and other important information. It is a way to inform all stakeholders of the work and decisions made by governing councils and all faculty, staff, and student teams. Many teachers choose to utilize an additional form of communication such as Google classroom or Edmodo. Teachers will also communicate with their classes through Remind. This teacher text application allows teachers to communicate with their students without giving away any private information.

The School Site Council consistently meets each month, providing parent feedback and guidance to the school leadership. The time of the meeting was moved in order to accommodate more teachers on the committee. At these meetings we had 4 teachers, 2 parents, 4 students representing each grade level, 1 classified staff, and at least one administrator. We are still striving for more teacher representation to more fully represent the school, but we do meet the federal guidelines now.

The Parent Teacher Association (PTSA) continues to be a helpful resource on campus. This group sponsored several events to bring the faculty together in appreciation. This continues to help increase staff morale and aide in communication.

In order to 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, the ESL department incorporates multiple parent meetings throughout the year. These meetings are used as a time to help parents understand the academic process at Ayala and how to best help their students succeed.

The CTE programs also create and publish videos about the CTE programs and outreach for parents and other stakeholders.

The district's Director of Communications releases videos and press releases essential to each school as well.

Data:

Previous Accreditation Visit Area 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 school 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.

Goal: Data: Continue to institute an ongoing process focused on data-driven instruction, which includes analyzing the **data** from multiple sources (e.g., CAASPP, IAB, SAT, PSAT, CELDT, benchmark assessments, academic marks, AP, etc.) to improve student achievement (refine schedule to review data from standardized testing during the common planning time; design planning time to review student academic grades within inter-departmental teams looking for trends, and; organize a system of intervention for poor student achievement through the MTSS-A team); utilize technology to assist in the data process; use Common Formative Assessments to create intervention within the school day and guide discussion about best practices.

Student achievement data remains a priority at Ayala High School. Data has driven many conversations with the PLC time in departments. Departments looked at data from the SBAC, IAB practice SBAC tests, district benchmarks, D/F data, etc. Departments used this data to drive conversations about the alignment of the curriculum within the different classes. Teachers looked at the data from their respective departments and discussed the alignment of grades asking questions of one another such as, "Do our classes share the same rigor levels? Are my expectations similar to other teachers?" Teachers then came together to create common formative assessments for next school year. One of the goals of next school year is to administer these common formative assessments within the department, gather work samples from the CFA, and then discuss the results as a department.

Most departments are utilizing common assignments, common assessments, and common rubrics. These tools allow for teachers to collaborate and assess the student achievement very effectively. Science teachers - who have been the vanguard at Ayala for collaboration - share common tests, units, and align their day to day lesson plans in PLCs. All departments are making great progress at looking at student data during the weekly PLC meetings where teachers meet in subject and grade level groups at least two Mondays of every month.

One of the previous visiting committees' areas of growth was related to the CAHSEE. With that test no longer being administered, we have shifted our data conversations to the CAASPP, IAB, and common formative assessments.

In the 2014 the visiting committee recommended developing new common assessments aligned to Smarter Balanced Assessments and Common Core State Standards. We have attempted to do this through the implementation of practice IAB (Interim Assessment Block) tests in the English and math department. These assessments are done online in the computer lab. Last year all students took at least one practice IAB in math and one practice IAB in English. There were some issues with these tests though and analyzing the data provided by these tests. One area that was mentioned in the 2017 mid-cycle visit is access to technology. This continues to be a problem on our campus. Data has become more centered around technology, and as the testing changes and becomes more technology based, Ayala is struggling to keep up. Beyond the high-stakes state testing, most of the assessments required by the district are computer based. We lack access to technology on campus for our students. Currently though there are not enough computers on campus. Ayala is equipped with only one computer lab and 7 computer carts to service over 2700 students. There is a lot of data to be discussed from these different online tests, but we do not currently have the infrastructure to support giving the assessments. In order to accommodate the 800+ students that need to be tested for CAASPP, classes are disrupted for a month because there are not enough computers to test students all at one time. Practice IAB exams are extremely difficult to give and then as a result analyze the data from the practices because we do not have enough computers to handle all the math and English teachers who need to give the practices. We would like our students to become familiar with the different online testing procedures, but unfortunately we still remain limited with our technological resources. We believe the lack of access to technology is one of the reasons our test scores have not improved.

The following data is reviewed by administration through the year:

1. 2.0 or lower GPAs per mid-point of the semester- used to call students in to discuss intervention strategies.

2. Ds and Fs at the same point- used to call students in to discuss intervention strategies.

3. AP Scores from prior years- used to make goals we can improve for next year. We are also tracking the number of tests students take and the emotional status of these students during the end of the school year. It has been a school concern that a small number of students are emotionally struggling with the pressure which comes with high numbers of AP classes. The school is collecting information to help determine guidelines for future students.

4. Patterns in parent and students concerns in classes- reviewed to look at ways to help specific teachers

5. Feedback from students, teachers, classified and parents from different parts of the year the related to AP (e.g AP Night, AP registration, AP Testing)- were used in improving whatever event we are doing. For example, feedback led to revamping the AP registration process and to cancelling AP parent night and putting all the information on the website instead. After this new way of doing AP night, discussion were had and concerns were discussed. As a result, AP night for the 2019-2020 school year will be reinstated.

Advanced Placement classes are historically populated by high achieving students that are children of college graduates. If this trend were allowed to continue, the achievement gaps would only widen. Ayala

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has set out as a long term goal to have all students enrolled in at least two AP classes during their high school experience. This serves a broader goal of ensuring all students are ready for university level studies by the end of high school. We are raising the level of achievement for all students, not simply giving more rigor and deeper knowledge to the students that are already ahead of their peers.

Ayala offers many AP classes across a broad range of topics so that students have the best chance of finding curriculum that they find interesting. Students also have the opportunity to find out that they are capable of college level coursework during high school. We have worked to remove barriers to entry (examples) to open AP classes to all students, especially those who may not think that an AP class is something they can be successful in. Ayala teachers, counselors, and administrators have worked with our district office personnel to deep dive into data to find students that have the potential to be successful in AP classes. Sometimes increasing access and equity means finding students to challenge. We, of course, offer the typical math, science, and English classes. In recent years we have found new courses to offer to our students. We found subjects like AP Psychology and AP Studio Art that are good entrances to the AP system for students scared off by the AP brand name. We have opened courses like AP European History and AP Human Geography in order to allow students to enroll in AP courses as Sophomores and even as Freshmen. The AP model has been more than simply enrolling students in more advanced courses. 78% of students in the AP program passed an AP exam in 2017; in 2018, the number was 85%.

Departments are implementing common formative assessments to help with the data discussions. After administering a CFA, teachers meet to discuss the outcome of the assessment and to look for ways to improve student success on areas that showed up as a struggle. The district's ultimate goal is to then have students have a day of intervention that is guided by teacher instruction. The teacher instruction would be standards based and not content based. The district would like to see intervention as part of the school day and not as a separate means. This is a work in progress at Ayala and we are not yet at a place where the students are being broken up by areas of need.

Culture:

Previous Accreditation Visit Area of Growth:

- ●Provide increased and improved facilities especially for science labs and the performing arts. If possibly, 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.

Goal: Culture- Continue to maintain **a culture** of high expectations and high student engagement in the culture of the school (maintain and enrich renaissance activities, leadership, and clubs; prioritize facility and resources for all levels of the arts: drama, choir, band, art, video, film, etc., and involve booster programs in sports and arts to ensure communication and involvement of all stakeholders. Increase facilities to support a thriving school culture. Create an MTSS-B team to help facilitate the engagement and behavior on campus that results in a strong school community and culture.

The campus culture at Ayala is one of engagement in the classroom and outside of the classroom. Ayala High School is a school that is marked by growth, respect, excellence, accountability, and teamwork. The culture can be described as G.R.E.A.T as all areas of the school strive for growth, respect, excellence,

accountability, and teamwork. The focus on engagement and culture can be found within the classroom through engaging classroom practices that focus on collaboration amongst students and staff.

Engagement and culture can be seen beyond the academic realm. The thriving culture of extra-curriculars is evident at every end of the campus. From the gym on the South end of the campus, where 47% of our students participate in athletics; to the MPR on the North end of campus, where there are 850 students participating in a performing art; to the 90 clubs distributed amongst the classrooms in the middle of campus, there is a spot for all students.

Our activities program was once again awarded "Outstanding Leadership Program". This is the 18th year in a row our program has won this award. We currently offer two leadership classes with over 80 students enrolled.

The culture of high student involvement and engagement remains a priority of the school. The application for the Gold Ribbon for Exemplary Arts program details the high level of both student and parent involvement. This can be reviewed in the evidence file.

The vast majority of our student population remains involved in sports, performing arts, and other extracurricular activities. We have over 90 clubs on campus which range from social clubs, awareness clubs, service clubs, and performance or academic based clubs. These activities remain a magnet to draw students to our school. The transfer request rate from students outside the borders remains very high. 293 freshmen transfers (2018-2019 school year) attended Ayala from this request.

Although our eligibility rates for club and athletic participation were consistently above 95%, we continue to offer opportunities for students involved in these programs to receive tutoring. Extracurricular clubs such as Mathletes and National Honors Society provide tutoring for students as part of their community service programs.

Most of our student body upon graduation attends college. It is difficult to collect the data of where those students attend, but we have seen an increase of student acceptance into very prestigious institutions. The class of 2019 turned in acceptance letters from Harvard, MIT, Yale, Pomona College, USC, UCLA, UCI, and many other fine institutions.

The Advanced Placement program continues to expand by offering new courses or expanding the number of sections offered in classes. The school honors and rewards those students who received 5s on the AP test at the beginning of the year and again at the close of the senior year at scholarship night. The AP equity and excellence report published by the College Board remains higher than the national average.

We also started a School Culture PLC that meets once a month. At these meetings, staff members discuss areas of praise and concern within our school. There was Meet-the-Pros facilitated small group presentations of best practices given by several different teachers and we had speakers brought in to help staff with improving the culture of the campus.

The high level of academic rigor found on campus presents a unique challenge. Every year students experience high levels of stress and anxiety as it pertains to their academic performance. Ayala's staff has identified these issues as a priority and additional resources have been added to help support student's

mental health. Ayala has an Intervention Counselor that provides support to students and families when appropriate.   We also have a partnership with Chino Human Services and students who need counseling support beyond what the Intervention Counselor provides are referred to Chino Human Services for ongoing counseling services.

Chronic Absenteeism and/or suspension are addressed through a Positive Behavior Intervention System (PBIS). Ayala has a PBIS team comprised of teachers, aides, counselors, security staff and administrators. Students with attendance concerns are counseled first in order to determine what hurdles they may be facing that are getting in the way of attending classes. Parent conferences are held to clarify expectations. An assembly is held at the beginning of the year in order to explain expectations for attendance and behavior. Chronic absenteeism is avoided through providing students with a purpose for being on campus. By participating in a rigorous and collaborative curriculum that requires students to be present at school, students feel the need to be in their classes. This understanding that attendance is paramount to performing well encourages students to attend all classes.

Our PBIS team works to create consistency amongst the behavior expectations on campus. This team is a work in progress. The 2018-2019 school year saw the creation of a new PBIS team that was working to understand not only the process but the application to our school. Our site has been attempting to implement PBIS for the past 2 years. There is no documentation from our first year of implementation to refer to. As a result, in the 2018-2019 school year, one of our administrators restarted the program and this is where the site expanded from G.R.E.A.T. to the 3 B's: Be Respectful, Be Responsible, Be Safe that the district required. A school wide expected behavior matrix was developed based on the 3 expectations. Our site had a TFI (Tiered Fidelity Inventory) to assess the implementation of PBIS based upon 15 different areas. Each of the 15 items receives a score of 0, 1 or 2 based upon a provided rubric. We scored a 37% with regard to our level of implementation.   An action plan was developed to increase our level of implementation. In reviewing last year's information and action plan, the current PBIS team determined it was inaccurate as it was based on work done in isolation on the part of the administration. PBIS needs to have input from all staff members and so the work done in isolation does not count. This year's team is updating the matrix posters, making videos to teach the expectations and creating an action plan after our informal internal TFI on November 13th. From there the team will develop specific goals on each of the relevant 15 items to be scored again in April at the external TFI. We are looking to move from 37% TFI to 40%. TFI gives our school a single, efficient, valid, reliable survey to guide implementation and sustained use of PBIS on our campus. Using the TFI, our PBIS team can measure the extent to which school personnel apply the core features of PBIS at all three tiers. We need to show that as a school we have set expectations for behavior at a Tier I level and get a passing TFI score before we can move on to establishing the discipline norms that will occur at Tier II and III of PBIS. According to PBIS.org, Tier I consists of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of behavior the school would like to target for change. Tier II practices and systems provide targeted support for students who are not successful with Tier I supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Tier II supports often involve group interventions with ten or more students participating. Specific Tier II interventions include practices such as social skills groups, self-management, and academic supports. At Tier III, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier III strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all. Tier III practices stem from strong foundations in Tier I and Tier II supports. With both tiers in place, schools are free to organize individualized teams to support students with more intense needs. The foundational systems involved in Tier III supports are: multi-disciplinary teams, behavior support expertise, formal fidelity and data collection. Before we can get to our Tier II and III supports, we need to

make sure Tier I is in place. Last year, our TFI score did not pass at 37%, so our goal for this year is to get it to 40% and passing. We are doing this by having a team of teachers, administration, and classified staff meet and discuss our PBIS process. They then present the information to the rest of the staff. Every classroom has posters that state our G.R.E.A.T. behavior expectations and there are specific behavior expectations stated throughout the campus. The implementation of PBIS is an on-going process on our campus.

A facilities team met two years ago to gather information on needs for Ayala High School now that it is over 25 years old. The team was formed with teachers of science, physical education, and performing arts, along with the superintendent of facilities at the district and the architect. That same year a bond measure was passed, which has provided Ayala the opportunity to begin construction on a new science building as well as renovations on the current buildings. By the end of the construction, Ayala will be equipped with a new science building, a second building that will house other content areas, a performing arts center, and renovated classrooms. The school has also undergone safety measures through this construction phase. Front entry gates were put into place as well as key card entry for the doors.

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

Tell the story of your school through the use of data and information. This thorough examination of the school includes:
- **The history and background of the school**
- **A description of the school programs**
- **California School Dashboard performance indicators and other local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
- **Provide a brief summary that includes:**
  - **Implications of the data**
  - **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
  - **Important questions to be discussed in the Focus Groups.**
- **Include related profile materials in the appendices at the end of the report.**

The founding motto of Ruben S. Ayala High School was to become "the World's Greatest High School." Our 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 in the classroom and outside of the classroom. Ayala High School is a school that is marked by growth, respect, excellence, accountability, and teamwork. The culture can be described as G.R.E.A.T. The focus on engagement and culture can be found within the classroom through engaging classroom practices that focus on collaboration amongst students and staff. Ayala strives to provide engaging and rigorous opportunities in order to prepare students for college and career while at the same time trying to ensure that our students are connected to school and maintain their emotional health. Our culture can be defined as G.R.E.A.T in that we continue to focus on growth, respect, excellence, accountability, and teamwork.

Ayala received the California Distinguished School Award in 2015 and again in 2019.

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 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 our students meet or exceed the state standard on the CAASPP test in English Language Arts and 55% of our 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

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our 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 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.

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	0.1%	0.04%	2	2	1
African American	4.4%	4.4%	3.73%	116	117	102
Asian	24.2%	23.7%	24.70%	635	630	676
Filipino	8.7%	7.9%	7.64%	228	211	209
Hispanic/Latino	36.7%	38.1%	38.91%	966	1,011	1065
Pacific Islander	0.3%	0.2%	0.29%	8	5	8
White	22.1%	22.3%	21.01%	581	591	575
Multiple/No Response	3.1%	0.4%	0.66%	82	11	18
Total Enrollment				2,629	2,656	2737

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	102	98	96	3.9%	3.7%	3%
Fluent English Proficient	591	591	251	22.5%	22.3%	9%
Reclassified Fluent English Proficient	9	21	384	9.4%	20.6%	12%

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9	683	681	703
Grade 10	654	694	694
Grade 11	625	639	690
Grade 12	651	642	650
Total Enrollment	2,613	2,656	2,737

Key Programs at Ayala:

Advanced Placement:

Ayala offers many AP classes across a broad range of topics so that students have the best chance of finding curriculum that they find interesting. Students also have the opportunity to find out that they are

capable of college level coursework during high school. We have worked to remove barriers to entry (examples) to open AP classes to all students, especially those who may not think that an AP class is something they can be successful in. Ayala teachers, counselors, and administrators have worked with our district office personnel to deep dive into data to find students that have the potential to be successful in AP classes. Sometimes increasing access and equity means finding students to challenge. We of course offer the typical math, science, and English classes. In recent years we have found new courses to offer to our students. We found subjects like AP Psychology and AP Studio Art that are good entrances to the AP system for students scared off by the AP brand name. We have opened courses like AP European History and AP Human Geography in order to allow students to enroll in AP courses as Sophomores and even as Freshmen. The AP model has been more than simply enrolling students in more advanced courses. 78% of students in the AP program passed an AP exam in 2017; in 2018, the number was 85%. The culture of high expectations and engagement has helped lead to the high levels of academic success at Ayala. There are 26 different AP classes offered at Ayala with two additional classes to be added in 2019-2020. During the 2018-2019 school year, AP Human Geography was added to the master schedule. This course allows 9th graders the opportunity to experience a rigorous curriculum early in their academic career. The wide variety of class offerings encourages all types of students to challenge themselves and participate college level courses. In 2018, 767 students took 1,703 AP exams and 85% of these students scored a 3 or higher. This is an increase of 7% over the 2017 scores with 53 additional students taking an exam in 2018. The goal of Ayala High School is to have every student enrolled in at least one AP class throughout their four years at the school. Access and equity to different AP classes will allow students opportunities to be successful not only at the high school level but the university level as well.

Criteria	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	National AP Scholar	AP International Diploma
	Granted to students who receive scores of 3 or higher on three or more AP Exams	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams	Granted to students who display exceptional achievement across a variety of disciplines. Including but not limited to, score a 3 or higher on 5 or more AP Exams, AP scores sent to a university outside the U.S. Exams must fulfill specific content areas.

RUBEN S. AYALA HIGH SCHOOL AP SCHOLARS 2019					
	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	National AP Scholar	AP International Diploma
Number of Scholars	115	68	148	19	0
Average Score	3.12	3.62	4.04	4.38	0

School Year	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
# AP Courses Offered	20	20	25	26	28
Stu taking AP Exams	629	714	767	856	
Exams taken	1348	1443	1700	1846	

Our AVID program continues to grow. We currently offer six periods of AVID spanning 9th-12th grade. In the 2018-2019 school year 100% of AVID seniors were A-G CSU/UC eligible with 25/29 Seniors attending 4 year college and 4 Seniors attending community college.

Performing Arts:

We have a large and involved group of performing arts students. The Visual and Performing Arts Departments at Ruben S. Ayala High School are dedicated to the principle that expressing oneself through creativity within the discipline of a regimented format, produces well-balanced, responsible leaders. As such, teachers within the Arts Program focus on fostering the growth of our students' leadership skills, communication skills, and passion for the arts through collaborative productions, competitions, and showcases. Ultimately, each department collectively and individually aims to refine our programs to prepare students to be standout creators in the professional realm.

Students can take a variety of courses in the Visual and Performing Arts that range from the rudimentary level to advanced levels, preparing students to be college and career ready performers and artists. Teachers design progressive curricula aligned with California State Standards and the National Core Arts Standards that allow for students to advance their proficiency in the arts. Students interested in learning a musical instrument, training their voice, learning to dance, and acting on stage audition for placement within each of the respective programs within the Performing Arts Department. The VAPA Department includes over 30 course offerings suited to different skill sets and interests. Not only do each of the Performing Arts Programs put on their own elaborate concerts and productions on their home stage, they also travel to festivals and tournaments to compete with other schools in various performance events. Every year, each performance group within the Ayala Band Program, the Ayala Choral Program, Ayala Dance Production, and the Ayala Theatre Company attend and bring home awards at performance festivals across the nation, traveling to Dayton, Ohio, Las Vegas, Nevada, Carnegie Hall, New York, Nashville, Tennessee, and Boston, Massachusetts, just to name a few. Each program also hosts several fundraisers, benefit performances and concerts to self-fund the needs of their respective programs, as well as support charity groups such as the Halo Foundation and local community groups.

The VAPA program ultimately strives to create a positive school culture environment that allows for student and parent engagement to build a connection to the community. Through the program, students learn self-expression, self-efficacy, and skills that aid in the improvement of students' overall academic achievement.

Career Technical Education:

The CTE/ROP vision at Ruben S. Ayala High School is to educate and prepare students for entry-level technical careers in the global marketplace, encourage students to excel in all core, elective, co- and extracurricular endeavors, and equip students to succeed in advanced educational and career opportunities.

A 2015 California Distinguished School Award winner with an Exemplary Career Technical Education Program, Ayala High School offers a wide range of career technical education classes in engineering and computer science.

Computer Science: In 2015, AHS started the Academy of Computer and Engineering Sciences (ACES). Over the last four years, ACES has developed into a rigorous computer science pathway. Students find real-life application through software programming, hardware configuration, website development, and the study of relevant computing topics for the 21st century. Course offerings currently include Advanced Placement (AP) Computer Science Principles, AP Computer Science Applications, with future course offerings such as Computer Science Essentials and Engineering Design and Development. Through ACES, students conduct interdisciplinary projects to integrate science and English with computer science. These cross curricular projects build job skills relevant to industry opportunities. Students have opportunities to earn college credit through Rochester Institute of Technology and passing Advanced Placement Exams. Our students are doing very well within this program. Although the numbers taking the AP exam dropped in the 2018-2019 school year, the scores on the AP exam are higher than the average. Ayala student scores have been better than the global mean on the CSP and CSA test most years, in most cases, far exceeding the global mean scores. Pass rates have been very high with 91% vs. a 67% global with the best group. The scores show how successful our AP CSP and CSA students are. Students meet industry professionals through field trips and guest speakers.

Engineering: In 2017, AHS developed the Robotics, Aerospace, and Design (RAD) Academy to engage students in career exploration, equip them with relevant job skills and connect students to industry professionals. CTE Engineering courses use Project Lead the Way (PLTW) curriculum, in conjunction with a cohort model. Students can join a cohort which progresses through Engineering, English, Science, and History during their high school experience. This allows students the opportunity to connect curriculum through interdisciplinary projects and solving real-world problems. Non-Academy students may also take CTE courses without participating in the cohort to have CTE courses accessible for all students. Course offerings include Introduction to Engineering Design, Civil Engineering and Architecture (to be introduced in the 2019-2020 school year), Principles of Engineering, and Engineering Design and Development (to be introduced in the 2019-2020 school year). Students also meet and work with industry professionals through Baldy View Regional Occupational Program, community outreach to the City of Chino Hills, field trips to local businesses and job sites, and industry professionals-led teaching and mentoring. In addition, students have opportunities to earn college credit through Rochester Institute of Technology. These rich educational experiences through rigorous curriculum, interdisciplinary projects, interactions with industry professionals, and college articulation deepens learning and prepares students for college and career.

These CTE programs are crucial to Ayala High School for college and career readiness. Ten percent of AHS students participate in one of these pathways, which prepare them for their future endeavors in a rapidly evolving STEAM world.

PROPOSED Ayala CTE Pathways

2019-2021

Academy of Computer and Engineering Sciences (ACES) Pathway
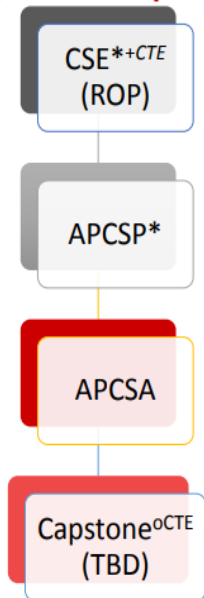
Robotics, Aerospace and Design (RAD) Pathway
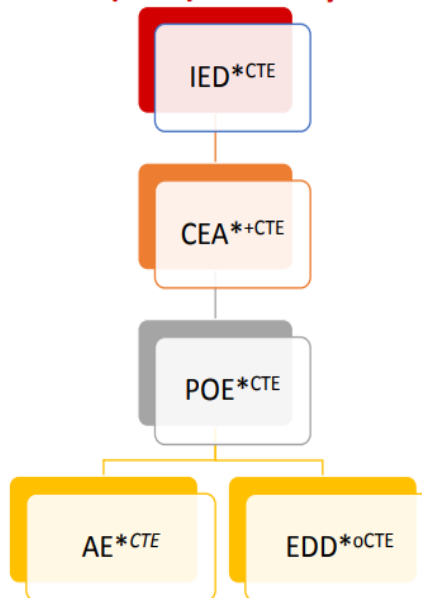
⁺New Course recommended to be added 2019-2020
ᵒNew Course recommended to be added 2020-2021
*PLTW = Project Lead The Way STEM curriculum.
**All AP classes are contingent on students meeting prerequisites. ACES students that meet prerequisites get preferred admission to AP CSP and AP CSA.

AYALA HS PLTW EOC Score Averages 2015 - 2019

EOC Scores 2015 - 2019

Growth of Academies Program - Enrollments
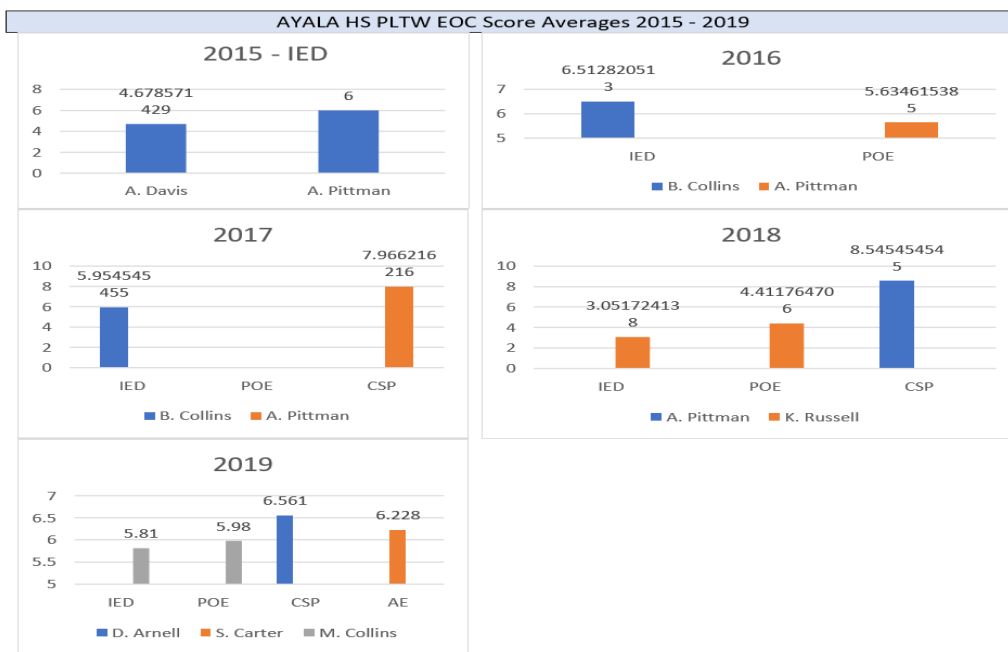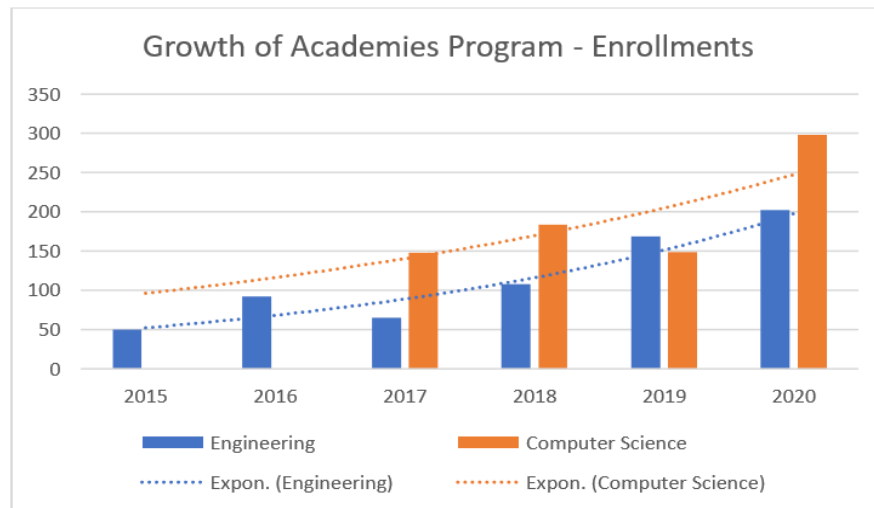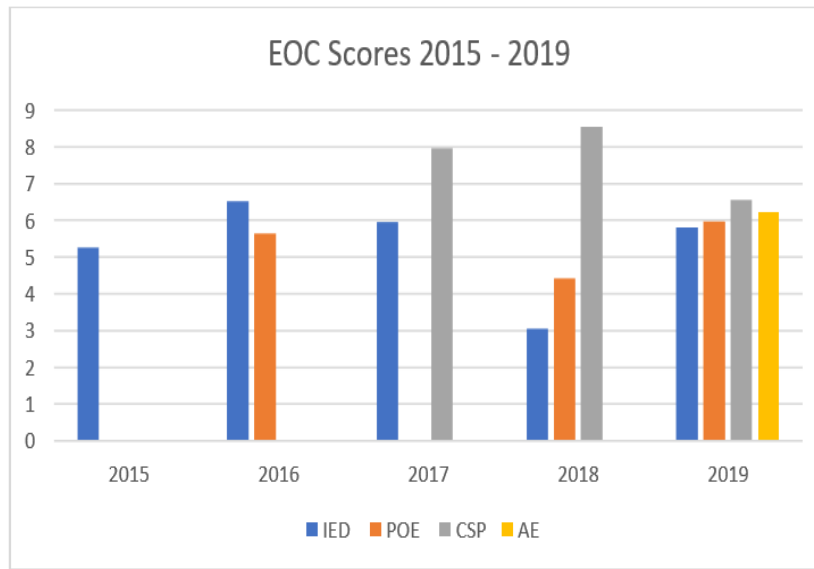
LCFF Indicators:

Priority One: Basic Services

- State Indicator: There is no state indicator for this priority.
- Local Indicator: Ayala FIT Report

○Ayala currently has 118 certificated staff who include an intervention counselor, six Academic Counselors, a district librarian (she is shared amongst the high schools), a School Psychologist, and a Speech Pathologist. There are 58 classified staff members. That includes 13 office staff, one career center operator, and 30 paraprofessionals (one-on-one and collaborative) who work with Special Education students, 7 custodians and 8 cafeteria workers.

<u>Priority Two: Implementation of State Standards</u>
- ●State Indicator: There is no state indicator for this priority.
- ●Local Indicator: Professional development is a focus for the district and for Ayala. The professional development provided for the teachers is set out through a CVUSD professional development plan. Then, teachers undergo professional development to build off of the district plan at the school site.

Chino Valley Unified has decided to put a lot of effort into the development of a more consistent and successful professional development. 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. 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 and think critically with designated differentiated strategies for intervention and enrichment, special education, and English language learners.

In the beginning of the year (2018-2019), we set out to answer PLC question #1: What do we expect all students to learn? We answered this question by collaborating to identify essential standards. With the input gathered from our departments, we collected draft lists of essential standards. In order to establish a guaranteed and viable curriculum for our students, these lists needed to be further prioritized into 10-12 essential standards.

As a result, committees comprised of teachers and instructional coaches at the district level completed another level of analysis starting with English Language Arts (ELA) and Mathematics to prioritize these lists into final drafts of 10-12 District wide essential standards for the 2019-2020 school year. These essential standards will remain in *draft form* until we are able to analyze student learning outcomes and gather input after we take these District wide essential standards and run them through the PLC cycle by answering:

PLC question #2: How do we know if students have learned the essential standards?

PLC question #3: What will we do when they don't learn the essential standards?

PLC question #4: What will we do if they already know the essential standards?

This professional development has led to the development of common formative assessments within the different departments.

We begin the second year (2019-2020) of our PLC journey with the 10-12 District essential standards for

English Language Arts (ELA) and mathematics. This is the guaranteed and viable curriculum for our students in Chino Valley. To begin to answer in part PLC question #2: *How will we know if our students are learning the essential standards?*, we will be administering Essential Standards Assessments (ESA) three times a year in the following grade level spans and content areas: K-12 ELA; K-8 Mathematics; and Integrated Math I-III, including honors. Each ESA assesses students on the same 10-12 essential standards. The questions on each assessment are different.

The purpose of the ESAs is to provide teacher teams with one data point of students' progress on the essential standards and not for the purpose of assigning grades.

For all other content areas at junior high and high schools, teams will work with the site developed 10-12 essential standards they drafted last year to answer PLC question #2: *How will we know if our students are learning the essential standards?*

All teams will continue to develop and administer team created common formative assessments to gauge student progress on the learning targets that make up the essential standards.

In the 2019-2020 school year, teams will use ELA and math essential standards as the crux of the PLC work. For all other secondary content areas, committees will further prioritize draft essential standards to ensure a truly, guaranteed and viable curriculum for all students.

Priority 3: Parent Engagement/Involvement
- ●State Indicator: There is no state indicator for this priority.
- ●Local Indicator: There are a lot of ways for parents to be involved on our campus. Parents are encouraged to be involved in Ayala's PTSA (Parent Teacher Student Association) which meets formally once a month to discuss a variety of subjects concerning the campus and leadership direction. These include addressing school or teacher needs and finding volunteers for upcoming events.

    The School Site Council is another avenue for parent partnership in the leadership of the school. The School Site Council is an opportunity for all stakeholders to examine issues, provide input and opinion, and participate in the decision-making process. This committee reviews and approves the annual plan for student achievement, approves site budgetary funds, school safety, emergency preparedness, and standardized testing and other data.

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

    In conjunction with Back to School Night, both EL and AVID hold meetings with parents in the library or the classroom. EL parents have been especially difficult to motivate to attend, but the presence of translators and an administrative phone call have shown a slight increase of attendance. AVID parents have participated fully in the early meetings. AVID also meets at the end of the year with Senior AVID student parents to celebrate the successes of the Seniors with their future college plans.

    The sports and performing arts department have extremely large and involved booster clubs

which provide opportunities for parent involvement. Parents coordinate with coaches and teachers to provide programming benefits. These groups are an influential and necessary part of the school leadership. We currently have 11 athletic booster clubs on campus and 3 performing arts booster clubs on campus.

Parents have access to grades online through Aeries and every teacher has a website with their email address, so parents can have access to and communicate with the teachers. Parents are also encouraged to take several surveys throughout the year to help the leadership team at Ayala understand the strengths and weaknesses of the school. Many teachers also utilize communication tools such as Remind or Google Classroom to help parents stay informed about events and assignments within their classrooms.

Priority Four: Student Achievement

● State Indicator: The data shows that students at Ayala are achieving academically. The academic indicators on the CA Department of Education Dashboard show:

2018 Data:

English Language Arts ✖

Shows how well students are meeting grade-level standards on the English Language Arts assessment.

Green

68.8 points above standard

Increased 14.4 Points ⓘ

EQUITY REPORT

Mathematics ✖

Shows how well students are meeting grade-level standards on the Mathematics assessment.

Green

4.3 points above standard

Increased 11.7 Points ⓘ

EQUITY REPORT

English Learner Progress ✖

With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. However, the percent of students performing at each level on the new assessment will be reported.

Level 3 - Moderately Developed
23%

Level 2 - Somewhat Developed
12.6%

College/Career ✖

View whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses.   Green

62.3% prepared

Maintained -0.3%

EQUITY REPORT

2017:

LEARN MORE
English Learner Progress

Blue

98.9% making progress

Increased 13.6% ▲

EQUITY REPORT
Number of Student Groups in Each Color

Red	Orange	Yellow
0	0	0

Green	Blue
0	1

LEARN MORE
College/Career

No Performance Color

55.4% prepared

No Data

CAASPP English Language Arts/Literacy Results
Ruben S. Ayala High
CDS Code 36-67678-3630522

View by student group, grade and more

Std Exceeded Level 4 ■ Std Met Level 3
Std Nearly Met Level 2 ■ Std Not Met Level 1
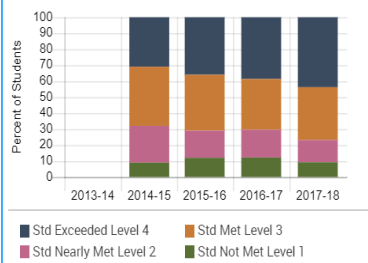
View Table Data

CAASPP English Language Arts/Literacy Results	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	31 %	36 %	38.65 %	43.76 %
Std Met Level 3	N/A	37 %	35 %	31.74 %	33.13 %
Std Nearly Met Level 2	N/A	23 %	17 %	17.43 %	13.87 %
Std Not Met Level 1	N/A	9 %	12 %	12.17 %	9.24 %

CAASPP Mathematics Results
Ruben S. Ayala High
CDS Code 36-67678-3630522

View by student group

Std Exceeded Level 4 ■ Std Met Level 3
Std Nearly Met Level 2 ■ Std Not Met Level 1
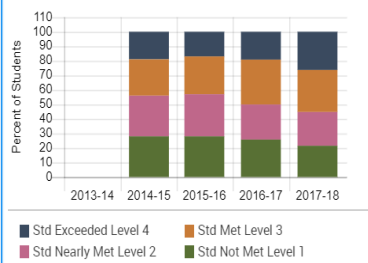
View Table Data

CAASPP Mathematics Results	2013-14	2014-15	2015-16	2016-17	2017-18
Std Exceeded Level 4	N/A	19 %	17 %	19.21 %	26.32 %
Std Met Level 3	N/A	25 %	26 %	30.87 %	28.95 %
Std Nearly Met Level 2	N/A	28 %	29 %	24.14 %	23.22 %
Std Not Met Level 1	N/A	28 %	28 %	25.78 %	21.52 %

Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 9
Ruben S. Ayala High
CDS Code 36-67678-3630522

View by Fitness Category

■ Abdominal Strength ■ Aerobic Capacity
■ Body Composition ■ Flexibility
■ Trunk Extension Strength ■ Upper Body Strength
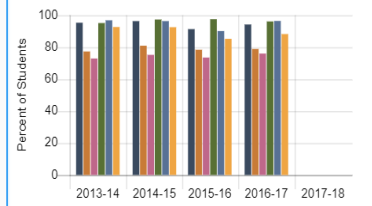
View Table Data

Percent of Students Scoring in the Healthy Fitness Zone on the Physical Fitness Exam for Grade 9	2013-14	2014-15	2015-16	2016-17	2017-18
Abdominal Strength	95.3 %	96.3 %	91.3 %	94.2 %	N/A
Aerobic Capacity	77.3 %	80.9 %	78.4 %	78.9 %	N/A
Body Composition	72.9 %	75.2 %	73.5 %	76 %	N/A
Flexibility	95.1 %	97.3 %	97.5 %	96.1 %	N/A
Trunk Extension Strength	96.8 %	96.3 %	90.1 %	96.4 %	N/A
Upper Body Strength	92.6 %	92.5 %	85.2 %	88.2 %	N/A

CELDT and ELPAC REPORTS:
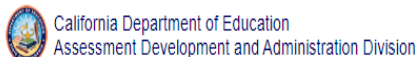
California Department of Education
Assessment Development and Administration Division

CELDT Reporting Home » Reports » School Report

California English Language Development Test (CELDT)
RUBEN S. AYALA HIGH

Year:	2015-2016 ▼
State:	CALIFORNIA
County:	SAN BERNARDINO
District:	CHINO VALLEY UNIFIED
School:	RUBEN S. AYALA HIGH
Assessment:	Annual Assessment ▼
Subgroup:	All Students ▼
Report Type:	Test Results ▼

Research Files

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (8.0%)	7 (28.0%)	6 (29.0%)	(0.0%)	14 (21.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	4 (33.0%)	8 (32.0%)	5 (24.0%)	3 (30.0%)	20 (29.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	6 (50.0%)	6 (24.0%)	7 (33.0%)	5 (50.0%)	24 (35.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (8.0%)	4 (16.0%)	1 (5.0%)	1 (10.0%)	7 (10.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (10.0%)	1 (10.0%)	3 (4.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	12 (100.0%)	25 (100.0%)	21 (100.0%)	10 (100.0%)	68 (100.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	580.3	621.3	612.8	550.4
Speaking	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	562.6	600.3	574.5	542.0
Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	591.5	603.8	600.0	598.7
Writing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	555.6	583.1	590.4	526.9

Notes:

- Subgroup options vary by year.
- Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

California Department of Education
Assessment Development and Administration Division

CELDT Reporting Home » Reports » School Report

California English Language Development Test (CELDT)
RUBEN S. AYALA HIGH

Year: 2016-2017 ▼
State: CALIFORNIA
County: SAN BERNARDINO
District: CHINO VALLEY UNIFIED
School: RUBEN S. AYALA HIGH
Assessment: Annual Assessment ▼
Subgroup: All Students ▼
Report Type: Test Results ▼

Research Files

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	2 (12.0%)	3 (18.0%)	3 (14.0%)	1 (7.0%)	9 (13.0%)
Early Advanced	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	5 (29.0%)	8 (47.0%)	11 (52.0%)	10 (67.0%)	34 (49.0%)
Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	6 (35.0%)	3 (18.0%)	4 (19.0%)	1 (7.0%)	14 (20.0%)
Early Intermediate	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	3 (18.0%)	1 (6.0%)	3 (14.0%)	3 (20.0%)	10 (14.0%)
Beginning	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	1 (6.0%)	2 (12.0%)	(0.0%)	(0.0%)	3 (4.0%)
Number Tested	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	17 (100.0%)	17 (100.0%)	21 (100.0%)	15 (100.0%)	70 (100.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	592.6	646.4	641.8	658.8
Speaking	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	535.6	572.4	563.0	548.2
Reading	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	557.8	586.9	627.7	626.5
Writing	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	551.6	565.4	577.1	561.7

Notes:

- Subgroup options vary by year.
- Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

2017-18 Summative ELPAC

An asterisk (*) will be displayed instead of a number where test results where 10 or fewer students.

Number of Students and Mean Scale Scores

Mean Scale Scores	Grade 9	Grade 10	Grade 11	Grade 12	ALL
Number of Students Tested	20	30	22	15	87
Mean Scal Score - Overall	1611.5	1610	1623	1595.8	N/A
Mean Scale Score - Oral Language	1611	1609.5	1624.5	1609.8	N/A
Mean Scale Score - Written Language	1611.5	1610.1	1620.8	1581.3	N/A

Number and Percentage of Students at Each Performance Level

Overall:

Performance Level	Grade 9	Grade 10	Grade 11	Grade 12	ALL
Level 4 (number of students)	11	18	14	*	50
Level 4 (percentage)	55%	60%	63.64%	*	57.47%
Level 3 (number of students)	*	*	*	*	20
Level 3 (percentage)	*	*	*	*	22.99%
Level 2 (number of students)	*	*	*	*	11
Level 2 (percentage)	*	*	*	*	12.64
Level 1 (number of students)	*	*	*	*	*
Level 1 (percentage)	*	*	*	*	*
Total (number of students by grade level)	20	30	22	15	87

Oral Language:

Performance Level	Grade 9	Grade 10	Grade 11	Grade 12	ALL
Level 4 (number of students)	14	20	19	*	61
Level 4 (percentage)	70%	66.67%	86.36%	*	70.11%
Level 3 (number of students)	*	*	*	*	13
Level 3 (percentage)	*	*	*	*	14.94%
Level 2 (number of students)	*	*	*	*	*
Level 2 (percentage)	*	*	*	*	*
Level 1 (number of students)	*	*	N/A	N/A	*
Level 1 (percentage)	*	*	N/A	N/A	*
Total (number of students by grade level)	20	30	22	15	87

Written Language:

Performance Level	Grade 9	Grade 10	Grade 11	Grade 12	ALL
Level 4 (number of students)	*	11	*	*	31
Level 4 (percentage)	*	36.67%	*	*	35.63%
Level 3 (number of students)	*	11	11	*	30
Level 3 (percentage)	*	36.67%	50%	*	34.48%
Level 2 (number of students)	*	*	*	*	18
Level 2 (percentage)	*	*	*	*	20.69%
Level 1 (number of students)	*	*	*	*	*
Level 1 (percentage)	*	*	*	*	*
Total (number of students by grade level)	20	30	22	15	87

●Local Indicator: The local data shows that students are achieving academically. Our AP data is improving each school year, with more and more students taking AP classes and the tests. Our D/F data shows a fluctuation between the grade levels and the year. While we maintain a low D/F rate for our Seniors, we would like to see improvement with our Junior class.

AP Data:

Criteria	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	National AP Scholar	AP International Diploma
	Granted to students who receive scores of 3 or higher on three or more AP Exams	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams	Granted to students who display exceptional achievement across a variety of disciplines. Including but not limited to, score a 3 or higher on 5 or more AP Exams, AP scores sent to a university outside the U.S. Exams must fulfill specific content areas.

RUBEN S. AYALA HIGH SCHOOL AP SCHOLARS 2019					
	AP Scholar	AP Scholar with Honor	AP Scholar with Distinction	National AP Scholar	AP International Diploma
Number of Scholars	115	68	148	19	0
Average Score	3.12	3.62	4.04	4.38	0

School Year	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
# AP Courses Offered	20	20	25	26	27
Stu taking AP Exams	629	714	767	856	
Exams taken	1348	1443	1700	1846	

D/F Data:

	18-19	17-18	16-17	15-16
9th Grade	120	155	177	138
10th Grade	180	223	156	190
11th Grade	210	173	198	213
12th Grade	84	100	125	112

Priority Five: Student Engagement

● State Indicator:
   ○ Graduation Rate

LEARN MORE
Graduation Rate

Blue

97.5% graduated

Increased 1% ▲

EQUITY REPORT
Number of Student Groups in Each Color

| 0 Red | 0 Orange | 0 Yellow |
| 3 Green | 6 Blue | |

2017

LEARN MORE
Graduation Rate

Blue

97.1% graduated

Maintained 0.3%

EQUITY REPORT
Number of Student Groups in Each Color

| 0 Red | 1 Orange | 1 Yellow |
| 1 Green | 4 Blue | |
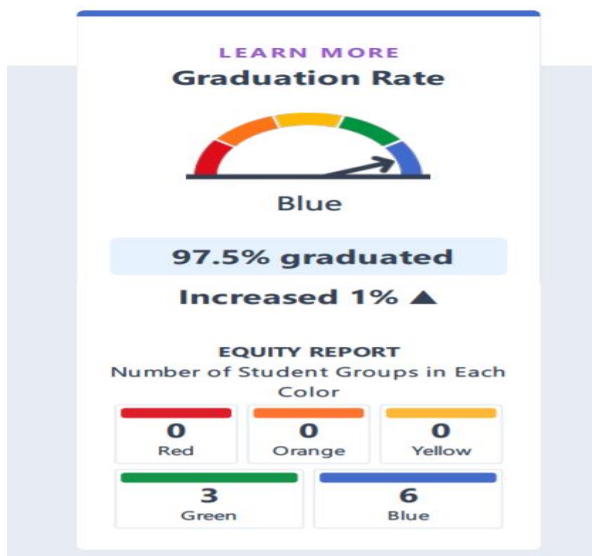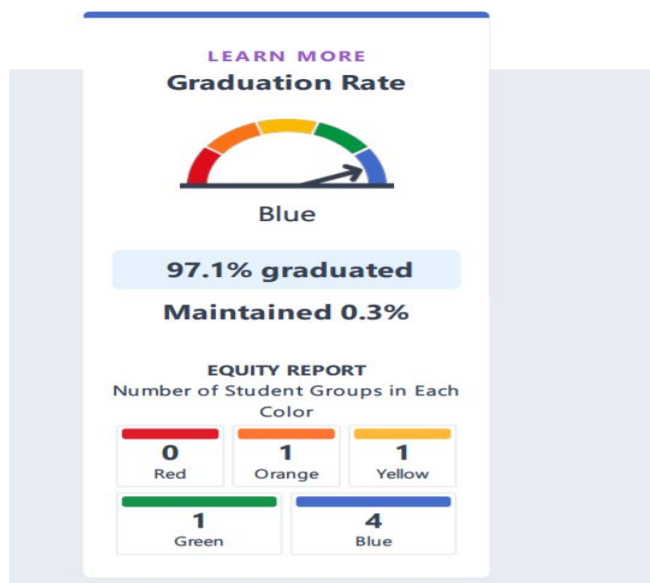
2018

Graduates by Ethnicity/Race

	2015-16				2016-17				2017-18				2018-19			
	Ayala	District	County	State	Ayala	District	County	State	Ayala	District	County	State	Ayala	District	County	State
American Indian or Alaska Native	N/A				Redacted	Redacted	(121) 63%	(2,302) 68.2%	Redacted	Redacted	(137) 66.5%	(2,203) 70.5%	*not released			
Asian	N/A				(134) 95%	(251) 94.4%	(1,036) 93.5%	(39,948) 93.1%	(158) 97.5%	(303) 95.9%)	(1,168) 92.6%	(43,984) 93.6%				
Black or African American	N/A				(30) 100%	(86) 81.9%	(2,303) 75.9%	(23,191) 73.1%	(19) 100%	(72) 83.7%	(2,290) 77.4%	(22,851) 73.3%				
Filipino	N/A				(51) 100%	(116) 99.1%	(451) 94.5%	(13,687) 93%	(54) 98.2%	(124) 96.1%	(479) 95%	(13,687) 93.1%				
Hispanic or Latino	N/A				(220) 96.1%	(1,311) 90.7%	(16,938) 83.4%	(205,887) 80.3%	(224) 98.2%	(1,119) 90.8%	(16,848) 84.2%	(212,551) 80.6%				
Native Hawaiian or Pacific Islander	N/A				Redacted	Redacted	(113) 81.3%	(2,164) 81.8%	Redacted	Redacted	(148) 84.6%	(2,132) 81.3%				
None Reported	N/A				Redacted	Redacted	(190) 40.4%	(1,734) 34.7%	(14) 100%	(112) 100%	(332) 55.6%	(2,549) 46.1%				
Two or More Races	N/A				(18) 100 %	(54) 96.4%	(429) 74.4%	(11,213) 83.8%	(20) 90.9%	(57) 91.9%	(428) 77.8%	(11,579) 84.1%				
White	N/A				(152) 97.4%	(478) 95.2%	(5,411) 84.6%	(108,399) 87.3%	(122) 94.6%	(435) 92.6	(5,059) 84.5%	(106.669) 87%				

For more recent data, see the College and Career Readiness section. Due to changes in how cohort data are collected and reported, data from 2015-16 and before cannot be compared with data from 2016-17 or later.

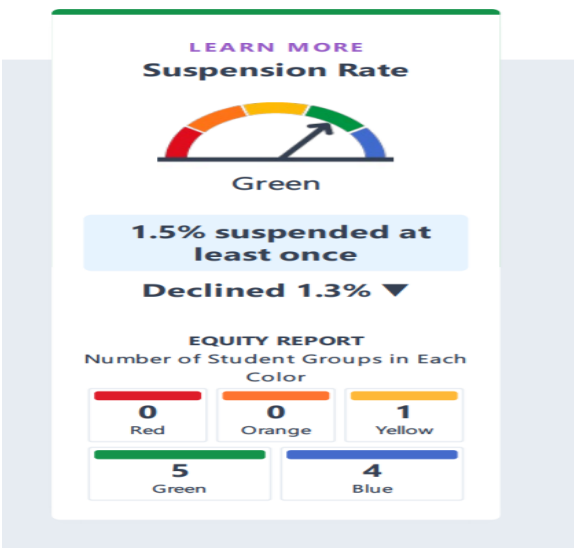○Attendance Data: Ayala consistently has an attendance rate above 95%.

○Chronic Absenteeism :

Chronic Absenteeism Rate
Ruben S. Ayala High
CDS Code 36-67678-3630522

View by ethnicity, student group, and charter status ⌄

| # | % |

Chronic Absenteeism Rate	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	N/A	N/A	N/A	5.5 %	5.1 %

Chart Notes   Source

This graph displays the number and percentage of students who have missed more than 10 percent of the school year, which is considered to be **chronically absent**. Use the menus above the graph to view data by race/ethnicity, program subgroup or by whether the students attend traditional district schools or charter schools. For more
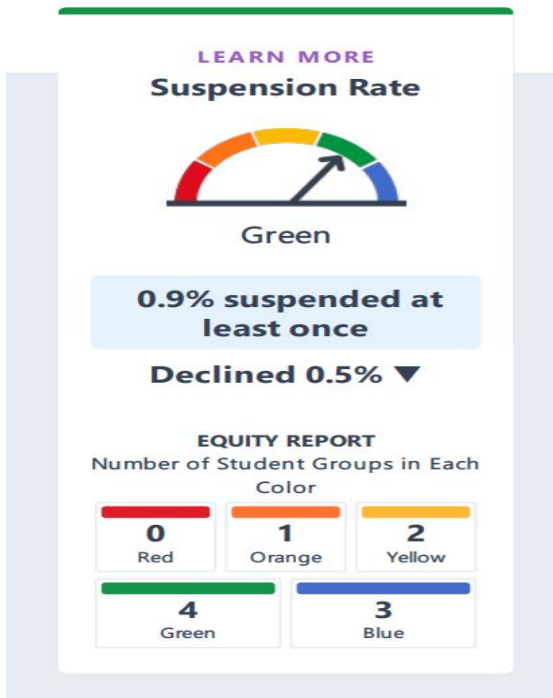
●Local Indicator:
　　○Over 90 clubs on campus (see list in school agenda)
　　○Renaissance Academic Awards
　　○United Student Body Leadership
　　○Ayala Dance Production
　　○Ayala Band and Colorguard
　　○Ayala Theater Company
　　○Over 14 sports on campus
　　○The district is adopting a "no opt-out learning environment" in the 19/20 and 20/21 school year. All students are expected to be engaged with their learning.

Priority 6: School Climate:
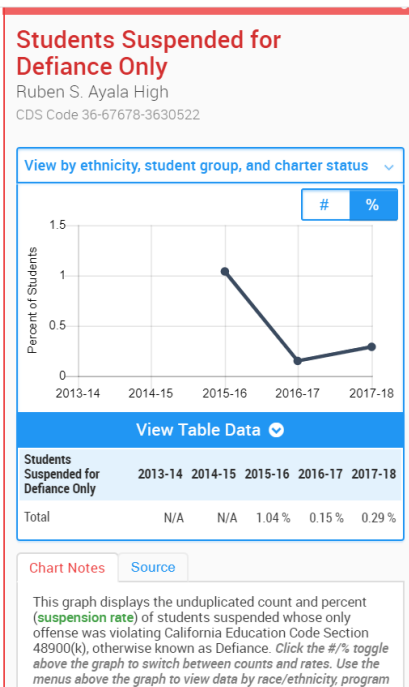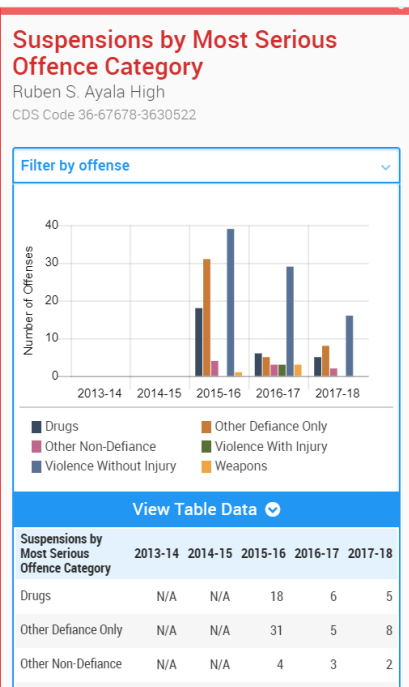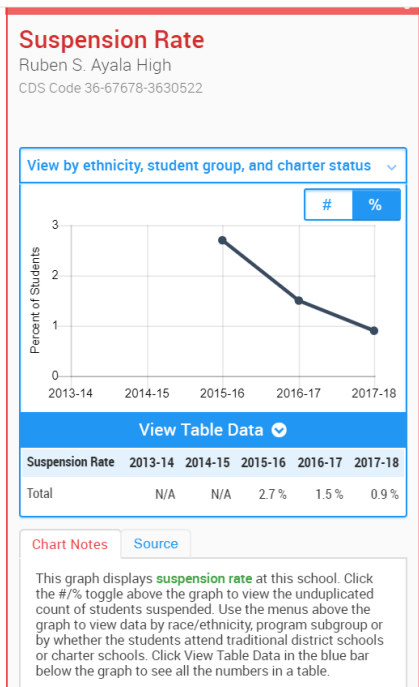●State Indicator:

LEARN MORE
Suspension Rate

Green

1.5% suspended at least once

Declined 1.3% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
5 Green	4 Blue	

2017

44

2018

Suspension Rate
Ruben S. Ayala High
CDS Code 36-67678-3630522

View by ethnicity, student group, and charter status ⌄

Suspension Rate	2013-14	2014-15	2015-16	2016-17	2017-18
Total	N/A	N/A	2.7 %	1.5 %	0.9 %

Chart Notes | Source

This graph displays suspension rate at this school. Click the #/% toggle above the graph to view the unduplicated count of students suspended. Use the menus above the graph to view data by race/ethnicity, program subgroup or by whether the students attend traditional district schools or charter schools. Click View Table Data in the blue bar below the graph to see all the numbers in a table.

Suspensions by Most Serious Offence Category
Ruben S. Ayala High
CDS Code 36-67678-3630522

Filter by offense ⌄

Legend: Drugs, Other Non-Defiance, Violence Without Injury, Other Defiance Only, Violence With Injury, Weapons

Suspensions by Most Serious Offence Category	2013-14	2014-15	2015-16	2016-17	2017-18
Drugs	N/A	N/A	18	6	5
Other Defiance Only	N/A	N/A	31	5	8
Other Non-Defiance	N/A	N/A	4	3	2

Students Suspended for Defiance Only
Ruben S. Ayala High
CDS Code 36-67678-3630522

View by ethnicity, student group, and charter status ⌄

Students Suspended for Defiance Only	2013-14	2014-15	2015-16	2016-17	2017-18
Total	N/A	N/A	1.04 %	0.15 %	0.29 %

Chart Notes | Source

This graph displays the unduplicated count and percent (suspension rate) of students suspended whose only offense was violating California Education Code Section 48900(k), otherwise known as Defiance. Click the #/% toggle above the graph to switch between counts and rates. Use the menus above the graph to view data by race/ethnicity, program

Violence With Injury	N/A	N/A	0	3	0
Violence Without Injury	N/A	N/A	39	29	16
Weapons	N/A	N/A	1	3	0
Total	N/A	N/A	93	49	31

Expulsion Rate
Ruben S. Ayala High
CDS Code 36-67678-3630522

View by ethnicity, student group, and charter status

View Table Data

Expulsion Rate	2013-14	2014-15	2015-16	2016-17	2017-18
Total	N/A	N/A	0.1 %	0.1 %	0 %

Chart Notes | **Source**

This graph displays the **Expulsion Rate** for this school. Click the #/% toggle above the graph to view unduplicated counts of students suspended. Use the menus above the graph to view data by race/ethnicity, program subgroup or by whether the students attend traditional district schools or charter schools. Click View Table Data in the blue bar

Expulsions By Most Serious Offence Category
Ruben S. Ayala High
CDS Code 36-67678-3630522

Filter by offense

■ Drugs   □ Other Defiance Only
■ Other Non-Defiance   ■ Violence With Injury
■ Violence Without Injury   □ Weapons

View Table Data

Expulsions By Most Serious Offence Category	2013-14	2014-15	2015-16	2016-17	2017-18
Drugs	N/A	N/A	1	0	0
Other Defiance Only	N/A	N/A	0	0	0
Other Non-Defiance	N/A	N/A	0	0	0
Violence With Injury	N/A	N/A	0	0	0
Violence Without Injury	N/A	N/A	2	3	0
Weapons	N/A	N/A	0	0	0
Total	N/A	N/A	3	3	0

Students Expelled for Defiance Only
Ruben S. Ayala High
CDS Code 36-67678-3630522
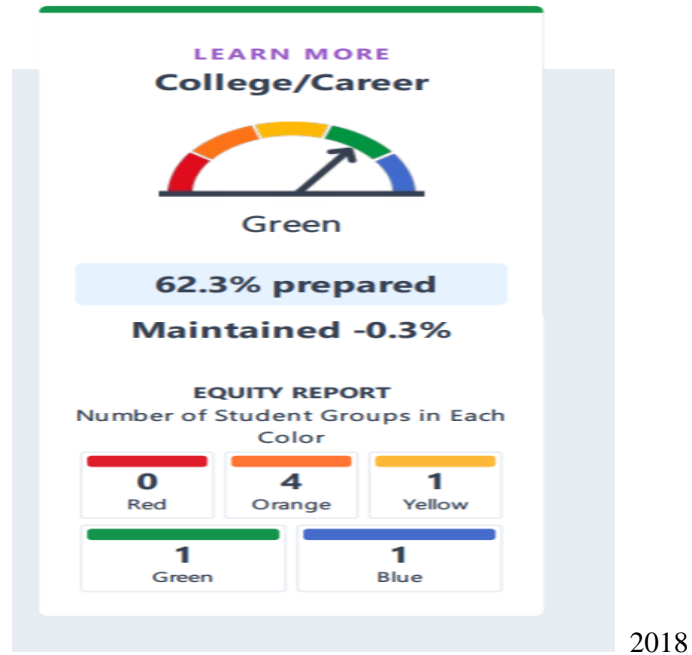
View by ethnicity, student group, and charter status

View Table Data

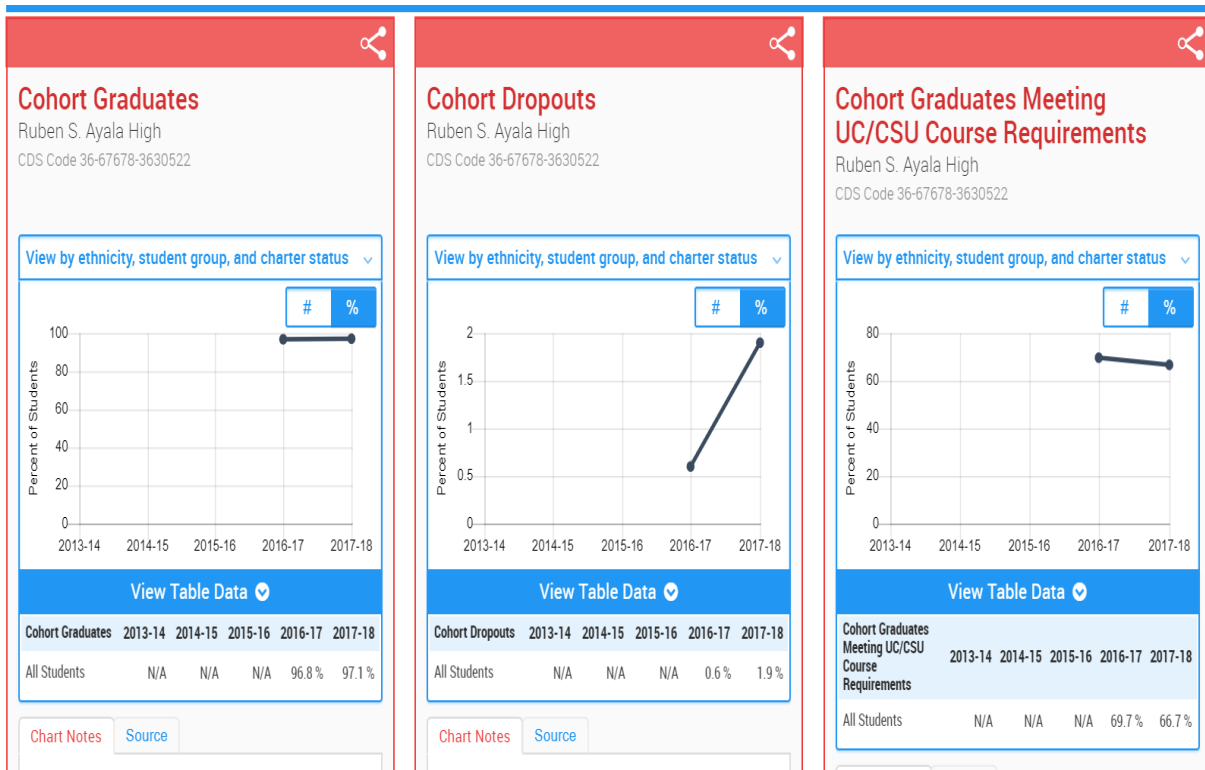| Students Expelled for Defiance Only	2013-14	2014-15	2015-16	2016-17	2017-18
Total	N/A	N/A	0	0	0

Chart Notes | **Source**

This graph displays the unduplicated count of students expelled whose only offense was violating California Education Code Section 48900(k), otherwise known as Defiance. Use the menus above the graph to view data by race/ethnicity, program subgroup or by whether the students attend traditional district schools or charter

●Local Indicator: Local Climate Survey

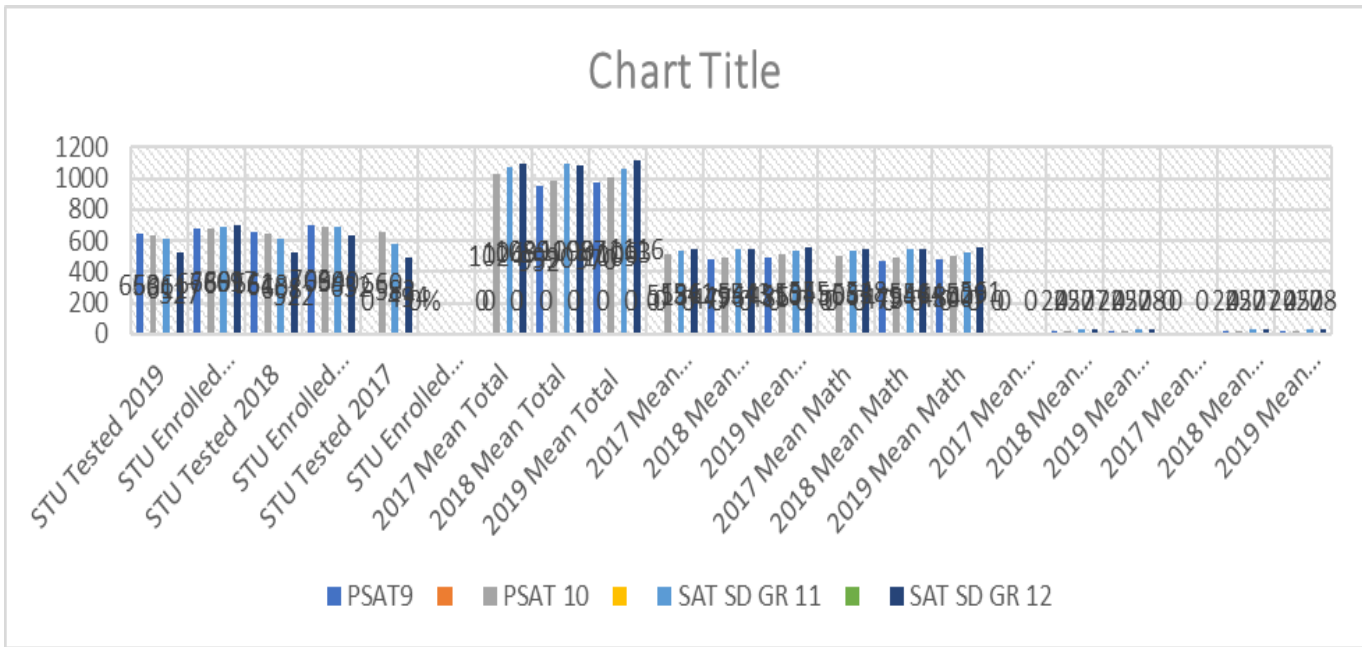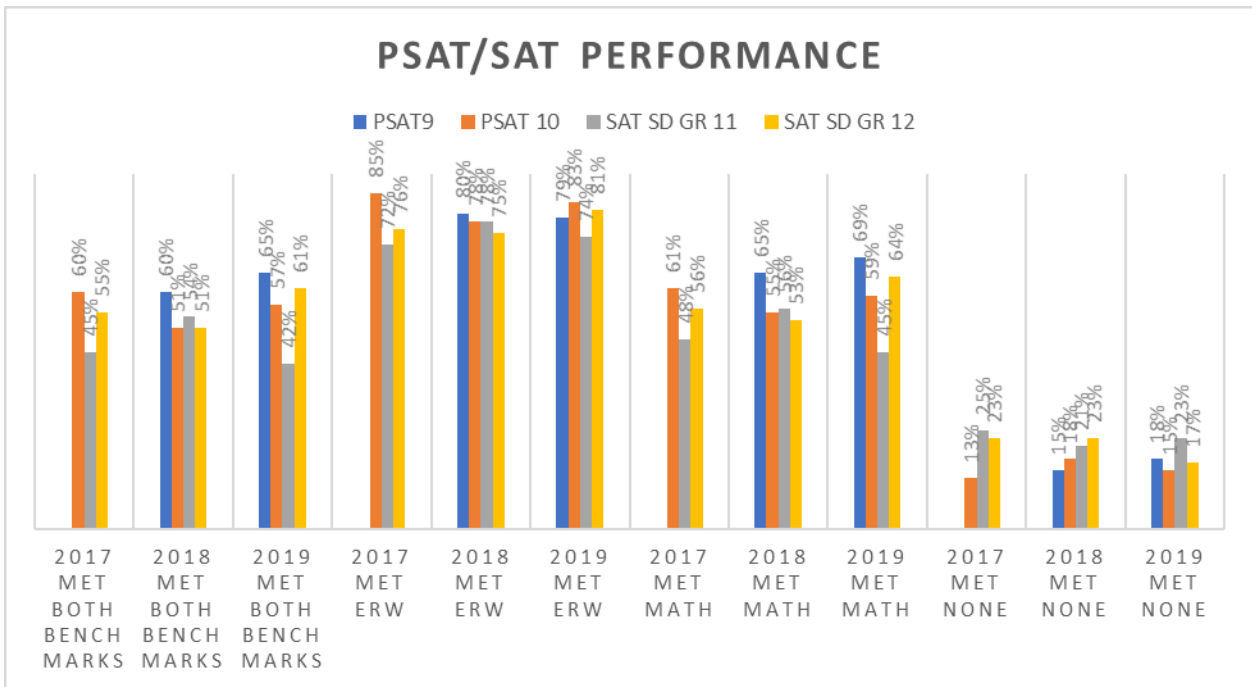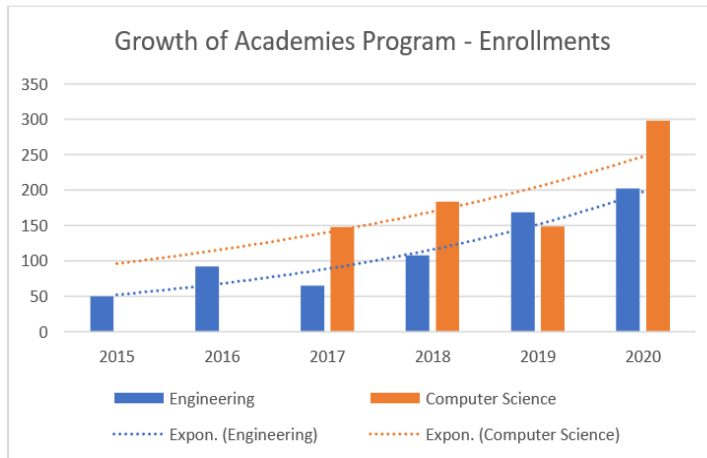Priority Seven: Access to Program of Study:
   ●State Indicator:

LEARN MORE
College/Career

Green

62.3% prepared

Maintained -0.3%

EQUITY REPORT
Number of Student Groups in Each Color

0	4	1
Red	Orange	Yellow

1	1
Green	Blue

2018

Cohort Graduates
Ruben S. Ayala High
CDS Code 36-67678-3630522

View by ethnicity, student group, and charter status

Cohort Graduates	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	N/A	N/A	N/A	96.8 %	97.1 %

Chart Notes   Source

Cohort Dropouts
Ruben S. Ayala High
CDS Code 36-67678-3630522

View by ethnicity, student group, and charter status

Cohort Dropouts	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	N/A	N/A	N/A	0.6 %	1.9 %

Chart Notes   Source

Cohort Graduates Meeting UC/CSU Course Requirements
Ruben S. Ayala High
CDS Code 36-67678-3630522

View by ethnicity, student group, and charter status

Cohort Graduates Meeting UC/CSU Course Requirements	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	N/A	N/A	N/A	69.7 %	66.7 %

PSAT and SAT Data:

AYALA HS SAT & PSAT

Three Year Comparison/ Participation Data

	STU Tested 2019	STU Enrolled 2019	STU Tested 2018	STU Enrolled 2018	STU Tested 2017	STU Enrolled 2017	2017 Mean Total	2018 Mean Total	2019 Mean Total	2017 Mean ERW & Writing	2018 Mean ERW & Writing	2019 Mean ERW & Writing	2017 Mean Math	2018 Mean Math	2019 Mean Math	2017 Mean Cross SCI	2018 Mean Cross SCI	2019 Mean Cross SCI	2017 Mean Cross HIS/SS	2018 Mean Cross HIS/SS	2019 Mean Cross HIS/SS
							(240-1440)	(240-1440)	(240-1440)	(120-720)	(120-720)	(120-720)	(120-720)	(120-720)	(120-720)	(6-36)	(6-36)	(6-36)	(6-36)	(6-36)	(6-36)
PSAT9	650	676	661	703	0	0%	0	952	970	0	477	486	0	475	484	0	24	24	0	24	24
							(320-1520)	(320-1520)	(320-1520)	(160-760)	(160-760)	(160-760)	(160-760)	(160-760)	(160-760)	(8-38)	(8-38)	(8-38)	(8-38)	(8-38)	(8-38)
PSAT 10	636	680	648	694	660		1024	990	1009	518	496	510	506	494	500		25	25		25	25
							(400-1600)	(400-1600)	(400-1600)	(200-800)	(200-800)	(200-800)	(200-800)	(200-800)	(200-800)	(10-40)	(10-40)	(10-40)	(10-40)	(10-40)	(10-40)
SAT SD GR 11	611	691	608	690	582		1069	1090	1063	536	544	534	533	546	529		27	27		27	27
							(400-1600)	(400-1600)	(400-1600)	(200-800)	(200-800)	(200-800)	(200-800)	(200-800)	(200-800)	(10-40)	(10-40)	(10-40)	(10-40)	(10-40)	(10-40)
SAT SD GR 12	527	697	522	632	494		1089	1087	1116	541	543	555	548	544	561		27	28		27	28

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PSAT/SAT PERFORMANCE

Legend: PSAT9 | PSAT 10 | SAT SD GR 11 | SAT SD GR 12

Category	PSAT9	PSAT 10	SAT SD GR 11	SAT SD GR 12
2017 MET BOTH BENCHMARKS		60%	45%	55%
2018 MET BOTH BENCHMARKS	60%	51%	51%	51%
2019 MET BOTH BENCHMARKS	65%	57%	42%	61%
2017 MET ERW		85%	72%	76%
2018 MET ERW	80%	78%	78%	75%
2019 MET ERW	79%	83%	74%	81%
2017 MET MATH		61%	48%	56%
2018 MET MATH	65%	55%	53%	53%
2019 MET MATH	69%	59%	45%	64%
2017 MET NONE		13%	25%	23%
2018 MET NONE	15%	14%	24%	23%
2019 MET NONE	18%	15%	23%	17%

Chart Title

Legend: PSAT9 | PSAT 10 | SAT SD GR 11 | SAT SD GR 12

(Categories along x-axis: STU Tested 2019, STU Enrolled..., STU Tested 2018, STU Enrolled..., STU Tested 2017, STU Enrolled..., 2017 Mean Total, 2018 Mean Total, 2019 Mean Total, 2017 Mean..., 2018 Mean..., 2019 Mean..., 2017 Mean Math, 2018 Mean Math, 2019 Mean Math, 2017 Mean..., 2018 Mean..., 2019 Mean..., 2017 Mean..., 2018 Mean..., 2019 Mean...)

	2015-16				2016-17				2017-18				2018-19			
UC/CSU Eligible Students	Ayala	District	County	State	Ayala	District	County	State	Ayala	District	County	State	Ayala	District	County	State
	N/A				(425) 69.7%	(1,251) 54.2%	(10,968) 40.6%	(203,648) 49.9%	(409) 66.7%	(1,149) 51.4%	(11,559) 43%	(208,769) 49.9%	*not released			

Growth of Academies Program - Enrollments

Priority Eight: Other Student Outcomes
- ●State Indicator: See priority 4: student outcomes
- ●Local Indicator: Ayala High School receives funding from our district, Chino Valley Unified School District, to spend on staffing, instructional resources, maintenance, etc. Our school receives approximately $40,000 through LCAP funds to ensure that the LCAP focuses are being met on campus. Ayala also received $25,000 for the Pathways program and in addition to that money, the Perkins grant provides $55,000 for the CTE programs. This funding has been used in a variety of ways, including sending our teachers to a variety of professional development conferences, including Advanced Placement training, as well as providing additional supplemental textbooks and materials for the classroom. AVID has a budget of approximately $20,000 which is provided through the CVUSD district. This money goes towards hiring tutors, going on college visits, and providing additional training for teachers.
- ●

Self-Study

Over the course of the self-study year we had staff and students partake in a survey that focused on the five elements that we are continually seeking to improve: communication, culture, professional development, data, and collaboration. The results of these surveys were analyzed looking for trends and/or anomalies in the collection of information. Positive and negative trends that we saw from the survey consist of:

Data:
- •Teachers are using data to reteach concepts and review concepts within their classrooms. After an assessment, most teachers take time to review what the assessment has shown.
- •Students felt that teachers needed to provide faster feedback on assessments and assignments.

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- Students felt that they needed to be better prepared for the PSAT and SAT.

Professional Development:
- There are consistent practices being used throughout different classrooms as a result of professional development training. Examples of these consistent practices include Cornell Notes and close reading.
- The survey results showed that while there was consistency and collaboration amongst departments in consistent practices, there needs to be more commonalities school wide.
- There needs to be more technology and technology professional development (for staff and students) provided.

Collaboration:
- Group projects and sitting in collaborative group seating is being used consistently throughout classrooms across campus. Collaboration amongst students is very evident throughout the different classrooms.
- Teacher collaboration is not always obvious to the students. In some departments it is very obvious (math classes assign common formative assessments, etc.) while in other departments the collaboration amongst teachers is not as clear.
- Students felt that foundational skills are built upon in later classes and that the rigor increases as the levels go up.

Communication:
- Teachers use Aeries consistently.
- Announcements and the website provide information about upcoming school events.
- We need better Wi-Fi to allow communication to occur seamlessly.
- Students asked for an Ayala application on their phones to provide information with frequent updates.

Culture:
- The survey results showed that staff and students agree that there are high expectations for all students and that all students have the opportunity to get involved on campus.
- Students felt that there needs to be more follow up on involvement opportunities outside of Club Rush and the beginning of the school year.

Self-Study Implications:

Critical Academic Need #1:

Ayala High School must expand technological resources to ensure growth for all levels of student performance in regards to 21st century skills and state testing.

Both students and staff outlined in the survey that Ayala is lacking in technological resources. Our

students are encouraged to use technology to collaborate and study, but we do not provide them with any resources to help in this matter. Staff and students are growing in their technological skill, but not everyone is growing at the same rate due to the lack of resources. During the self-study, we asked what road blocks for success were visible as far as communication and/or professional development were concerned. The commonality that came up was the lack of technology and technology professional development. Staff want to utilize technology within their classroom, but not all feel equipped with the knowledge or skill to make this a staple of their educational practice. Students want to use technology throughout the day, but we lack access to technology on campus for our students. Currently there are not enough computers on campus. Ayala is equipped with one computer lab (with outdated computers) and 7 computer carts to service over 2700 students. There is a lot of data to be discussed from different online tests, but we do not currently have the infrastructure to support giving the assessments. The need for more technology can be seen in our CAASPP scores. The more access to technology provided for the students to practice the skills required on high stakes tests, we believe the better the students will perform. The simple lack of computers is inhibiting the growth of Ayala's students. Most of our teachers utilize the Aeries gradebook system, but with better Wi-Fi and access to technology, the hope is that all teachers would utilize the system and update their gradebooks more often.

Critical Academic Need #2:

Ayala High School must refine its process to ensure academic collaboration within and between disciplines and devote necessary resources to carry out its effectiveness, especially in creating commonalities that span school wide and not just department.

AHS has taken huge strides in data analysis to drive instruction as we systematically review many layers of data each year. We look at CAASPP tests results, CELDT scores, grade point averages, D/F statistics, individual teacher as well as department trends from standardized testing and common assessments. We have improved our communication as now nearly 100% of the staff utilizes email, school web technology, and on-line grades to communicate more effectively with parents. We attribute widespread student success over the past three years to collaborative efforts to align curriculum and create common lessons and assessments. We have participated in many professional development days and training where our teachers have been provided instructional practices that span across different content areas. Cornell notes and close reading are skills that are now being taught within all subject matters. The hope is that all teachers will be utilizing these different practices, so students have consistency amongst their teachers regardless of the content. We acknowledge that we still have much growth to make in this area. According to the self-study, teacher collaboration is not always evident to the students. We would like to see the discrepancy disappear. Departments have become very consistent, but we would like to see collaboration and consistency amongst the entire staff and not just departments. This need for further collaboration is the second critical academic need.

Understanding how to effectively collaborate became the emphasis of the 2018-2019 school year as directed by Chino Valley Unified School District. The vast majority of teachers are interested in effective collaboration. We have created a system by which ongoing participation in collaboration among all stakeholders including students, teachers, school administrators, parents, and the School Site Council is continually improving and we recognize the need to consistently create times for collaboration. We have made significant progress in the area of collaboration already during the 2018-19 school year during weekly common planning time within departments and we would like to see this developed into more inter-disciplinary collaboration.

Critical Academic Need #3:

Ayala High School must continue to refine and expand programs to ensure student achievement for all levels of student performance. This includes Advanced Placement, AVID, Special Education, ELD, and interventions for academically struggling students as well as students struggling with social or emotional issues.

Ayala students show academic success, but there is room for improvement. The D/F data shows that we do not have a lot of students failing, but that we still have a group of students that require more interventions to achieve success. The self-study confirmed the effectiveness of expanding the Advanced Placement program. As many sections and course offerings have been added to the master schedule, more students are receiving access to these rigorous classes. We believe we must continue to support and fund the needs of this high achieving population. Our hope at Ayala is that all students are exposed to AP courses and that by the end of their academic career here they will have taken 2 AP classes. Each year of the previous 4 years has increased the course offerings of AP courses as well as the increased number of sections for honors and AP students. We hope to deepen the scope of these classes as more teachers are given the opportunity to be readers for the College Board. We also acknowledge the effectiveness of the support of the Special Education subgroup. We continue to move special education and struggling students into rigorous classrooms with the general education student population. student. However, we also realize we must find ways to motivate, challenge, and support our students in the middle. Due to the size of our special education population, we ask whether or not this student population is experiencing growth and success at similar rates as the general education population. Our Special Education population has experienced growth; however, we are seeing some stagnation in the Special Education test scores over the last two years. This stagnation has led to us questioning why this is occurring. As a way of hopefully elevating the students are scores, the collaborative teacher and general education teacher roles became more defined. The same special education professional is now working with the same general education teacher throughout the day. The hope is the consistency of professionals will allow for a deeper understanding of the material and more understanding of the needs of the students within the class. The hope is that with this consistency the educators can provide the necessary academic interventions for these students and there will be growth evident in their test scores. We also noticed some of the same issues with the math test scores. As a result, math teachers were given a common prep based on the level of math they taught. This time is to be utilized to go over best practices, trainings, and common formative assessments. The hope is that the teachers can provide resources to one another that will help the academically struggling students.

In 2019, we revamped our approach to ELD courses. We wrote new courses and had them a-g approved. The NEW ELD placement to better serve our students is as follows:

Emerging ELD:

Emerging ELD is a one-year English Language Development course specifically designed to accelerate language acquisition for students who have been in the United States for less than a year and have been identified by the state language proficiency assessment as Novice. Emerging ELD is the first in a new sequence of English Language Development courses intended to create a pathway to English Language proficiency. This new pathway to language proficiency replaces the previous ELD 1-5 courses.

Expanding ELD:

Expanding English Language Development (ELD) A fulfills a language development requirement for

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students acquiring English as a second language. Students increase their understanding of how to use English in a variety of contexts. The course ensures students can use English to learn and communicate about a range of topics and academic content areas. Expanding ELD A is the second course in a new sequence of English Language Development courses intended to create a pathway to English Language proficiency. This new pathway to language proficiency replaces the previous ELD 1-5 courses.

High School
ELD Course Placement Guide
Chino Valley Unified School District

Emerging ELD Course Placement Guide	Expanding ELD A Course Placement Guide	Expanding ELD B Course Placement Guide
1. For beginning English Language Learners who have been in the country less than one year and have ELPAC initial score of "Novice". 2. Designed as an intensive two period block course that provides substantial linguistic support. Students **will not** be placed in a grade level English course.	1. Designed for students who have already completed the Emerging ELD course **OR** have completed one year of ELD in another school or district and scored performance level 1-3 on the ELPAC Summative assessment **OR** have scored Intermediate Performance level on the Initial ELPAC assessment. 2. This is a one period course that will provide moderate linguistic support. 3. Student must be assigned to their grade level English course along with this ELD course.	1. Designed for students who need additional language support **AND** have already completed Expanding ELD A Course or two years of ELD in another school or district **AND** scored performance level 3 or below on the ELPAC summative assessment with a scale score maximum of 1556. 2. This is a one period course that will provide light linguistic support. 3. Student must be assigned to their grade level English course along with this ELD course.

*Up to one year of Expanding ELD A **or** Expanding ELD B may be used to meet UC/CSU 'b' English requirement.*

A 504 is a medical accommodation plan, not an IEP (teachers keep 504 accommodations all year, separate from IEPs). Teachers are asked to pick accommodations up within 5 working days of receiving a student, and are invited to attend yearly meetings to review accommodations for the students on 504 plans. In the 2018-2019 school year there were 90 students on 504 plans.

We continue to look at academic interventions. Through MTSS-A there is an intervention plan in place. Tier 1 interventions ensure parent access to the Aeries portal to check grades, informing parents of tutoring options that are available, teachers and counselors meeting with students and parents that have Ds or Fs at the six and twelve week grading periods. Tier II interventions include SST (student study team) meeting, placement in a study skills class, small group instruction, case-carrier or EL coordinator follow-up, alternative education options such as credit recovery, summer school, adult school, and parent conference with the teacher and/or counselor. Tier III accommodations include putting the student in a support class, special education referral, or entering the student into the Read 180 intensive class. The data shows that academically our students are performing, but there needs to be more opportunity for interventions for those students who are not up to par. The district has developed a plan to implement more intervention within the school day. The idea is that teachers will administer a common formative assessment, come back and discuss the CFA the next day and see areas where students struggle. The following day, teachers would have an intervention day for students. Students would be broken up by areas they struggled in on the CFA. The students would then be sent to a teacher to work on that essential standard. Teachers would be teaching lessons based on areas where they were strong. If students are deemed proficient in all areas, they would be completing an enrichment activity for the period with a teacher. Although this is the plan, we are not there yet at Ayala. We have begun administering CFAs and

discussing the data, but we are not at the intervention plan yet.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	635	630	675	607	608	649	597	608	649	95.6	96.5	96.1
All Grades	635	630	675	607	608	649	597	608	649	95.6	96.5	96.1

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2629.	2634.	2649.	36	38.65	43.76	35	31.74	33.13	17	17.43	13.87	12	12.17	9.24
All Grades	N/A	N/A	N/A	36	38.65	43.76	35	31.74	33.13	17	17.43	13.87	12	12.17	9.24

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	39	44.88	48.69	48	39.27	41.14	13	15.84	10.17
All Grades	39	44.88	48.69	48	39.27	41.14	13	15.84	10.17

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	47	50.74	55.16	37	35.09	34.67	16	14.17	10.17
All Grades	47	50.74	55.16	37	35.09	34.67	16	14.17	10.17

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	28	30.81	36.67	61	56.51	55.47	11	12.69	7.86
All Grades	28	30.81	36.67	61	56.51	55.47	11	12.69	7.86

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	48	45.38	47.15	41	44.72	40.99	11	9.90	11.86
All Grades	48	45.38	47.15	41	44.72	40.99	11	9.90	11.86

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	635	630	675	599	609	646	593	609	646	94.3	96.7	95.7
All Grades	635	630	675	599	609	646	593	609	646	94.3	96.7	95.7

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2604.	2619.	2631.	17	19.21	26.32	26	30.87	28.95	29	24.14	23.22	28	25.78	21.52
All Grades	N/A	N/A	N/A	17	19.21	26.32	26	30.87	28.95	29	24.14	23.22	28	25.78	21.52

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	29	34.65	41.95	39	33.83	31.42	33	31.53	26.63
All Grades	29	34.65	41.95	39	33.83	31.42	33	31.53	26.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	18	23.81	29.26	54	47.78	48.30	28	28.41	22.45
All Grades	18	23.81	29.26	54	47.78	48.30	28	28.41	22.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	25	26.44	29.26	59	58.95	54.18	16	14.61	16.56
All Grades	25	26.44	29.26	59	58.95	54.18	16	14.61	16.56

2016-17 Smarter Balanced
Performance Summary
ELA (Summative): All Grades

Site: **Ruben S Ayala High School**
Roster Date: **16-17 | S**
Grades: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **All**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**

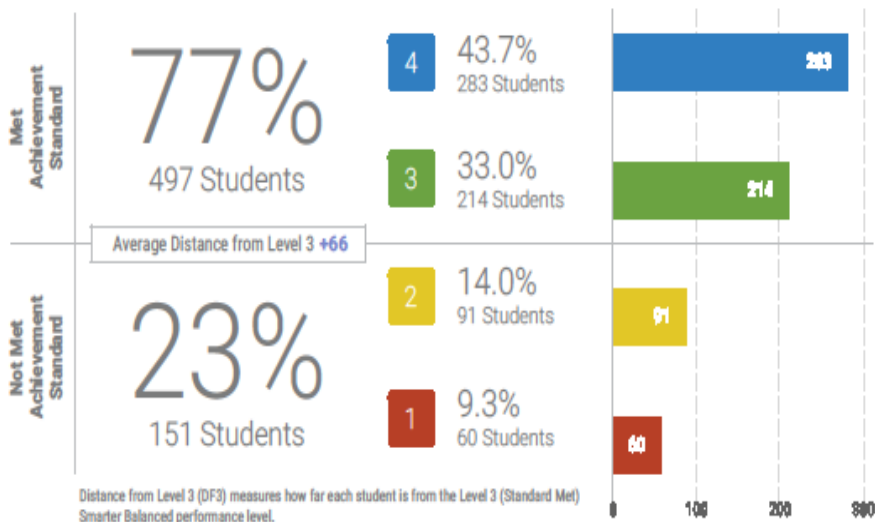More information about this report can be found at help.illuminateed.com.
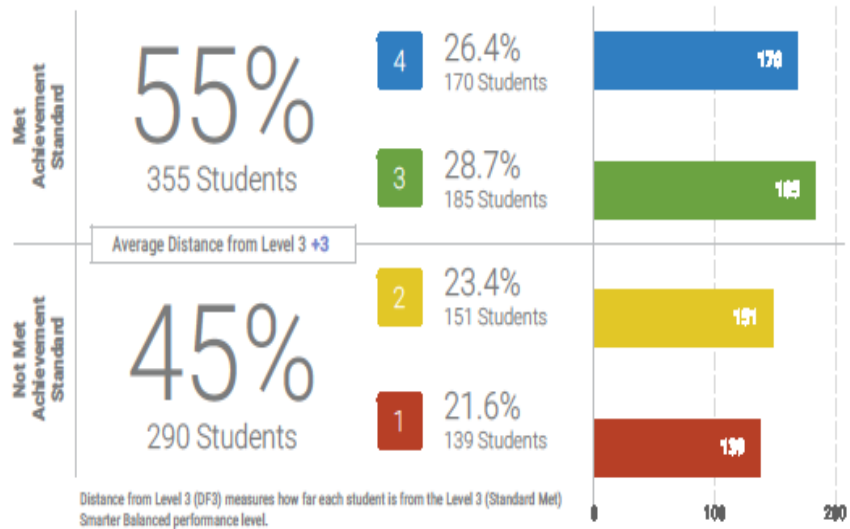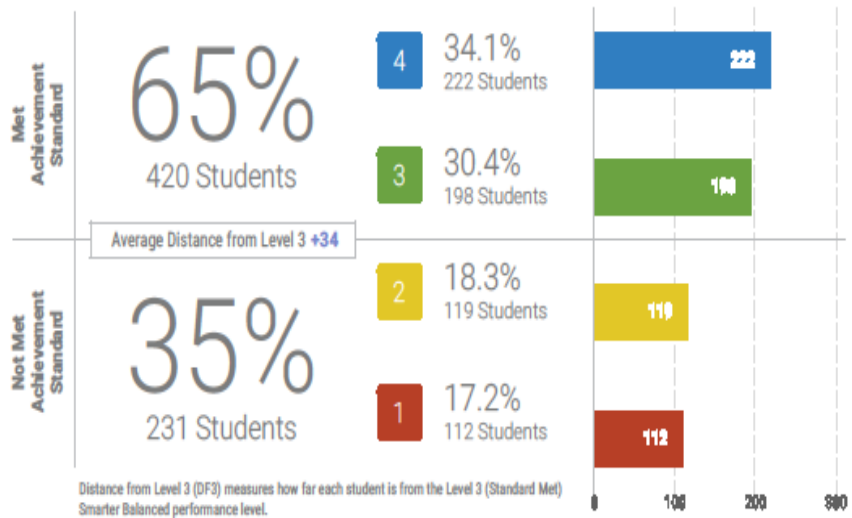
Overall Score Levels
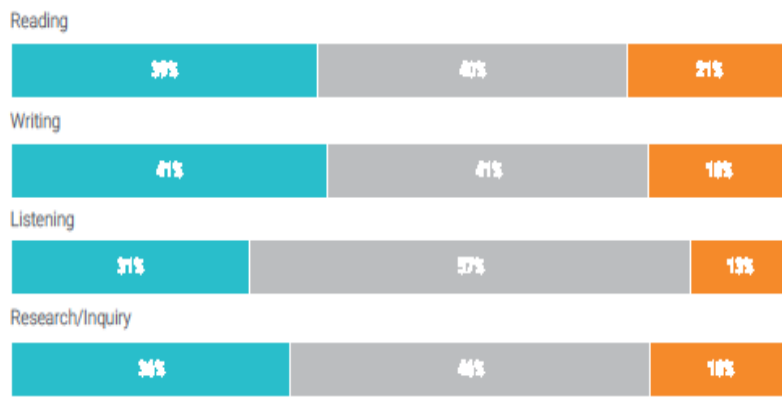| 4 | **Standard Exceeded** |
3	**Standard Met**
2	**Standard Nearly Met**
1	**Standard Not Met**

Claim Score Levels
Above Standard
Near Standard
Below Standard
No score/Not taken

Generated on 09/17/2019
by Illuminate Education

Overall Performance: 607 students
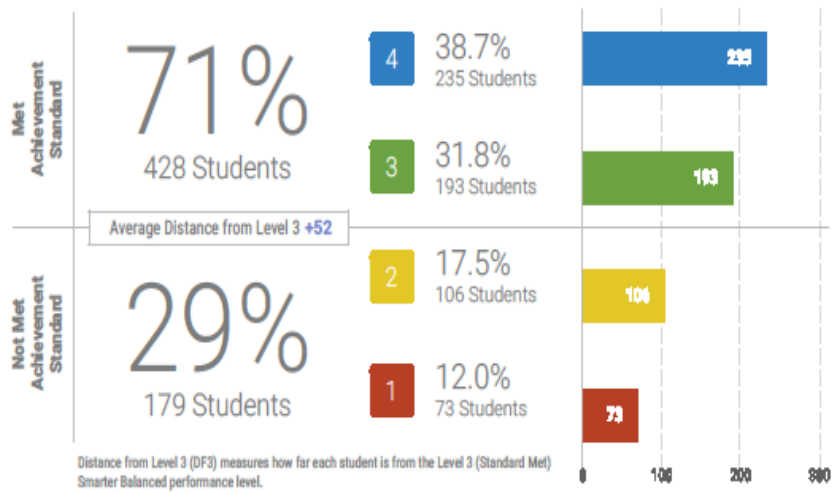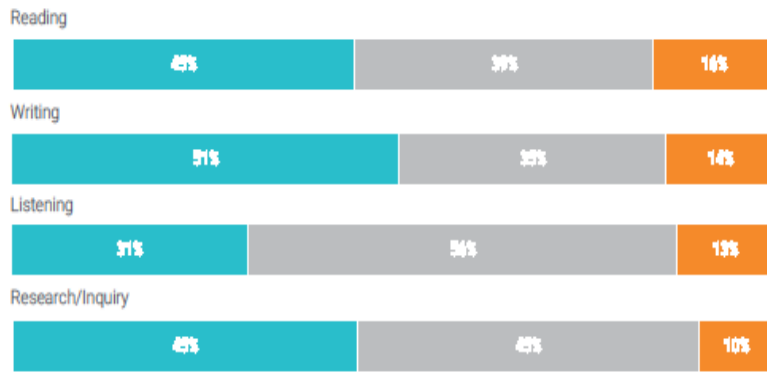
Met Achievement Standard

71%
428 Students

| 4 | 38.7% — 235 Students |
| 3 | 31.8% — 193 Students |

Average Distance from Level 3 **+52**

Not Met Achievement Standard

29%
179 Students

| 2 | 17.5% — 106 Students |
| 1 | 12.0% — 73 Students |

Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level

Reading

| 49% | 35% | 16% |

Writing

| 51% | 35% | 14% |

Listening

| 31% | 56% | 13% |

Research/Inquiry

| 45% | 45% | 10% |

ADDITIONAL FILTERS APPLIED: Students: **All Students**   Addl Student Group: **All Students**   Courses: **All Courses**   Classes: **All Classes**

2016-17 Smarter Balanced
Performance Summary

Math (Summative): All Grades

Site: **Ruben S Ayala High School**
Roster Date: **16-17 | S**
Grades: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **All**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.
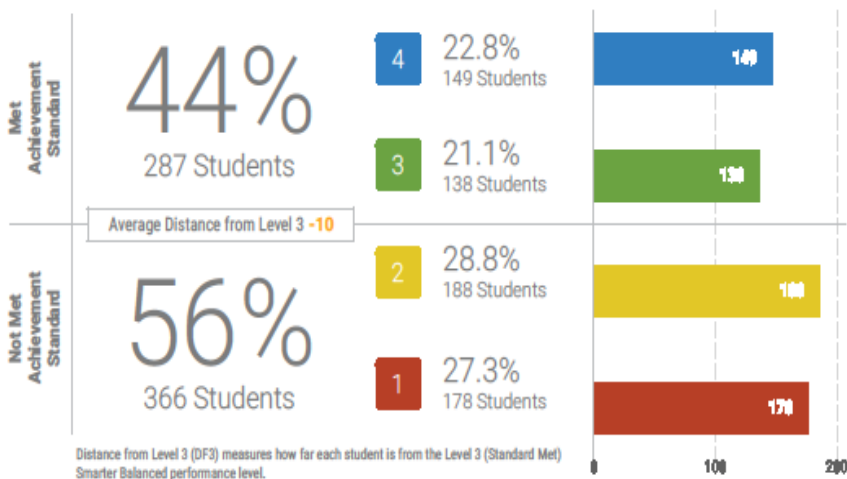
Overall Score Levels
4 **Standard Exceeded**
3 **Standard Met**
2 **Standard Nearly Met**
1 **Standard Not Met**

Claim Score Levels
Above Standard
Near Standard
Below Standard
No score/Not taken

Generated on 09/17/2019
by Illuminate Education

Overall Performance: 609 students
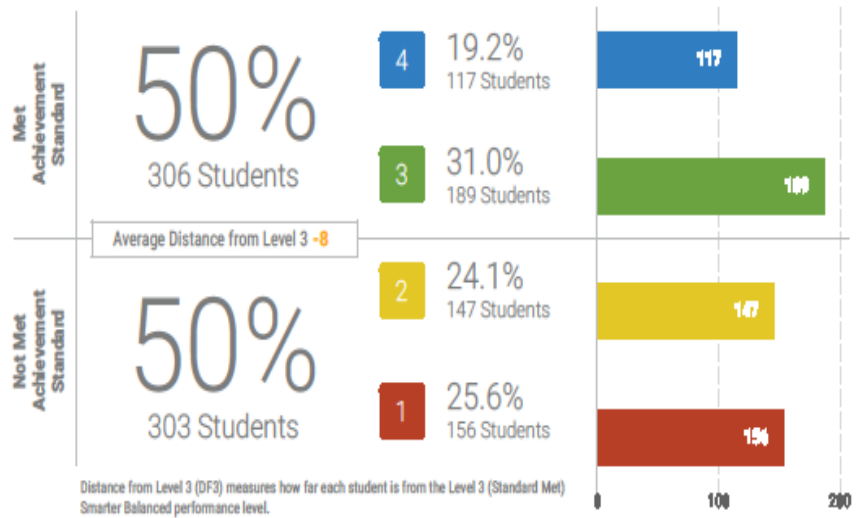
Met Achievement Standard

50% 306 Students

4 — 19.2% — 117 Students — 117

3 — 31.0% — 189 Students — 189

Average Distance from Level 3 **-8**

Not Met Achievement Standard

50% 303 Students

2 — 24.1% — 147 Students — 147

1 — 25.6% — 156 Students — 156

Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level

Concepts & Procedures
35% | 34% | 31%

Problem Solving & Modeling/Data
24% | 48% | 28%

Communicating Reasoning
26% | 59% | 14%

ADDITIONAL FILTERS APPLIED: Students: All Students Addl Student Group: All Students Courses: All Courses Classes: All Classes

2017-18 Smarter Balanced

Performance Summary

ELA (Summative): All Grades

Site: **Ruben S Ayala High School**
Roster Date: **17-18 | S**
Grades: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **All**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels

4 **Standard Exceeded**
3 **Standard Met**
2 **Standard Nearly Met**
1 **Standard Not Met**

Claim Score Levels

Above Standard
Near Standard
Below Standard
No score/Not taken

Generated on 09/17/2019
by Illuminate Education

Overall Performance: 648 students

Met Achievement Standard

77%
497 Students

4 | 43.7% 283 Students
3 | 33.0% 214 Students

Average Distance from Level 3 **+66**

Not Met Achievement Standard

23%
151 Students

2 | 14.0% 91 Students
1 | 9.3% 60 Students

Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level

Reading

49%	41%	10%

Writing

55%	35%	10%

Listening

37%	56%	8%

Research/Inquiry

47%	41%	12%

ADDITIONAL FILTERS APPLIED: Students: All Students   Addl Student Group: All Students   Courses: All Courses   Classes: All Classes

60

2017-18 Smarter Balanced

Performance Summary

Math (Summative): All Grades

Site: **Ruben S Ayala High School**
Roster Date: **17-18 | S**
Grades: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **All**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Performance: 645 students

Met Achievement Standard

55%
355 Students

| 4 | 26.4% 170 Students |
| 3 | 28.7% 185 Students |

Average Distance from Level 3 **+3**

Not Met Achievement Standard

45%
290 Students

| 2 | 23.4% 151 Students |
| 1 | 21.6% 139 Students |

Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Overall Score Levels

4	**Standard Exceeded**
3	**Standard Met**
2	**Standard Nearly Met**
1	**Standard Not Met**

Claim Score Levels

- **Above Standard**
- Near Standard
- **Below Standard**
- **No score/Not taken**

Generated on 09/17/2019
by Illuminate Education

Claim Performance: Percent of Students at Each Level

Concepts & Procedures

| 42% | 31% | 27% |

Problem Solving & Modeling/Data

| 29% | 48% | 22% |

Communicating Reasoning

| 29% | 54% | 17% |

ADDITIONAL FILTERS APPLIED: Students: All Students   Addl Student Group: All Students   Courses: All Courses   Classes: All Classes

2018-19 Smarter Balanced
Performance Summary
ELA (Summative): All Grades

Site: **Ruben S Ayala High School**
Roster Date: **18-19 | S**
Grades: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **All**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels
- **4** **Standard Exceeded**
- **3** **Standard Met**
- **2** **Standard Nearly Met**
- **1** **Standard Not Met**

Claim Score Levels
- **Above Standard**
- Near Standard
- **Below Standard**
- No score/Not taken

Generated on 09/17/2019
by Illuminate Education

Overall Performance: 651 students

Met Achievement Standard

65%
420 Students

- **4** 34.1% 222 Students
- **3** 30.4% 198 Students

Average Distance from Level 3 **+34**

Not Met Achievement Standard

35%
231 Students

- **2** 18.3% 119 Students
- **1** 17.2% 112 Students

Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level

Reading

| 39% | 40% | 21% |

Writing

| 41% | 41% | 18% |

Listening

| 31% | 57% | 13% |

Research/Inquiry

| 38% | 44% | 18% |

ADDITIONAL FILTERS APPLIED: Students: **All Students** Addl Student Group: **All Students** Courses: **All Courses** Classes: **All Classes**

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2018-19 Smarter Balanced
Performance Summary

Math (Summative): All Grades

Site: **Ruben S Ayala High School**
Roster Date: **18-19 | S**
Grades: **All**
English Proficiencies: **All**
Reported Race: **All Reported Races**
Gender(s): **All**
Special Education: **Special & Non Special Ed**
Socio-Economic: **SED & Not SED**

More information about this report can be found at help.illuminateed.com.

Overall Score Levels
4 **Standard Exceeded**
3 **Standard Met**
2 **Standard Nearly Met**
1 **Standard Not Met**

Claim Score Levels
Above Standard
Near Standard
Below Standard
No score/Not taken

Generated on 09/17/2019
by Illuminate Education

Overall Performance: 653 students

44%
287 Students

56%
366 Students

4	22.8% 149 Students
3	21.1% 138 Students
	Average Distance from Level 3 **-10**
2	28.8% 188 Students
1	27.3% 178 Students

Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level

Concepts & Procedures

| 34% | 30% | 36% |

Problem Solving & Modeling/Data

| 25% | 49% | 26% |

Communicating Reasoning

| 27% | 52% | 21% |

ADDITIONAL FILTERS APPLIED: Students: All Students   Addl Student Group: All Students   Courses: All Courses   Classes: All Classes
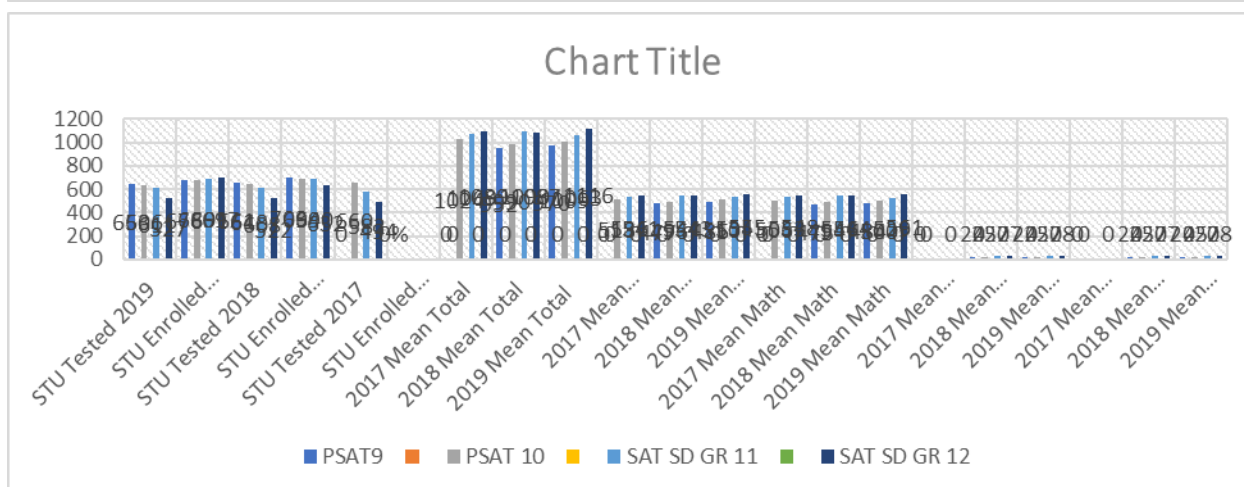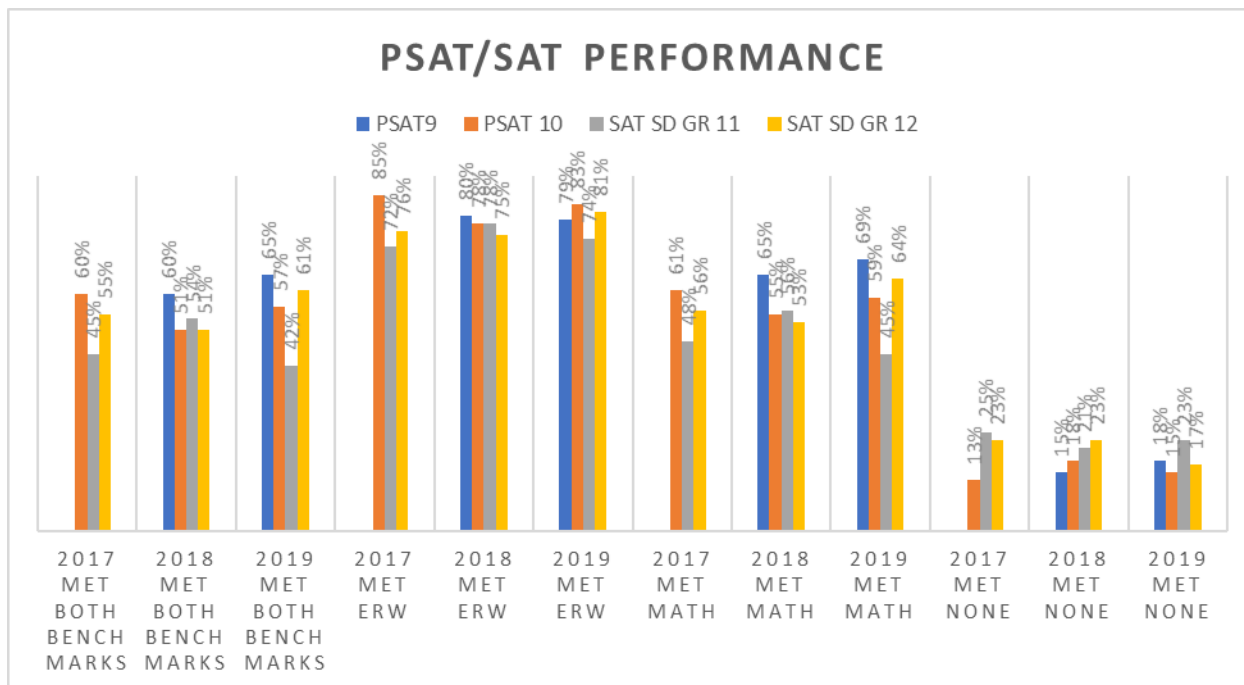
The creation of interventions for students who are struggling with behavior and/or social or emotional needs is an ongoing process. Using the information provided by the California Department of Education dashboard, administrators and counselors have sat down to try and come up with ways to intervene with students who are behavior issues. A big question being asked, is how effective are the old ways of dealing with behavior issues? Does suspending a student result in a change of behavior? What are some other ways student behavior can be addressed? In order to help administration answer these questions, a PBIS (positive behavior intervention strategy) team has been created. This team is looking to set behavior expectations across campus and provide incentives for students to show positive behavior as opposed to consequences after negative behavior. To help with interventions for social and emotional needs, Ayala has an intervention counselor that works with students who exhibit troublesome or worrisome behaviors. The use of these intervention strategies is an ongoing process of collaboration that needs to be continued and refined as the year goes on. We want all students to understand what it means to be G.R.E.A.T. at Ayala. Ayala needs to continue to define its process of intervention for students struggling with behavior, social, or emotional needs.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2018 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		1.5%	None
English Learner Progress (1-12)		99%	None
Graduation Rate (9-12)		97.5%	None
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

While our overall suspension rate is low it is essential that we continue to develop alternatives to suspension by creating more options through MTSS-B. We need to continue to ensure that all students are supported and appropriately placed in alternative education when necessary in order to improve our overall graduation rate.

Focus-Group Questions:
1. How is technology effectively used at Ayala to increase student learning? What needs to change at Ayala in terms of technology to be on par with other successful high schools?
2. What collaboration is happening within your department and what effect has that had on student learning? What are some next steps we could take to increase cross-curricular collaboration?
3. What examples would students give that demonstrate Ayala's G.R.E.A.T. vision? What academic interventions are being utilized within your classroom? What opportunities are available for high achieving students? What does PBIS look like on our campus?

Chapter III: Self-Study Findings

For each category of criteria include:
1. **A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the major student learner needs**
2. **A list of strengths**
3. **A list of prioritized growth areas.**
   → **Note: The five criteria categories are:**
   A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
   B. Standards-based Student Learning: Curriculum
   C. Standards-based Student Learning: Instruction
   D. Standards-based Student Learning: Assessment and Accountability
   E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by visiting committee. This includes samples of representative student work that have been analyzed.

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

A1. Vision and Purpose Criterion

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

> **Online Programs: iNACOL Standard A: Mission Statement**: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
Ayala High School has a clearly established and recently updated coherent vision and purpose. The school was founded on the principle of "The World's Greatest High School" over twenty years ago. In 2017 we informally embraced this motto once again. Since then, we have had a series of conversations in our faculty,	**Posters in classrooms** **Staff survey** **Staff t-shirts** **Weekly video announcements to**

department chair, and department meetings examining ways to revive our culture of high expectations. We found through these conversations that stakeholders felt we still should adhere to the vision set out earlier. While some of the language may have changed, we still felt that our students should strive to be G.R.E.A.T. and we should still strive to be "The World's Greatest High School". Our acronym for the term "G.R.E.A.T.: Growth, Respect, Excellence, Accountability, and Teamwork to represent our core values, reflects high expectations for all. During the 2017-2018 school year, a group of staff members attended PBIS training where we re-examined our vision and purpose. After attending the training, surveys were sent out to all staff members seeking information about updating our vision and purpose. After numerous meetings, our G.R.E.A.T. acronym was revitalized. Using a common language and developing a common vision have been the groundwork for our current success. The G.R.E.A.T. acronym represents the core values for the school and was developed through a series of meetings. These values and our mission statement are revisited each year as part of the on- going process of evaluation of student achievement. The acronym is also stated weekly through the video announcements to make our students aware of the vision and language. During the meetings to discuss vision and mission, we adopted a more simplistic and comprehensive statement of the goal of Ayala High School. Our mission is to provide each student with the necessary skills, knowledge, confidence, and characteristics to be successful now and in the future. We refer commonly to the mission as simply GREAT.

reinforce GREAT to all students

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Years ago parent surveys indicated that our parent population did not understand the significance of our previous vision. Even when we had detailed expected outcomes of each of the then current words in our acronym GET REAL. It was clear to the teaching staff and leadership that we needed to simplify the goals. Eight years ago we held numerous discussions in staff meetings as well as department meetings and polled the students on what they understood our long term expectations to include. Two years ago we revisited these conversations with staff and students. We decided to maintain the acronym GREAT: Growth, Respect, Excellence, Accountability, and Teamwork as these clearly reflected our CORE values for standards for all of Ayala High	**Posters in classrooms and on campus** **Staff survey** **Staff t-shirts** **Weekly video announcements to reinforce GREAT to all students**

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School, staff and student. In the 2019-2020 school year, Ayala has also implemented the Be Safe, Be Responsible, Be Respectful motto. Around campus there are posters that show behavior expectations that reflect this model of positive behavior.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
The majority of the revision and definition of our vision and schoolwide learning outcomes occurred during our Common Planning Time (CPT) on Monday mornings while the students start school late. Keeping the acronym simple became our priority so that all stakeholders could understand the goals for ALL of Ayala High School. Student representatives from the leadership team also helped communicate the importance of understanding GREAT the Ayala High School way. In the 2018-2019 school year, student representatives went to their assigned homeroom and reminded students what GREAT looks like here at Ayala through announcements. Students reported character examples such as removing of the hat from the head in the classroom to show respect. Teamwork was portrayed in athletics as well as academic projects and musical productions in which so many students participate.	**Staff surveys** **Posters in classrooms** **Agendas of School Site Council, PTSA, CPT** **AP data compiled during self-study** **Master schedule** **California Distinguished School Report and Award**

Each year since the revision in the 2009-2010 school year, we begin the school year with a look back at the history of our school. We educate new teachers as to the great heritage we have with over 20+ years of educational excellence in our community. We remind all staff at these opening meetings that we are striving to be the World's Greatest High School by offering Growth, Respect, Excellence, Accountability, and Teamwork to all who make up the Ruben S. Ayala family.

G.R.E.A.T. posters and the P.B.I.S. posters that encourage students to Be Safe, Be Responsible, Be Respectful hang in all classrooms for constant student reminders. Ayala's vision is based on the belief that all students can achieve high levels. We pride ourselves on the number of programs we offer to all students and how these programs accommodate students with different learning styles and abilities. For example, we offer rigorous college preparatory English and Math classes for all students to help prepare them for the CAASPP test. This curriculum is working, demonstrated by our consistent "Standard Met or Exceeded" rates

in both math and English Language Arts. We also offer many Advanced Placement (AP) courses to meet the needs of our students who wish to earn college credits while in high school. Our students' success rates in AP testing have surpassed the national average while the number of students taking both the test and the classes continue to grow. Beyond academics, we are creating opportunities for our students to show that they are G.R.E.A.T. and doing great things through our performing and visual arts department. For students going into a technical field and maybe not as interested in AP classes, we are looking to establish opportunities for them to showcase their GREATness as well. This is a work in progress, as many of our technical classes have been cut over the years, but through CTE (career technical education) we are looking to bring back opportunities for these students.

Ayala High School has also been recognized for numerous awards based on student achievement. In 2011 and 2015 we were awarded the honor of becoming a California Distinguished School based on High Expectations for all students and Student Engagement. We received this award again during the 2018-2019 school year.

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

> **Online Programs: iNACOL Standard B: Governance Statement**: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Understanding the Role of the Governing Board and District Administration

A2.1. Indicator: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the community understand the governing authority's role, including how stakeholders participate in the school's governance?*

Findings	Supporting Evidence
The Chino Valley Unified School District Board of Education meets twice monthly and communicates their decisions and policies to administration in monthly principal meetings. This information is usually shared with the department chairs in a monthly meeting and then passed along to all faculty and staff in department meetings or collaboration meetings.	**SPSA** **Board Policy** **LCAP Alignment**
The roles of the board and district administration are clearly outlined in Board Policy and Administrative Regulations including supporting the school's vision, mission, school wide learner outcomes, monitoring student progress, engaging parent and community participation, implementing complaint procedures, and reviewing effectiveness in alignment with the district LCAP requirements.	
To ensure reciprocal accountability and alignment, the district and school level goals support the District's LCAP goals. Outlined within the Single School Plan for Student Achievement (SPSA) are the school level goals to support the actualization of the District's LCAP goals. As part of the road map of improving school wide learner outcomes, departments have planned to monitor student progress and evaluate progress along the way. For the last two years, we have focused on improving our math and English CAASPP scores. In order to do this, the SPSA sets out a path for implementation and follow-up as far as our goals go. Departments are also responsible for administering common formative assessments (CFAs) and analyzing the data that goes along with those assessments to understand what concepts needs to be retaught in order for student progress to be made. As part of the Single	

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

All stakeholder groups have the opportunity to participate in the process of reviewing data, determining student needs and setting schoolwide goals. The various departments on campus meet and discuss the data etc. as it pertains to their curricular area. Once this has taken place the results of the individual department data chats are reviewed for similarities. Utilizing the common thread across departments schoolwide goals are developed. Staff then has another opportunity to discuss and change the schoolwide goals if needed. Parent input is solicited through parent survey and school site council meetings. At the end of the school year data is once again reviewed with the various groups in order to determine progress toward goals and amend the goals moving forward if it is determined to be necessary.

Occasionally, school district personnel communicate directly at monthly meetings to the staff as a whole. The District presents general funds to the school in the form of a site budget. The budget is then divided up at the site level, based upon need and justification. Allocations are made to each department with consideration given to total courses taught and general expenses associated with running programs within each department. Each teacher is allotted $60 at the beginning of the school year for supplies. All purchase requests are sent to purchasing for approval.

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence

Relationship between Governing Board and School

A2.2. Indicator: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing board's decisions, expectations and initiatives that guide the work of the school.*

Findings	Supporting Evidence
Ayala High School's governing board, the School Site Council, is composed of faculty, administration, and parents who meet consistently to ensure bylaws are aligned with the vision and mission of the school, the curriculum and programs are standards based and data driven, and that the policies serve the instructional needs of all students including English language learners and Special Education students. In order to get this information out to parents, Ayala utilizes Back-to-School Night meetings and the website. Occasionally, information is also disseminated through the use of a phone blast call. We have had representatives on the district LCAP committee. This representative was an ELD parent who represented the needs of Ayala at the site level and then the principal selected the parent to represent the needs of Ayala at the district level through the LCAP committee. The SSC (School Site Council) adds new members annually and monitors the school's progress according to the Single Plan for Student Achievement and current data. Each staff is invited to nominate himself annually to sit on School Site Council. Parents are recruited or can volunteer to serve on the council as well. The policy regarding positions is printed and emailed to all staff. The policy regarding parent openings are explained in printed material at enrollment and also mentioned at Back to School Night in the fall each year. Parents understand the council is an advisory board with decision making responsibilities. Parents and staff who serve on the council with the principal work to ensure Ayala High School remains GREAT.	**SSC by-laws** **Policies regarding SSC** **SSC Agendas and Records** **Single Plan for Student Achievement** **PTSA Agenda and Minutes** **Reclassification rates** **Special Education IEPs** **CELDT Testing** **AVID Plan** **Master Schedule** **AP Course Offerings** **Monday Collaborative Schedule**
A parent support organization also meets monthly with administration through the PTSA. A campaign to gather members each fall brings in both teacher and parent involvement. Parents can volunteer to attend the monthly meeting, however, attendance at these meetings averages 10 or less. This small group of parents volunteers time and resources to hold appreciation events throughout the year. They know they have the ear of the principal and administration and often are able to convey concerns informally. Any formal action must come from the official School Site Council.	
Ayala high school has very active parents. In addition to the School Site Council, hundreds of parents participate in booster programs to support athletics, arts, music, and drama. Parents serve in both official and unofficial roles in these booster programs. We currently have 11 athletic booster clubs and 3 performing arts booster clubs.	
Through the council of the governing boards, and Ayala's vision of expanding more opportunities for students, more Advanced Placement courses have been added to the master schedule at Ayala. More sections of already existing classes have been added as well as enlarging the scope of courses offered.	

- In 2017/18 there were 21 AP courses offered

- In 2018/19 there were 26 AP courses offered

- In 2019/20 there are 27 courses offered

- In 2017/18 there were 767 students taking an AP class with 1700 AP exams being administered

- In 2018/19 there were 856 students taking an AP class with 1846 AP exams being administered

- We do not yet have the data for the 2019/20 school year

The governing boards have also given leadership and approval to the after school tutoring programs and credit recovery. Our after school tutoring program is student based, utilizing math students to assist other students with homework. These are offered every Tuesday and Thursday after school.

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
The School Site Council is our governing board that approves the school's safety plan as well as financial plan of LEP money (English Language learners); this is the only categorical funding our school receives. The other purpose of the council would be to address concerns that are brought to representatives of the council, if any, for administration attention. The council does not make decisions nor rectify situations. The district posts the Uniform Complaint procedures mandated by Education Code 35186.	**SPSA** **Uniform Complaint Procedure Memo and Checklist**
Human resources requires all department and school sites deliver the Uniform Complaint Procedures to the staff. There is a formal process to ensure sites carry out this task. The District is required to annually notify staff, students, and parents of the Uniform Complaint Procedures. It is imperative that each staff member receive a copy, and post that copy in his/her classroom/office. Brochures should be visible and available to parents and staff. All stakeholders are made aware of the UCP by receiving information at meetings. Staff are given the information and training during a staff meeting, and parents receive it during PTSA or SSC meetings.	

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

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

> **Online Programs: iNACOL Standard C: Leadership**: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

> **Online Programs: iNACOL Standard D: Planning**: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

> **Online Programs: iNACOL Standard F: Commitment**: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

> **Online Programs: iNACOL Standard I: Integrity and Accountability**: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Ayala High School has grown tremendously in its ability and willingness to collaborate. The beginning of each school year, our administration and teaching staff analyze district provided state tests scores from the previous year to assess the curricular strengths and weaknesses of our programs. We look at the school trends, and then we look at department trends and eventually results from individual teachers.	**CAASPP Scores** **Master Schedule** **CELDT Scores**
Every Monday for the past twelve years, Ayala has used a fifty minute time block called Professional Learning Communities (PLC) for department, interdisciplinary, and schoolwide meetings. Starting in the 2018-2019 school year, each department attended CPT training provided by the district to help calibratet the use of	

this time. Each department established essential standards and SMART goals to be discussed during PLC meetings. The issues addressed during the PLC are typically dedicated but not limited to the following concerns:

- strategies and techniques

- data presentation and analysis

- state testing review

- common formative assessments

- evaluation of student progress and achievement

- curriculum revision

The self-study revealed the need for more specific collaboration goals. Many discussions were held to determine the next steps of our collaboration needs. Our action plan details the goals we have set for the next four years to increase the effectiveness of our collaboration time. The Professional Learning Communities time each week is the essential tool to provide time for collaboration. Our action plan addresses the need to provide professional development to core subject teachers as we continue to break down essential standards and create additional common assessments to evaluate student performance and achievement.

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

Our inclusive model for special education students also requires collaboration among our special education teachers, general education teachers, as well as classified teachers aides. This program's success continues to be a high priority of this campus and could not be successful without the involvement of the staff. Our multi-tiered model for special education involves co-teaching and collaboration between education specialists, general education teachers, and paraprofessional instructional aides. The Ayala stakeholders continue to value the efficacy and legal compliance of the multi-tier model as all members are highly committed to providing a free and appropriate public education to each Bulldod learner. Students and parents are highly involved in the process under the inclusive model in compliance with the laws of special education.

School culture meetings also take place during PLC time once a month. Staff come together at these meetings to discuss important issues related to the social and emotional health of our students, ways our culture can be improved, and tangible ideas for

improvement within our campus. We have also had guest speakers at these meetings to help facilitate these conversations.

School Action Plan Correlated to Student Learning

A3.2. Indicator: The school's action plan is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings	Supporting Evidence
Although our CAASPP score dropped based on the 2019 spring testing cycle, we have consistently scored as the top or second highest high school in San Bernardino County for many years.	**CAASPP Scores** **Master Schedule**
We are focusing our goals in the SPSA on the improvement in Math and ELA on the CAASPP. There is a plan in place based on PLCs, CFAs, SMART goals, and essential standards. As the departments have all been trained on these elements and have begun to align curriculum based on the training. The goal is to see improvements within the test scores that we can correlate back to the implementation and goals from the SPSA.	**CELDT Scores**
Using California Department of Education's Dashboard has allowed us to address issues within the SPSA that pertain to behaviors like chronic absenteeism, graduation rate, suspensions, etc. Using the dashboard as a guide, the SPSA identifies our areas of need and specific plans and goals that are needed to improve.	
We have also identified a need to improve the writing strength of our English learners to aid in their success as demonstrated on the ELPAC (the test in place of the CELDT).	
Increasing the number of sections and course offerings of Advanced Placement courses as well as increasing the quality and enrollment of the AVID programs demonstrates the effectiveness of collaboration and analysis of our current student's needs.	
The implementation of the college dual-enrollment program also provides opportunities for students to show college and career readiness while still attending high school.	

Collective Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	**Supporting Evidence**
The action plan utilizes training and collaboration within and beyond the academic school day and calendar. The leadership team meets once a month with the principal at the department chair meeting to discuss implementation of the action plans or to evaluate the effectiveness of the on-going plans. Other leadership teams such as the core team for PBIS and the Academy team meet after school to allow for different preparation periods. These teams are made up of different teachers from different departments. The goal of these meetings is to increase the value and effectiveness for the programs on campus. For the PBIS team, they meet to discuss how to implement a relatively new program on our campus. For the Academy team, they meet to discuss how to make sure the cross-curricular demands of the program are being met. It is a goal to align a common prep period for collaboration teams; however, the master schedule does not allow for all subjects or grade levels to have the same prep period. Since the Academy programs requires the most collaboration time to successfully implement its cross-curricular system, this group will receive priority for alignment of prep periods. This year, math levels also share a common prep period. The next step would be to implement a common prep for our ELA teachers. All departments are also provided with two student-free days (one in the Fall semester and one in the Spring semester) to allow for extended periods of planning, alignment, common formative assessment creation, and conversation.	**Master Schedule** **CLR Schedule**

Collaborative Learning Rounds have also become a part of the campus. CLRs at Ayala allow a group of teachers- representing multiple departments- to walk around campus at least twice yearly to review and support students and teachers with the positive elements happening across campus. The team debriefs to discuss ways the best ideas can be spread campus wide. Teachers and administrators are asked to focus on the positive elements they see taking place in each classroom. This is not a time to judge, it is a time to see the great things different teachers are doing in their classes. They are then asked to think about ways they can incorporate elements of what they observed into their own classroom.

The leadership and governing bodies of the school have supported the goal of student achievement as much as possible. Our FTEs have been restricted limiting the number of electives. However, Ayala has been successful in continuing to add courses such as AP, AVID, Robotics, Aerospace, and Design Pathway, and the Academy of Computer and Engineering Pathway classes due to the goals of the SPSA. The school wide action plan identifies student achievement as the focus of its resources. The 2018-2019 school year brought additional elective courses such as AP Capstone, AP Studio Art 2D, AP Studio Art Drawing, and AP Music Theory. The 2019-2020 school year also brought additional elective choices for

students, including digital video and ROP classes.

As part of a program of refining and improving PLC time, funding has been provided the last two years for staff development. All teachers have been trained on PLC strategies as provided by Solution Tree.

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
One of the findings from our self-study showed that AHS has made great strides in its communication to parents and students; however, there still exists a need to improve communication between faculty and administration as well as between faculty and district personnel. A consistent find is that if there was better technology (Wi-Fi) there would be better opportunity to communicate.	**Microsoft Outlook usage** **Survey Results**
The superintendent's office has made an effort to more effectively communicate with the staff. Dr. Enfield has traveled to each school during 2018-2019 school year to address concerns and outline the vision for the district. Additionally, Dr. Enfield has visited the school to address concerns regarding new or revised state and district policies and programs when he was invited by the faculty. The Director of Communications also sends out videos and press releases via different means of social media.	
Email is the most essential form of communication the staff currently uses. AHS has moved away from "faculty meetings" which disseminate information that can be read in an email, but we understand the need to develop a communication plan. The issue was addressed during the self-study as we discussed the results of the surveys taken by all stakeholders. Traditionally we have taken the surveys, but the self-study provided the opportunity to analyze the results and create a positive solution to the areas we need to improve. A full collection and analysis of the survey results for communication is available for review. However, we summarized the results of the most recent survey by teachers, classified staff, and students during a spring 2019 meeting.	

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

> **Online Programs: iNACOL Standard E: Organizational Staffing**: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district and school procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities. Evaluate the effectiveness of the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
AHS has a teaching staff of 108 teachers with various credentials and certificates in their respective fields. All teachers are highly qualified with many with program specific degrees and certificates such as Advanced Placement and special education. Our staff has a healthy mix of new and veteran teachers. Often there are also student teachers on our campus working towards their credentials.	**List of Professional Development- New Teacher Orientations** **Master Schedule**
Department chairs assist in the hiring process to ensure that new hires are fully qualified, and they also work with the assistant principal of curriculum to build a master schedule that matches individual teacher strength with course offerings. They also run our PLC meetings, department meetings, and site professional development days.	
The district has recently brought back support for new teachers under BTSA. The revitalized BTSA program will be available for new teachers starting in the 2019-2020 school year. Prior to this, new teachers had to search out BTSA programs in neighboring districts. Even though the BTSA program itself was not offered through Chino Valley, many Ayala teachers volunteered to mentor new teachers through the neighboring BTSA programs. In 2018-19, Ayala added 16 new staff members to the faculty, both experienced and new to the profession. All new staff members were required to attend two additional days of professional development. One day is spent with the district office staff and one	

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day is spent at Ayala with the instructional coaches. During this day, instructional coaches reviewed Ayala policies and practices, showed new teachers how to access information, walked them around campus, and helped the new teachers set up their classrooms.

Professional Development and Learning

A4.2. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.2. Prompt: *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

Findings	Supporting Evidence
The collaboration plan requires all teachers to share responsibility for student learning. The Professional Learning Community time allows for teachers to collaborate, share strategies and effective teaching practices as well as time to disaggregate data and implement re-teaching techniques. We continually came to the conclusion during the self-study that more time is needed. This time to collaborate is where the faculty believes the best coaching and mentoring can exist. Teachers commonly share ideas informally at lunch, and occasionally sit in on another's class to see a differentiation modeled. Over the last two years, groups of teachers have participated in Collaborative Learning Rounds. These teachers visit a variety of different classrooms (both within their subject matter and outside of their subject) to witness best practices first-hand. After CLR, teachers debrief the positive things they saw happening within the classes.	**PLC Schedule/Agenda** **CLR Agenda**
In general, the teaching staff is treated professionally and appreciated for their skills and trainings. With the further implementation of PLC's, we believe that student achievement will continue to grow. We value accountability and demonstrate this core value in the policies for evaluation and professional development. Our action plan addresses the need for further collaboration using the most effective model. Professional development in the skill of disaggregating data and creating common assessments is needed to more effectively ensure student growth. We hope to exhibit effectively the process of classroom teachers assisting and training other teachers. There still exists a need to involve more teachers and staff members in decision making. The need for more collaboration was discussed in spring 2018 which resulted in more subject grade level planning time in 2018-2019 school year.	

A4.2. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence

Measurable Effect of Professional Development on Student Learning

A4.3. Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.3. Prompt: *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

Findings	Supporting Evidence
The district has invested a lot of time and money into professional development. The measurable effect from this investment in professional development can be seen through student achievement. With the creation of common formative assessment and more alignment with the curriculum, teachers are seeing student progress. Teachers are able to meet and analyze the data/student progress to see what areas still need to be refined and improved within the curriculum. The professional development allotted gives teachers the tools to do this. This information is discussed and analyzed during the PLC time on Monday mornings.	**PD Calendar** **BTSA Calendar** **PLC Calendar**
Instructional coaches attend professional development trainings that discuss best practices and then bring this information back to the staff through department or staff meetings.	
Mentor teachers meet weekly with their BTSA candidates to discuss a focus to help new teachers with their practice. These conversations and self-inquiries help teachers to align their practices with what will best serve the students.	

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Evaluations are conducted every 2nd year for permanent teachers and three times a year for temporary and probationary teachers. Teachers with more than ten years in the district can be evaluated on a five-year cycle if the reviewing administrator so recommends.	**Observation Schedule** **Pre/Post Observation Conference requirements and rubric**
A formal process is followed which includes a pre-evaluation and post-evaluation meeting. If a teacher does not demonstrate effectiveness in any of the criterion for evaluation, a follow up observation can be scheduled. These processes are conducted each year and both administration and faculty are held accountable for	

the results. The vast majority of teachers demonstrate effectiveness on these evaluations.

In addition to formal observations, the administration conduct informal observations throughout the school year. AHS teachers expressed a desire for this to occur more often in the certified staff survey as teachers value the encouragement of the administration.

Common formative assessment results, grading practices, and student comments are also reviewed by the leadership to help align rigor and curriculum. These informal patterns are not used for evaluation purposes but for assisting departments and teachers. A coach or mentor can be assigned to help a teacher who is teaching a new prep or struggling with student behavior. Most often, this occurs at the request of the teacher to another member of his or her department.

Beyond the self-study year, the faculty looks at student achievement data from the previous testing cycle at the beginning of each school year as well as throughout the school year. We do not possess a formal process to evaluate effective leadership on a faculty level; however, each year the department chairs are elected by each department's teachers from a pool of nominees who make up the leadership team at the school and are re-elected among the department stakeholders each year.

In addition, the teacher surveys are shared with the administration, and when deemed appropriate a climate survey is taken.

A4.4. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence

Communication and Understanding of School Policies and Procedures

A4.5. Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.5. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
The administration begins to look at staff assignments and open positions in the spring each school year. Each teacher's personal preferences are considered but are not guaranteed when assigning courses and sections. The department chairs and leadership team offer suggestions based on strengths, specific trainings, and backgrounds of teachers to the administration. If an opening exists, panels of teachers conduct interviews to determine the best candidate for an open assignment. If no qualified applicant applies, the position is left open and filled by a long-term substitute until a qualified candidate is chosen.	**List of Professional Development- New Teacher Orientations** **Master Schedule**

If additional education, such as Advanced Placement training, is necessary, teachers are sent to the week-long summer institutes offered by the College Board.

Ayala High School has published faculty manuals in the past; however, with the move to a paperless campus, these manuals and procedures have become communicated through faculty email, the school web page, and district web pages. Pacing guides, curriculum guides, and district related policies are also available to staff members through Microsoft Outlook and/or Google Classroom. District documents are available to teachers through the CVUSD website. Teachers also utilize these resources to share information within departments.

New teachers participate in a two-day orientation which explains all the locations of these resources. One day is spent at the district receiving information and policies that are district wide and the second day is spent at the site going over site specific information. Departments have also created a collection of regulations and common agreements in regards to curriculum and grading policies.

Each teacher is responsible to provide the principal a written or electronic version of his/her course expectations. These are often consulted when a parent has a concern or complaint that requires administration participation.

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

> **Online Programs: iNACOL Standard G: Financial and Material Resources**: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Resource Allocation Decisions

A5.1. Indicator: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.1. Prompt: *Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the school plan,, the academic standards, and the college- and career-readiness standards.*

Findings	Supporting Evidence
The School Site council approves the Single School Plan for Student Achievement each year based on the goals of the school and the school district. School level plans are only approved if they have been written correctly. This means that we have done a needs assessment to identify student learning gaps, and how we will address that, and how that will be monitored. Departments identify student needs through data. The biggest source of data comes from the CAASPP. We use the data provided as a starting point to address student needs and then apply action steps with check points as to how we are going to show and address student improvement and progress. We then write goals that support the LCAP goals. The budget is created by the school district with approval by the School Site Council. The financial resources of Ayala High School are used to benefit the students and are in alignment with the core values and the agreed upon vision and goals for the school.	**SSC Agenda** **CVUSD policies** **PLC schedule** **Master schedule** **AVID site plan**

Resources are provided for collaboration time through the Monday morning PLC time. The resources also include providing subs for teachers to participate in site professional development days. The resources provided have proven to have an impact on student achievement. Teachers are far more aligned and focused on evaluating student progress. While the data can read as somewhat inconsistent (our CAASPP scores went down last year), we feel that the resources are being used to effectively aid student achievement. Departments are much more aligned now. Teachers are giving common formative assessments, they are reviewing and norming grading practices, they are planning together and covering the same material. Given the time and resources to continue these practices,

the teachers feel that the data will soon show student achievement and progress. New courses are added to the master schedule to improve the course choices for struggling students through the high achieving students through AVID, study skills for special education, new courses and academies/pathways, as well as for credit recovery and virtual school.

Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
At the beginning of each school year, our principal attends a budget meeting with district personnel. At these meetings they review the budget and spending allocations for every school. The Ayala administration is required to present point of sale (POS) and requisitions must be approved through the district. This is done to ensure that spending practices are aligned.	**Active Reports** **Requisitions/ Budgets**
Ayala employs a finance clerk that oversees spending in connection to student activities, clubs, sports, fieldtrips, etc. The finance clerk uses a program called Active (used to be called Blue Bear) for all accounting needs. Through this program, she can run reports. In case of an audit, the auditor can use the reports generated by Active and the hard files of all the documents. Through Active, POS allows the use of credit cards, so students purchase most items online with a credit card. Tracks (a POS program through Active) manages those sales.	
In order for money to be spent there is a process that must be followed. Advisors and/or teachers fill out a requisition request and this request is given to our finance clerk, she then passes it on to our United Student Body governing system. Once the USB students approve the requisition, it is sent to the principal to approve the requisition, and then she sends it back to our finance clerk. Our finance clerk then sends it to the district accountant to approve the requisition. It is only after this process is followed that a requisition is approved and money can be spent.	

Facilities Conducive to Learning

A5.3. Indicator: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
Schools facilities are safe although aging. The campus is currently undergoing construction to help ease the aging facilities. There is a brand new Science building being built. This is the first phase of a multi-year project that will see new classrooms built, old classrooms revitalized, and a performing arts center built. As part of this process, the school has also undergone important safety updates. The campus is now a one entry/exit campus and all visitors are required to go through the office to get on campus. The gym recently had air conditioning installed. Also, many classrooms were outfitted with touch-screen boards to help aid with 21st century education. The facilities are used continuously by the community as well as for the needs of the high school itself. Every weekend local community sports programs utilize the facilities at Ayala. Over the summer, the district also uses the school as a site for summer school. This district is still refining the technology infrastructure needed in order to comply with the demands of implementing the common core Smarter Balance testing requirements. This is an on-going need within our classrooms.	**Funding plans** **Construction plans**

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.*

Findings	Supporting Evidence
Textbook adoptions follow a cycle. The school provides sufficient textbook and ancillary materials for each student in all core and world language classes and in some electives. Procuring textbooks for all classes has not been practicable because of budget constraints. English classes piloted new textbooks during the 2018-2019 school year, and adopted a textbook to be used starting in the 2019-2020 school year. Many AP classes also piloted new textbooks during the 2018-2019 school year and began the 2019-2020 school year with a new textbook. With the transition to Integrated Math classes, the Math department received new textbooks during the 2015 school year. Some departments have additional textbooks providing for class sets to use in class. Teachers and students also have access to multiple Microsoft	**Textbook adoption plan (district)** **Microsoft Innovator certificates** **IAB schedules**

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licenses which allows everyone access to Microsoft Word, Power Point, One-Drive, email. During the 2018-2019 school year, the entire Math department and all the Instructional Coaches became Microsoft Educator certified. Also during the 2018-2019 school year, many teachers received Google classroom training and began implementing that new technology into their classroom. The district recently replaced many laptop computers for the staff, so teachers could have a more up-to-date device to use in their classrooms. With the release of these new laptops, the district will no longer be supporting desktop computers that many teachers have in their classrooms.

While students have opportunities to use technology, most of the usage is on their own device. Ayala has a critical need for more technology. There is currently only one computer lab that is available for the entire staff and 7 laptop carts. This lack of available technology is detrimental to the implementation of 21st century education. It also has proven difficult to get all students in to the computer labs to practice the CAASPP IAB tests because there is not enough space or computers available to all teachers.

Resources for Personnel

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.*

Findings	Supporting Evidence
All teaching staff at Ayala High School are highly qualified. Professional development occurs individually by teachers outside and inside of the school day throughout the year. Beginning Teacher Support Assessment (BTSA) was re-implemented through the school district in 2019. Prior to this, beginning teachers had to go outside of the school district to clear credentials and receive additional support. Instructional coaches also provide support for beginning teachers through PLC time, facilitating collaborative learning rounds for the new teachers, and meeting with the new teachers one-on-one. The Instructional Coaches also run a new teacher PLC. This time is spent talking about issues new teachers are experiencing, focusing on educational practices, and participating in classroom observations.	**Department of Education records** **New teacher PLC agendas**

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide

learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
Long range planning is supported through the school district. A curriculum council which continually looks at new courses to add as well as policies regarding new classes meets monthly with representatives from each of the four comprehensive high schools in attendance. The SPSA and LCAP goals are reviewed every year. There is a district LCAP survey that is sent out to all stakeholders every year, as well an LCAP committee. We have had representatives on the district LCAP committee. This representative was an ELD parent who represented the needs of Ayala at the site level and then the principal selected the parent to represent the needs of Ayala at the district level through the LCAP committee. All school plans are required to be aligned to the district LCAP goals. All administrators during Leadership Charge reviewed school level data and supported schools with the development of their needs. From there Ayala administration looked at the data and student achievement information in order to come up the goals that will guide the school year. Funds are then allocated to help achieve these goals. This is the connection between our LCAP Goals and resource allocation and how that is not only driven by our schools' needs but actually put into place at the site. Data is received and analyzed by our administration, the site needs and goals are developed based on what the data reveals as a need to be a focus. This is put into practice through the SPSA. Resources are then allocated based on the SPSA needs. Once the SPSA and action plan have been approved by the SSC, the administration works with CVUSD district personnel in checking to make sure that the SPSA and LCAP goals are aligned.	**Curriculum Council Agenda and Meeting Dates** **Master Schedule** **A-G Adopted Course Descriptions** **SPSA**

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt*: Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt*: Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Ayala High School demonstrates high expectations for all students. Students are expected to grow in skill and ability. The mission statement is a constant reminder that everyone is to contribute to making the school the Worlds' Greatest High School. The school has a vision that promotes the high expectations we have for all of our students to be G.R.E.A.T.

Our school's School Site Council (SSC) is used to help set school policy and to show active participation by all stakeholders. By having administration, teachers, students, and parents participate in the SSC, members of the school community are kept in the know as far as decisions impacting the school.

The expansion of AVID and the development of the Academies program will address the needs of our students of all different abilities and interests. Continued focus on Advanced Placement courses and additional sections will help the already high achieving population. The special education program is expanding its use of study skills classes to better collaborate with English Language Arts teachers and to better support the needs of freshmen special education students who tend to need the most support early in their high school experience. The interventions provided for all students continue to be monitored and refined. This is established in goal #3. The curriculum at the school is innovative and collaborative. The curriculum is established to best serve the needs of the students.

The staff at Ayala consists of highly qualified teachers. The teachers are a mix of brand new to education as well as veteran teachers that are approaching retirement. No matter where the educator is in his or her career though, the staff has aimed to be collaborative and congenial with one another. The collaboration process with our highly qualified staff has provided valuable professional growth opportunities; however, allocating funding or time for collaboration is critical. As we grow in our understanding and implementation of the collaboration model, common formative assessments, and project-based learning as we implement the common core, we believe that student achievement will continue to grow. This emphasizes our desire for accountability among colleagues as well as teamwork. We hope to model for our students what we expect from them. This is highlighted in goal #2.

Chino Valley Unified is fiscally sound and is able to meet the current and anticipated needs of its students. One major need for Ayala is better technology. The funding allocations need to reflect the changing technological world our students live in. There is not enough access to computers or wi-fi on the campus to ensure students are being taught in a 21st century model. Along with improving their technological skills, the funding needs to allocate more to technology for testing. A lot of the testing takes place on a computer (CAASPP, IAB, some CFAs) so teachers and students need better access to computers. Beyond testing, in order to better collaborate and communicate we would like to see extended technological resources as stated in goal #1.

Continued collaboration (goal #2) and professional development by the leadership team will help us ensure growth for all levels of students (Goal #3).

Prioritize the areas of strength and growth for Category A.

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

●A common language of G.R.E.A.T. exists at Ayala High School which promotes the vision of the school. This vision has been reviewed, revisited, and is in widespread use among all stakeholders at the school.
●Although resources are limited, the procedures and policies at the school allow for a single focus on student achievement and this process is accessible to all stakeholders.
●The Chino Valley Unified is fiscally sound and is able to meet the current and anticipated needs of its students.

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

● Continue involvement in School Site Council by faculty members so we remain consistent with the requirements of the by-laws. (50% or greater membership must come from faculty membership.)
● Collaboration inter-departmentally must be improved and made systematic to fit within the constraints of intra-departmental collaboration in order to fully implement the common core curriculum. Collaboration amongst all departments must be utilized to create growth.
● Funding of the technology aspect of the common core will require additional resources with an already tight budget. Additional courses offered continue to squeeze the master schedule.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

> **Online Programs: iNACOL Standard J: Curriculum and Course Design**: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
All departments show evidence of a rigorous, relevant, and coherent curriculum that is in alignment with the District course outlines and standards or within national standards in the elective areas where district standards do not exist.	**CFA Calendar** **District PD Calendar**
The wide use of strategies in English, special education, and math classes demonstrate the district's focus on research related instructional programs. Departments are trained throughout the year by professional trainers through Solution Tree.	
Common formative assessment testing is given periodically to affirm standards-alignment with pacing guides and curriculum. Essential Standards Assessments are also given in English and math to measure progress on the district determined essential standards. World and U.S. History give common standards-based benchmarks at the end of the year. These were created by a group of teachers and district officials.	

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
English: English classes are all aligned to the district adopted textbook which is standard specific, not source specific. Classes are also aligned to the essential standards decided upon a group of teachers and given out through the district. Teachers have freedom to teach skills using both state adopted textbook and core literature. The Expository Reading and Writing Curriculum (ERWC) developed by California State University system is also emphasized, with a year long course offered for our 12th grade students. Students who take ERWC English in grade 12 receive automatic admission into college level English in the CSU system. Honors classes are offered in 9th and 10th grade to prepare students for AP Language and Composition in the 11th grade year and AP Literature and Composition in the 12th grade year. Special Education students are placed in mainstream classes when appropriate and are offered differentiated classes if necessary. Classes are driven by essential standards that were decided upon by a district committee that consisted of teachers from throughout the district. Mathematics: Curriculum is aligned to the standards and supported by district-approved textbooks. Students are required to successfully complete three years of high school level mathematics to graduate. All levels of math classes, from Math I through AP Calculus and AP Statistics, are offered to address the needs of all students. Special Education students are placed in mainstream classes when appropriate and are offered differentiated classes if necessary. Honors courses are offered to prepare students for higher level courses at Ayala and college courses. Science: Physics of the Universe, Chemistry of Earth Systems, Biology of the Living Earth, and Human Anatomy and Physiology are the college prep courses recognized A-G. The curriculum is aligned to the Next Generation Science Standards. We are currently launching NGSS textbook pilot programs. Students participate in laboratory activities in all courses which provide hands-on experience concerning concepts they are exposed to through reading, lecture, and inquiry. Often formal laboratory reports or data sharing/analysis are required which assesses students' ability to process data and draw conclusions. Critical	**Course Syllabus (available on webpages or in office)** **Course Descriptions** **Webpages** **Master Schedule**

thinking skills are utilized as they formulate reasoning.

For example, in Human Anatomy and Physiology classes students engage in laboratory dissections of fetal pigs, frogs and cats. These projects illustrate comparative anatomy for the students. They are required to compile a project notebook and take lab practical exams.

Science classrooms are tightly aligned, with teachers following pacing guides and developing common assessments to ensure success of all students. Teachers collaborate to analyze data and fine-tune these common formative assessments to meet ever-changing curriculum and our students

Social Science:

The Social Science Department at Ruben S. Ayala High School offers a full range of college preparatory (CP), Advanced Placement® (AP), and elective courses for students. Freshmen and sophomores have the opportunity to fulfill their World History graduation requirement by taking CP World History or Honors World History. AP® Human Geography (AP® HuG) and AP® European History (AP® Euro) are also available via open enrollment to meet the aforementioned requirement. Alternatively, AP® HuG can be taken as an elective course by 9th or 10th graders and/or AP® Euro may be taken as an elective course by sophomores who have completed CP or Honors World History. This scaffolded approach creates an on-ramp for students into AP® classes at Ayala High School as both AP® HuG and AP® Euro have been structured to meet the needs of first time AP® students. Additionally, CP World Geography is available as a one semester elective for students at any grade level and is often paired with Health which is a one-semester district required class.

Juniors may take CP or AP® U.S. History to meet their graduation requirement while seniors likewise have the opportunity to take CP or AP® Government and Economics to meet their graduation requirement. While CP Government and CP Economics are semester-long classes, the corresponding AP® classes at Ayala High School are each a full year. This allows for instructors to teach a blended course in which AP® Government prepares students for both the AP® U.S. Government Exam and the AP® Comparative Government Exam. Similarly, AP® Economics prepares students for both the AP® Macroeconomics Exam and the AP® Microeconomics Exam thus creating the opportunity for those students to earn twice as much college credit as they would otherwise. Juniors and seniors also have option of taking elective social science courses including CP or AP® Psychology, AP® Seminar, and AP® Research.

All Social Science courses at Ayala High School are CSU/UC a-g approved and are taught by credentialed and qualified teachers. All

AP® course instructors have AP® course audit approved syllabi and have received professional development training at a College Board endorsed AP® Summer Institute. Social Science teachers at Ayala High School regularly participate in Professional Learning Communities (PLCs) by subject level, including an AP® PLC, during which they work together to implement common pacing, units of inquiry, and formative and summative assessments. All classes emphasize the examination of primary and secondary sources, the development of critical thinking skills, and analytical writing. Over the last few years, each PLC has made progress in the these areas, yet the work of PLCs in the Social Science Department is ongoing.

AP Capstone Diploma Program

Last year, Ayala added AP® Seminar, targeted to sophomores and juniors, as another option for students seeking an entry way into AP® coursework. Students have the opportunity to earn the AP Capstone Diploma by participating in a two-year long program. The AP seminar class is a foundational course that prepares students for a freshman level English composition course in college. Students who take AP seminar will be better prepared to use the critical thinking and analysis skills required in all other AP courses. The second year of the program, AP research allows students to conduct original research in order to answer a question or solve a problem. This course and the research students complete can be carried into college and published in academic journals. Students who pass both years of this course are eligible to receive the AP Capstone Diploma.

Performing Arts:

Courses in instrumental band, dance, choral, and theatre arts are A-G compliant and all meet the one-year Visual and Performing Arts CVUSD graduation requirement. The curriculum of all four performance disciplines is aligned to the Performing Arts Framework and Common Core Standards. Textbooks have only been purchased for AP Music Theory class but not for other performing arts classes, although several textbooks are in district-approved course curricula. California has completed work on revising standards for the performing arts that will complement the Common Core Curriculum. An analysis of existing and planned courses in the performing arts has demonstrated that most existing courses have been functioning well under the Common Core without significant changes to the curriculum and course activities. The simplification from dozens of standards to five or six per discipline under the Common Core have helped teachers cover more detail within each requirement while helping students to master skills more quickly and efficiently. Students participate in classroom, stage, and touring performances where mastery of standards is demonstrated before live audiences and professional

evaluators throughout the school year.

AP

All AP teachers are required to submit their syllabus to
CollegBoard for audit. This is done through administration and
reviewed every year to make sure the AP courses are aligned with
CollegeBoard requirements. Many AP courses were modified for
the 2019-2020 school year through CollegeBoard and teachers were
given one year to update their class and syllabus to reflect the
changes.

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards.*

Findings	Supporting Evidence

Congruence with Student Learner Outcomes and Standards

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
All core classes are standards based and teach skills and concepts tested by the CAASPP, College Board and common formative assessments. Periodic formative tests are also given within each department as well as final summative exams. The benchmark results correlate fairly consistently with the end of the year CAASPP results. Teachers can use the benchmarks to assist in reteaching skills and concepts as needed. Additionally, written assignments, lab reports, projects, and other assignments which require both skill and understanding of the content area are given to students to assess their growth and mastery of important school wide goals.	**CAASPP Scores** **AP Scores** **SAT/PSAT Scores** **Common Formative Assessments** **IAB Calendar**

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
There are still relatively few disciplines that collaborate outside of their department on a regular basis currently. Although not a formal adoptive practice, there still exists an integration of skills. AVID trainings have helped all departments on campus integrate AVID strategies like note-taking, Socratic Seminars, and inquiry based learning. The self-study showed that students can see some consistency with strategies from department to department (close reading, Cornell Notes) but that there needs to be more. The literacy standards for social science, science, and other technical subjects promote collaboration amongst the different departments. We are working on collaborative models that will allow for more conversation amongst different departments. The Academy program promotes integration among disciplines and this department is the leader on our campus of this cross-curricular program. We are looking to expand on this concept in the coming years.	**Collaboration Schedule** **Professional Development Schedule**

Community Resources and Articulation and Follow-up Studies

B1.5. Indicator: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Articulation with our feeder schools is a work in progress. During the 2018-2019 school year, English teachers from one of our feeder junior high schools came up to meet with our 9th grade English teachers. This meeting is the first of many to make sure the skills we are teaching our students in the lower levels is helping to prepare them for the skills necessary in the higher levels. Through professional development offered at the district level, many departments have started meeting with feeder schools. This is a process that we hope to expand in the coming years. We promote the importance of college on our campus in	**CA Dashboard (A-G eligible)** **College Presentation List** **AVID Fieldtrips**

conjunction with our AVID program. We encourage teachers to talk about colleges in their classrooms and wear college shirts on Mondays. AVID students also attend college trips throughout the year and hear from different college representatives in their class. In May we host a college celebration to celebrate seniors and their college acceptances. The career center also hosts college representatives throughout the year to give presentations on their college. The counseling department promotes a college going culture through presentations given to students at every grade level. They also offer individual meetings with students and families to discuss the college application process.

We are refining and working to improve a process for follow-up studies of graduates. At the time being, there is no set study in place. We look at the acceptance letters of our seniors and the number of students that are A-G eligible to make sure we have an effective curricular program, but we do not have a system in place to do follow-up studies of our graduates. We do often receive anecdotal data from alumni as to how their education at Ayala is serving them in college, but there is no definitive process to track this yet.

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
In addition to classrooms and departments devising individual student learning plans, the counseling department oversees the process of guiding students through four-year academic, goal centered planning. In the spring of a student's 8th grade year, parents and students are introduced to Ruben S. Ayala High School through an 8th Grade Parent Information Night. Topics covered in the 8th Grade Parent Night include: high school graduation requirements, school culture, introduction to clubs on campus, and athletics. Approximately two weeks after the parent night, counselors meet with 8th grade students at their home school to review the student's course requests for the 9th grade year.	**Counseling Handbook** **4 year plan** **College/Career Fair** **Athletic Department NCAA Eligibility Requirements**

In the fall of a student's 9th grade year, counselors meet with students in a group setting to develop a four-year plan worksheet. Students take this worksheet home to go over it with parents and return a copy to the counselor. The counseling department also meets with the 10th and 11th grade class as a group. The counseling department makes a presentation covering topics such as four-year plan review, high school graduation requirements, alternative education options, summer school, credit recovery, PSAT/SAT/ACT information, and college admission information. In addition, during the spring of the student's 9th, 10th and 11th grade year, counselors meet with students individually to discuss progress, possible summer school, review their four-year plan, and assist with creating their schedule for the following year.

At the beginning of a student's senior year, counselors send out a graduation checklist to the parents of all seniors. Counselors also send home D/F notices to parents at each progress report

throughout the year. Additionally, at the semester, counselors send out a midyear graduation checklist to all parents.

In the fall, counselors also meet with the 12th grade class as group. Like the previous presentations, the counseling department will continue to cover topics like high school graduation requirements, alternative education options, credit recovery, PSAT/SAT/ACT information, and college admission information. In addition, every fall, the counseling department holds a financial aid night for parents.

The AHS College & Career Center is also available to students for additional college and career counseling. The Career Center, with the support of the counseling department, holds one College and Career Fair a year. In addition, the Career Center invites college representatives to visit our campus in order to meet with interested students.

For over a year, AHS has had a NCAA Student-Athlete/Parent Liaison. This person's position is to help students and parents understand and navigate the NCAA Eligibility process. The NCAA Student-Athlete/Parent Liaison meets with coaches yearly to explain his role. He also speaks at the fall, winter and spring sports parent meetings to explain the NCAA requirements and notify stakeholders about his role on campus. The NCAA Student-Athlete/Parent Liaison also works closely with the athletic director and the counseling office.

Special education students also receive individualized counseling and guidance through annual IEP meetings which involve the case carrier, counselor, and administration in collaboration with general education teachers. In addition, the counseling department also has a counselor in charge of special programs.

The counseling department meets regularly with underperforming and struggling students. We utilize data such as student transcripts, D/F reports, attendance reports, teacher referrals, administrative referrals, and parent concerns to identify these students. The counseling department also holds parent meetings that create solutions to aid in the academic improvement of underperforming and struggling students.

The counseling department also has an Intervention Counselor that works with students identified by teachers, staff, and/or parents as an individual that would benefit from additional assistance on campus. The intervention counselor provides the underperforming and struggling students with social emotional support and connects them with campus and community resources to help meet their specific needs. Groups are also developed and implemented on campus when necessary to target the needs of students at that time. In addition, the intervention counselor works closely with administration and faculty to implement Positive Behavioral

Interventions and Supports (PBIS), a school wide behavior support framework, to enhance academic and social behavioral outcomes for all students.

When needed, the school also holds Student Support Team meetings for students who continue to struggle in their classes academically and/or personally/socially. The SST meeting can be initiated by a parent, teacher, counselor, administrator or a nurse. The goal of the SST meeting is to utilize a team approach to help come up with solutions and strategies to help a student improve.

AVID college tours also help to prepare students for their next level of education. We also offer a number of clubs (AP Club, Debate, FBLA, etc.) that focus on achievement and success beyond the high school setting.

ROP offers students an opportunity to prepare for a career at a young age and to get ahead in their career paths.

Every student has access to all levels of courses regardless of their socio-economic status, race, or any of the identified subgroups on campus. Special education and EL students are encouraged to take honors and AP classes if they possess the skills for success. Additional supports and accommodations are provided for all students.

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
All socioeconomic groups are represented at Ayala High School in Advanced Placement and Honors level courses. The special education model integrates students into the least restrictive environment possible. It is not unheard of for special education students to take Advanced Placement level courses. Access to all programs is open to all students without exception. English language learners succeed well within the classroom environment as do special education students. As more Honors and Advanced Placement courses are offered, students are stepping up and challenging themselves in a supportive environment.	**Master Schedule** **Econ Summit Roles** **FBLA Awards** **Debate Awards** **ERWC Curriculum** **Leaders for a Day** **CADA/CASL Convention** **Mock Election Photos**
Ayala offers students opportunities to facilitate success for all students. The Independent Study Program is a personal learning experience where the student, parent/guardian, and school jointly assume the responsibility for setting the goals and activities. The evaluation of the experience is the sole responsibility of Ayala. The primary purpose for Independent Study is to offer a means of	

individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting. Independent Study may be used by students who are motivated to achieve educationally as well as or better through this strategy than they would in the regular classroom. Parents/guardians desiring to teach their children at home are encouraged to enroll their children in Independent Study. Such enrollment allows continued contact and cooperation between the school system and home-based students. Ayala also offers short-term independent study. This is a voluntary, optional educational offering available to our students who will be temporarily absent from school. A program of this type may be implemented to complete days of attendance missed due to vacations or other acceptable circumstances preventing regular attendance for a period of no less than five consecutive days and a maximum of twenty consecutive days per semester. Ayala has a teacher who also serves as the short-term independent study coordinator to monitor these students. There is also a home/hospital program for students who cannot attend school. With this program, teachers visit students to provide individual education plans that will help students receive their high school education.

Ayala students have multiple opportunities to participate in real world applications both through the academic classroom, elective classroom, and the voluntary clubs on campus. Group based projects which give student real world experience collaborating are a part of almost every class at AHS to some extent. Technology has been utilized more in recent years in core classes for presentations as well as research.

The Consumer and Family Science department offers a variety of courses for all levels of learners leading to various career pathways. Interior Design, Fashion Technology, and Food Technologies and nutrition classes are offered in limited number in the master schedule.

The leadership class has students attend annual conferences allowing them to build upon their leadership skills. These students also participate in government days sponsored by the school which allow students to act as government leaders for a day. This highly successful program offers all students the opportunity to participate.

The 12th grade English class Expository Reading and Writing Curriculum also focuses on real world applications as students who take this course are given an opportunity to directly qualify for college readiness classes. The emphasis of these classes is reading and writing expository materials that one does in the world beyond high school. ERWC utilizes informational material 90% of the time. Ayala currently has 5 sections of this course to help students who have not already qualified as ready for college level work. Students who complete the class with a C or higher were allowed to forgo the college placement exam at the Cal State University campuses when this test was a requirement. Recently the curriculum went through a

revamping of the material and added additional elements. Our ERWC teacher attended trainings throughout the summer in order to be prepared to teach the new curriculum. The program is audited by CSU and requires that all of its teachers have additional training to effectively implement the curriculum.

Social science department teachers have seniors participate in economic summits which are done one day each semester. This highly collaborative and effective program has allowed many Ayala students opportunities to compete against each other in a highly collaborative and engaging activity. Our government classes also participated in a mock election prior to the Presidential election. The AP Government students hosted the event, but all students had the opportunity to go in and "vote". There were also booths set up that were run by students that presented information about the different propositions and candidates. This interactive experience gave students a glimpse into the actual voting process.

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

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

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

The Physical Education department at Ruben S. Ayala High School strives to develop lifelong fitness and nutrition programs to our students. Our department meets monthly to discuss common assessments, cross-curricular activities, and ways to prepare students for the California State Fitness Test. During our meetings we take this opportunity to improve each other's knowledge of skills and techniques, which then leads to a better learning experience for our students. We incorporate our California Physical Education State Standards on a daily basis by developing units that provide students with the knowledge and ability needed to maintain an active, healthy life-style. For example, each teacher is an integral role in our aquatic unit. Teachers combine knowledge of water safety skills (WSI certification), cardiorespiratory wellness, and nutrition. We also use this time to collaborate with the SPED department. SPED students who are restricted from land activities due to physical handicaps, impairments, disabilities or students with minor injuries can learn the benefits from swimming. During our professional development days we collaborate and discuss organizational, management and instructional techniques to

continue a having fun and safe units for our students. As a department we believe that physical education at our school is so important for students. Students not only learn how to active throughout their lives but also learn about the seriousness of nutrition.

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

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
At the beginning of each year, teachers make appropriate differentiation in their lesson planning based on the level of students in college prep, honors, and special education collaborative classes. EL students are identified and often require modification of curriculum for student success. Our special education teachers provide IEP goals and information in passports which detail the students learning discrepancies and goals.	**IEP folder** **Passports** **ED Benefit Folders** **Counseling Files** **School Website**
Students' counselors work closely with students reviewing their 4 year plan individually as well as through the English and/or history classroom to continually explain to students the overall requirements for college and career planning. Parents can access information via the counseling page on the school web-site. There are also multiple meetings throughout the year that parents can attend to gain information about their students future goals. If a parent is interested in learning about our AP program, every class has information on the Ayala website. The information on the website allows parents to see the difference between an honors or CP course and an AP course. We would like all stakeholders to be aware of what each class requires of the student.	
Students meet yearly with their counselor on a formal basis to evaluate/monitor progress through a student's personal learning plans. Counselors check student progress at each grade reporting time to check for the need for intervention if a student is not doing	

well. Parents, counselors, teachers, and students have access to Aeries to monitor their own progress. There is an intervention counselor that students, teachers, and parents can come to with individual concerns about students. Counselors and teachers are available to meet with students and parents to discuss their academic goals. Counselors make every attempt to track student progress, call them in for appointments, and place students in appropriate classes for student success based upon their goals.

If the traditional school day is deemed to not work with a student, there are other options provided by Ayala and CVUSD. Virtual school is one option. Students engage in online curriculum taught by CVUSD teachers. This program offers students the flexibility of working from any device with online access outside of the conventional classroom. Virtual classes are similar to traditionally-taught classes by using courses aligned to state, national and district approved curriculum, with the advantage of twenty-four hours a day and seven days a week access to learning. Classes are available for all levels of learners including college prep, honors, and advance placement.

Another option that students, counselors, and parents can decide on is attending the continuation school for a designated period of time to catch up on credits. Instruction in continuation education classes shall be based on individual needs as determined by the findings of the counseling and coordination services.

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
A large percentage of students transition directly into junior college, vocational colleges, 4 year colleges and universities (approx. 65% based on requests from students to forward transcripts).	**Transcript Request Forms** **College Acceptance Letters** **AVID Data**
Many of Ayala's graduates are accepted into prestigious Ivy league universities, (USC, UCLA, UC Berkley, MIT, etc.) Several students have been chosen for the military academies. Our counseling department participates in the Bulldog Hall of Fame night to publicly announce the merits of each graduating class and scholarships that the students have earned. We have encountered difficulties collecting data from students; however, we do ask students to bring copies of letters of acceptance each year for purposes of honoring the students.	
Through our culinary program we have guest speakers from AI and culinary Johnson and Wales come and speak to the culinary	

students. This allows students the opportunity to see what they can do in the future with their culinary education.

We promote the importance of college on our campus in conjunction with our AVID program. We encourage teachers to talk about colleges in their classrooms and wear college shirts on Mondays. AVID students also attend college trips throughout the year and hear from different college representatives in their class. In May we host a college celebration to celebrate seniors and their college acceptances. The career center also hosts college representatives throughout the year to give presentations on their college. In our student survey, students stated that they believe there is an expectation to attend college, but they wished college was talked about more in their classes. 100% of AVID seniors were A-G CSU/UC Eligible with 25/29 seniors attending a 4-year college and four Seniors attending community college.

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

The curriculum at Ayala is based on standards provided for each class. The curriculum can be guided by College Board (AP standards), Common Core State Standards, or NGSS Science Standards. Wherever the standards come from, all classes must be aligned to their standards. The curriculum is also based on the textbooks provided for each class. Textbook adoption is a process that is developed by the district and occurs every few years. The curriculum is rigorous and is helping students become efficient at understanding the skills required by the standards, but we are still working on ways to help students who are struggling with the curriculum. The intervention program is a work in progress, and there are many conversations still happening as to how an intervention program can best serve the needs of our students.

The curriculum at Ayala continues to be developed through a collaborative model. With the new PLC training provided by the district and the formation of common formative assessments, we are also using data in more meaningful and concrete ways. The hope is that by using this data we will be able to provide more interventions that will provide opportunities for all students to be successful (goal #3).During our PLC time, teachers can align their teaching practices as well as create common formative assessments to see how students are responding and understanding the curriculum. The rigorous curriculum allows students an opportunity to think critically and develop higher-order thinking skills.

Ayala is currently moving towards a more collaborative and inter-disciplinary curriculum. One of our goals continues to be collaboration and we are looking for ways to improve our collaboration amongst the different departments (goal #2). The implementation of the Academy and AVID curriculum is leading the way in that regard. Over the last few years, AVID has gone from a program with minimal participation to now having 6 periods throughout the day. The AVID teachers have also helped to implement and teach different instructional activities throughout different departments. Many departments utilize strategies like close reading and Socratic Seminars. The academy program is also expanding to help give students more exposure to classes that will help as they transition to a career. We would like to see these programs expand even more in the coming years.

Prioritize the areas of strength and growth for Category B.

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

- Expansion of AVID
- Expansion of Academies to provide support for students to transition to career/college
- District provided training to complete common formative assessments and streamline PLC process (best practices, strategies, assignments, assessments, etc)

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

- Intervention programs inside the school day, have been limited by technology and other resources

- Expansion of programs such as AVID and the Academy puts pressure on the FTEs and master schedule course offerings
- Need a better system of tracking graduates
- More time to collaborate in inter-disciplinary teams

Category C: Standards-based Student Learning: Instruction

C1. Student Involvement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
Students from all backgrounds are provided access to rigorous, content-based learning in all areas. Students in all subgroups are representative in all levels of courses. The school provides the PSAT (for 9th and 10th grade) and the SAT (for 11th and 12th grade) free of charge. The school also provides a fee waiver for AP tests for those students who cannot afford the expense of tests. Students receive support filing college applications including those who do not have citizenship. AVID teachers, counselors, senior English teachers, as well as other involved faculty members assist students in all dates and requirements related to college admission and scholarship acquisition. The counseling department publishes scholarship location websites and organizations for students to encourage meeting the financial needs of students. When visiting classrooms, observers will note that students are involved in challenging and relevant work. Classrooms have "I can…" statements on their whiteboards that show students where they are expected to go within the period and how they will achieve the standard they are covering. Students are reading and writing relevant content in all subject matters. Students are working as the providers of information and collaborating together to make sure that everyone understands. Teachers are working as facilitators of information and guiding students to a better understanding of challenging and relevant curriculum. When walking around campus this culture of understanding and collaboration is clear from the level of student engagement within classes.	**Master Schedule** **Classroom Observation** **PSAT/SAT Dates** **Fee Waiver receipts**

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Findings	Supporting Evidence
Each teacher and extracurricular activity provides students and parents with a list of class expectations which detail pre- requisite skills or classes required at the beginning of each school year or semester. These are usually posted on the teacher's web page while many of the staff print and have both parents and students sign the acknowledged expectations for the classes. During the self-study survey students stated that they understood there was a high level of academic expectation at Ayala.	**Teacher Webpages** **AP Webpage** **Expectations on file with administration** **Classroom Observations** **Student Work**

The counseling office ensures students are enrolled appropriately in Honors and AP courses. The school also hosts an AP night for parents and students to learn the expectations for this rigorous level of instruction. It is held in the spring, and the AP teachers provide presentations on the course requirements before students sign up for the course for the following year. These have been greatly attended by both students and parents. The AP page of the website also provides information about each class for the students. After reviewing staff input, the 2018-2019 AP night was moved to an online platform to give parents and students access to the course information beyond one night. Following discussion about the effectiveness of the online platform, AP night will go back to the traditional on-campus meeting in the 2019-2020 school year.

Teams of teachers also collaborate on the ability of a special education student each year as part of the IEP process. Many students are reclassified as a result of these meetings analyzing testing, student study habits, and performance.

Teachers have standards, agendas, and "I can" statements on the board to guide students where they need to go and help students understand the expectations of the course. This helps the students understand the expectations for the day.

Students are urged to enroll in the most academically challenging course while still supporting their success.

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

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

> **Online Programs: iNACOL Standard K: Instruction**: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Teachers as Facilitators of Learning

C2.1. Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

Findings	Supporting Evidence
Our goal of collaboration goes beyond collaboration amongst staff members. We also want to see collaboration daily within our classrooms. Many of our teachers have adopted seating charts that leave students in collaborative groups. Teachers group students for various projects in the classroom and monitor progress, provide instruction to individual groups, challenge conversations, and guide students to higher level examination.	
A wide spread strategy of Think, Pair, Share exists in all classes. Students have the opportunity to discuss a concept within small groups before being asked to respond orally or in writing to concepts taught in the classroom. This allows students to coach other students in addition to the teacher. This strategy is especially helpful for the special education and EL student who has opportunity to share ideas with other students orally.	
Over the last few years, teachers have become more facilitators of thought process vs. lecturers. The goal is to have students leading each other to an understanding as opposed to a teacher simply talking at them. In many classrooms this is very clear by the way students interact easily with one another to guide their learning.	

Creative and Critical Thinking

C2.2. Indicator: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

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C2.2. Prompt: *Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
All students have access to textbooks and many of the books have ancillary materials that are available on computer information networks. The math curriculum comes complete with notes for student use and for teaching techniques.	**Classroom Observations** **Student Work** **Academy Photos**
Additionally, students must use computers to access informational materials which have been emphasized in the English language classroom as the common core implementations continue and the new textbook curriculum begins. Students research in the library and in the classroom using computers and computer databases through the county library database for research papers for all grade levels in English. Students also have access to the Gale Resource Center which provides access to information about all different topics. Additionally, the newly adopted English textbooks have a technology component that many teachers are starting to utilize.	**Classroom Observations** **GCs in English classes** **School Website** **Library Computers** **Master Schedule**
Advanced placement classes require students to research original source documents in history, science, and English classes. Within many AP classrooms students are assigned progress checks through the College Board website to track their progress.	
Students are involved in a variety of project based learning opportunities at the school. The implementation of the common core state standards continues to refine further collaboration among disciplines so that the projects are not merely reflective of work within disciplines but across discipline lines.	
The academy classes are applying problem solving skills to real world problems. In the 2018-2019 school year, students created propositions to a pedestrian problem close to our school. They then presented their proposals to the city council to gain real world experience.	
Groups of students are seen around campus preparing projects for classroom activities which include high level analysis of ideas through film and art. Classroom discussions and debates occur often in many classes promoting high levels of engagement for all.	
AHS is beginning to utilize more technology school wide. The services which are provided through the counseling department have become electronically controlled. College application processes as well as financial aid have become electronic. Technology usage is emerging in every area of our school as teachers and staff are trained and provided practical experiences for it. All staff members have access to Google Classroom and Microsoft Educator. These programs allow our teachers to put assignments online, administer progress checks, and evaluate students digitally. Additionally, many new textbooks have a	

technology component that many teachers are starting to utilize. Within our AP English 11 and AP US History classrooms students are assigned progress checks through the College Board website to track their progress.

Students must use technology often. Technology funds have been limited; however, students use technology through cell phones, computers at home and at school. All students are able to present electronic presentations through power point and the popular free software like Prezi. Many teachers utilize technology for their presentations and require students to use it as well.

Students use word processing programs for most formal writing projects. The utilization of Microsoft and Google technology allows students free electronic storage to help students save work from various work stations. The library has computers and printers for students to print pages if students are having difficulty with printers or technology access at home. Turnitin.com is often utilized to prepare for similar college submission requirements.

Students commonly use technology to create thematic projects in English through an assessment called GC's or Grand Conversation. Students read traditional and classic literature and create mini movies which portray similar themes. These projects require filming and editing video as well as writing scripts and analysis of scripts. Our students are very skilled in video software programs. Many classes assign video projects that require students to film and edit. Some classes use websites like Flipgrid for student videos. Most classrooms use Kahoot as a test review game.

The business and technology classes that were adopted in 2012 include computer programming and advanced computer applications. In 2018 we also offered Computer Tech 2 and Computer Tech 3, several engineering courses, and Computer Science applications, and Computer Science Principles. These classes will continue to expand in the coming years.

Technology is important to the 21st century skills we would like our students to possess, but the lack of available technology on campus is a hindrance to achieving these goals.

Application of Learning

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
Research is ever expanding in the classroom in spite of limited technology. Students must research expository topics formally and	**Classroom group projects on**

informally within all disciplines. The 12th grade Expository Reading and Writing Curriculum classes also focus primarily on non-fiction and expository writing.

All classes utilize this important skill. Group projects and reports demonstrate the effectiveness of these assignments across the curriculum at AHS.

When you walk into a classroom at Ayala you will see students engaged in activities that show they have academic tools needed to gather and create knowledge. They collaborate and facilitate their own learning and are actively involved in the learning process.

Teachers differentiate instructional strategies depending on the ability level of their students. The college preparatory level of courses is the lowest performance level of students in general education courses. Some of these students are not planning on attending college, and as a result are often unmotivated. Teachers must present material in compact, understandable ways, and encourage critical thinking in these courses in which many students choose not to do homework and outside reading. Many of our teachers also teach collaborative special education classes which requires them to differentiate and scaffold based on the needs of their special education students. Some of our students are provided with technology (tablets, etc.) according to their IEP to help with this differentiation. Technology is also used to differentiate when students are taking notes. Many teachers color code their Power Points to help students with the note-taking process. Teachers will also put notes, Power Points, etc. on their web-page so students can refer back to them later. Some teachers have even taken to recording their own lectures or helpful lessons and putting these ScreenCast recordings on their websites for students to refer to.

The honors and AP programs accelerate learning and critical thinking and often move more quickly as students enter the classroom already with high level skills. Online resources (like Personal Progress Checks) provided by the CollegeBoard assist in helping students and teachers understand areas where students are struggling and then go back and reteach those elements.

The common formative assessments are a new way for us to differentiate and reteach. By discussing the data that comes out of the CFAs, teachers are able to see where distractors are or areas of concern.

Teachers are assigned both levels of instruction (CP and honors) in most subject areas so that all students have access to the best instructors. Data analysis of benchmark testing, SAT tests, CAASPP tests, grades, and AP data indicate that students are achieving at all levels of instruction.

Grading policies are adapted to student performance levels by most

display

Classroom Observations

Student Work

Course Syllabus

Course Expectations

Classroom Observation

Student Work

Common Formative Assessments

Teacher Webpages

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

Career Preparedness and Real World Experiences

C2.4. Indicator: All students have access to and are engaged in career preparation activities.

C2.4. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Business classes and the ROP business enterprise classes also require students to engage with technology in real work environments. Students invent and market businesses using real world marketing strategies in these classes.	**Bridge Photos** **FBLA photos**
Apprenticeships, community projects, and other similar experiences are limited in their offering at Ayala High School. Budget restraints had closed previous programs such as the engineering academy, but in recent years they have started back up. Students have the opportunity to visit real-world opportunities within these classes. During the 2018-2019 school year, students were able to take a field trip to see a new bridge being built in Los Angeles. They used this experience to enhance what they were learning in the classroom.	
The leadership program, consumer family science program, and the extra-curricular club FBLA continue to offer students exposure to serve on state committees for leadership. Many Ayala students are selected to serve on these leadership teams	

C2.4. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences, applications and research for students.*

Findings	Supporting Evidence

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

At Ayala High School, instruction is creative, collaborative, and a constant area of focus for growth for the teaching staff. Creativity and innovation can be seen in many classrooms. Teachers are highly trained in the subject area as well as in ways to make content more interesting, accessible, and engaging for students. Teachers find new and innovative ways to go beyond the textbook or the walls of the classroom and to get their students to really think critically. When you walk into a classroom at Ayala you will see all different types of instructional strategies being used to engage students. Students participate in project based learning assignments that require them to use higher-level thinking skills to achieve success. Students collaborate with one another in almost all classes, and there is usage of similar collaborative strategies across the departments. Teachers and students can also articulate what is being done in class on a daily basis by using common language like "I can…" statements.

Differentiation is occurring throughout the classrooms. Students are placed in the least restrictive environment. For that to occur, many RSP special-education students are placed in a general education classroom. This collaborative setting means teachers are differentiating their instruction based on the needs of their students. This differentiation allows students to be successful within these classes. Differentiation is happening throughout the campus to meet the needs of different types of students. Teachers are meeting students needs throughout the different departments by re-teaching concepts and reviewing assessments, and these conversations allow students to grow in their abilities and understanding.

Student surveys and informal discussions both in and outside of class indicate that students fully understand the expectations of behavior and performance. More than 90% of teachers use the online grading program of Aeries to help students keep track of their progress and performance throughout the semester. Our parent and student surveys indicate that the school needs to address the need for more consistent use of uploading grades. This goes along with our goal to have our academic interventions more aligned. The more often teachers update their gradebooks, the easier it is to see when interventions need to be implemented (goal #3).

The faculty at the school continues to seek new research-based strategies which promote student learning. Although the practice of continuing education has been limited through school provided expenses, the faculty has continued to seek and improve student success. The staff continually provide professional development within their own departments for those teachers who are unable to attend PD. Teachers are able to use multiple resources (some provided by the district and some sought out by individual teachers) in order to find improved instructional strategies to better serve their students. Teachers consistently collaborate to improve instruction at our school to make learning richer and support students' academic success. We would like to see more collaboration outside of departments and more cross-curricular engagement (goal #2). One focus for our development has been wide implementation of technology due to the highly technological world that our students live in (goal #1).

Prioritize the areas of strength and growth for Category C.

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

- Instruction is differentiated at all levels in almost every classroom. The least restrictive environment for student success has pushed students to grow and develop according to their educational plans and goals.
- A wide variety of instructional strategies are being used across campus to utilize individual teacher strengths.
- Bell-to-bell instruction is the accepted expectation.
- Think/Pair/Share, equity cards, sentence frames, close reading, and other collaborative instructional strategies are used on a regular basis campus wide.
- Objective ("I can" statement), standards, and other roadmaps written daily on white boards in classrooms.

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

- The use of technology is in widespread use across the campus in almost every classroom. The school is in need of more adequate and widespread technology. The student use of technology within the classroom is based on the student's ability to provide their own devices.
- The need for more opportunities for apprenticeships, community projects, and other real-world experiences for our students

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

D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

> **Online Programs: iNACOL Standard R: Program Evaluation**: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

> **Online Programs: iNACOL Standard S: Program Improvement**: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
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 in 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.	**CAASPP Scores** **CA Dept. of Education Dashboard** **Aeries** **IAB Schedule**
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	

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the grading program, and most update frequently. Semester grades are sent home in January and June at the end of each semester.

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
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 all published for parents at the beginning of the school year in the expectations and course description notice. If teachers deviate from the percentages in grading practices, the rationale is explained to students and parents through the course expectations sent home at the beginning of the school year. There is also a district grading program, Aeries. Teachers use Aeries to record grades and to submit grades for the progress reports and final grades.	**Aeries Grades** **Teacher Class Expectations** **Teacher Webpages** **PLC Agendas/Calendar**
We discovered through the self-study that those grade levels and subjects who collaborated well together, had the most consistent grades from class to class. The creation of common assignments and learning targets shows how these teachers collaborated well together and the student learning successes also showcase this collaboration. Looking at the D/F data and assessments has become part of the conversation during department PLC time.	

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Students are assessed formally and informally regularly in all classes and departments. There is a strong accountability link between academic success and the high engagement factor at the school. Since we strongly believe that those students who are highly	**Monday PLC schedules** **After school tutoring opportunities for at risk students**

engaged and involved in curricular and extracurricular activities will do better with the academic side of school, the vast offerings of these experiences have motivated students to do well in school.

IEP Passports

Ineligibility Lists

Common Formative Assessments

Collaboration allows teachers to work together to enrich the overall impact of all departments and classes in relationship to student achievement.

Students with special needs, including English language learners, are given assignments and assessments with appropriate accommodations. Translators, computers, and calculators if determined necessary are provided for support. Many of these accommodations are outlined in the IEP passports that teachers receive at the beginning of the school year.

Teachers are effective in monitoring student progress through formative and summative assessments although the primary grading practices concentrate on summative assessments. Teachers have worked together over the last year to create common formative assessments and then discuss the data shown by those assessments. This is a new process for our school and is being refined department by department.

Since our core values include growth, we urge 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.

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level.*
Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.

Findings	Supporting Evidence

Assessment of Program Areas

D1.4. Indicator: The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the collaborative processes that the school leadership and instructional staff in*

partnership with district leadership use to review and assess the programs and their expectations , including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
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.	**Board Policy (in agenda)** **Agenda** **Curriculum Committee Meeting Schedule** **IAB Schedule** **ESA Schedule** **CFA Schedule**

Homework and grading policies are discussed within departments during PLC time. Departments have become aligned with their policies to try and eliminate any sort of "teacher shopping" by the students. Departments utilize rubrics to streamline the grading practices. Many departments are using rubrics aligned with Smarter Balance or CollegeBoard to help familiarize students with the language and expectations they will be tested on throughout their high school career. The district has placed grading categories as 60% assessment and 40% everything else. The categories are broken down in more detail by each teacher though.

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 department.

Over the course of the last few years, many departments have undergone textbook adoption processes. This process required teachers to pilot different texts and then evaluate the text. By doing this, teachers had to evaluate the effectiveness of their current curriculum and what changes needed to be made to meet student needs.

Science teachers are provided with resources each year to help with their lab activities. Chemicals, supplies, and dissection materials are provided through the school. At the end of each school year, the science department chairs place an order with the school secretary for the supplies they will need allocated the following school year.

AP teachers also meet every year to discuss trends with the AP program and what changes need to be made to ensure that students

are successful within the AP program. This meeting includes AP teachers, counselors, and administration. AP teachers are also required to submit their course syllabus to CollegeBoard every year for audit to make sure there is a challenging and relevant curriculum being taught.

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
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. 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 we feel we are moving forward with sharing of ideas since we started a collaborative model for our 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 district has placed a large emphasis on professional	**PLC Meeting Schedule** **CAASPP Results** **District PD Calendar** **Common Formative Assessments**

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, we will come together by department and discuss the data and review what needs to be done differently. We will share student samples, successes, and weaknesses in order to become more effective within our own classrooms.

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. We have also seen that in order to implement this system effectively, we will need better technology and infrastructure throughout the entire campus. We would like to see more resources allocated to improving our technology. This resource allocation would connect to our SPSA because our SPSA goals are connected to improving our CAASPP scores. Without improving our infrastructure and technology, administering these CFAs and IABs will become more and more difficult.

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

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

> **Online Programs: iNACOL Standard L: Assessment of Student Performance**: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

D2.1. Prompt: *Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
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.	**Classroom Observations** **Labs and Lab Reports** **Group Presentations** **PSAT/SAT Schedule**

The frequency of the assessment strategy is based off the needs of the individual departments and teachers. 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.

Counselors meet with students who are at risk for not graduating due to grades.

The district provides an appeals process for students and parents who wish to contest grades or who believe there is a mistake in grading. If the individual teacher does not believe that an error has occurred, the process of inquiry is guided by the administration.

The assessment data is recorded and reported in a number of ways. The California Department of Education Dashboard contains test scores and data for the school. This information is easily accessed by a Google search. Students are sent score reports with their state test results, PSAT and SAT results, and AP results. They can also find this information by logging in to their College Board accounts online. All students are set up with a College Board account before they take the PSAT as a 9th grader.

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.)*

Findings	Supporting Evidence
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 we are continuing to modify, but overall we are seeing success within our 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. Ayala follows the model for students with special needs which encourages all students to work in the least restrictive environment. This model places special education students that would normally sit in self-contained classrooms into the general education classroom. Often there are accommodations for these students written into their Individualized Educational Plan. These might include being allowed to use a calculator or hand written notes on a test. It might include having a friend or teachers aide copy notes for the student. Very occasionally, students with special needs are allowed to use separate assessment measures or are allowed to have the test read to them orally for response. These accommodations	**Common Formative Assessments** **PLC Schedule** **IEP Passports**

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.

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. 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.

In the beginning of the 2018-2019 year, we set out to answer PLC question #1: What do we expect all students to learn? We answered this question by collaborating to identify essential standards. With the input gathered from our departments, we collected draft lists of essential standards. In order to establish a truly, guaranteed and viable curriculum for our students, these lists needed to be further prioritized into 10-12 essential standards.

As a result, committees comprised of teachers and instructional coaches at the district level completed another level of analysis starting with English Language Arts (ELA) and Mathematics to prioritize these lists into final drafts of 10-12 District wide essential standards for the 2019-2020 school year. These essential standards will remain in *draft form* until we are able to analyze student learning outcomes and gather input after we take these District wide essential standards and run them through the PLC cycle by answering:

> PLC question #2: How do we know if students have learned the essential standards?
> PLC question #3: What will we do when they don't learn the essential standards?
> PLC question #4: What will we do if they already know the essential standards?

These PLC conversations and decisions will be the basis for future instructional and curricular decisions.

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide

learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
Based on student input, students agree there is a high level of expectation throughout the different departments at Ayala. They know that when they step on campus, they will be expected to perform academically. Some students did discuss how they would like faster feedback from their teachers.	**Student Conversations/Survey** **Grades** **Aeries**
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 five 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.	
More formal feedback can be found through Aeries. Grades are available to parents and students at all times as almost every teacher utilizes the online grading program at the school. Additionally, grades are mailed every 6 weeks in a progress report form to keep parents and students aware of a student's grades. Counselors meet with students who are at risk for not graduating due to grades. The district provides an appeals process for students and parents who wish to contest grades or who believe there is a mistake in grading if the individual teacher does not believe that an error has occurred.	

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Students are assessed and held accountable at Ayala. CAASPP data continues to be looked at and the leading source of data that our 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 we 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 on the CFA. 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 our improvements and growth with the analysis of data, we could continue to improve with how we intervene for our students when they do not perform at the expected level. MTSS-A interventions are an on-going need to help students who are struggling as shown by the assessments. The on-going implementation of the different tiers of accommodations will help all students to be successful at Ayala (goal #3). The district and the site are working on intervention programs to help these struggling students.

Students continue to do well under the assessment models used at Ayala, but there continues to be a need to help students transition into careers and college. The linked learning pathways program and academies will further inter-disciplinary collaboration as the programs expands to other disciplines. The development of more inter-disciplinary 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 (goal #2). Although our 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 our Senior students. More opportunities like this need to be made available for students transitioning out of high school.

Prioritize the areas of strength and growth for Category D.

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

- Informal and formal assessments occur in nearly every class.
- AVID and Academy program support through master schedule planning
- Collaboration and differentiation strategies are widely used in classrooms

- Students with special needs are given accommodations which support success but not enable lack of effort.

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

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

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

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
School newspaper The Bulldog Times, a multi-page newspaper, is published each month. The paper focuses on current school issues and feature stories that revolve around important student and national issues. It is circulated to all students. The newspaper can be found digitally through the website which allows students and parents access to the publication. Students reach out to the community to get stories and sponsorships. Running the newspaper digitally has significantly cut down on costs, so at the moment, advertisements are not necessary. Renaissance Program The award-winning Renaissance program offers a link from the school to local business in the community to assist in rewarding and recognizing excellence in student achievement. Guest Speakers Guest speakers are utilized in small and large environments. Science teachers solicit professionals to bridge the classroom to the real world when a parent or community volunteer becomes available. In the past, there have been several sponsored all school events utilizing guest speakers involving Holocaust survivors and small movie producers. Olympic swimmer Lenny Krayzelburg visited in the English department and with the swim team to discuss his accomplishments. Our College and Career center has college representatives in almost every week to give presentations about their colleges and the admittance process. AVID regularly brings in guest speakers from different colleges to speak with the AVID classes. The Ayala library has also hosted guest authors of popular published books throughout the years. Ayala provides students many opportunities to become involved in the local community. AHS Performing Arts students are actively involved with the surrounding community, offering many performances, both on and off campus. Instrumental music students perform in evening performances that are open to the general public. Band and Pageantry students also perform for campus sporting events, music competitions and festivals. The AHS	**School Website** **PTSA Agendas** **SSC Agendas and Minutes** **Visitor Sign-In Logs** **Booster Club Charters** **Fundraising Deposit Slips** **Banquet Programs** **8th Grade Night Agenda** **Digital Newspaper** **Renaissance Awards** **College Presentation Schedules** **Clubs (in agenda)**

drumline performs on campus and competes throughout the Southern California area. Choral music students also perform at concerts open to the general public and Vocal students also perform throughout the community for senior centers, and elementary schools They also perform at music festivals and competitions throughout the United States.

Drama students present two major plays each year in the Performing Arts Center that are attended by students, parents, and arts patrons from the local community. The drama department also presents one play a year that the local elementary schools attend as a field trip.

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

College/Career Fair at Ayala

Every year our Career Center sponsors a college and career fair at our school. They bring in many representatives from different colleges to give our students information. There are also many local businesses that attend and give out information about internships and job opportunities for high school students. The different military branches also come to speak with interested students. Teachers bring their students throughout the day to experience the college and career fair.

Fieldtrips/College Tours

AVID takes every level of their students to visit at least two different colleges throughout the year. At the Junior level of AVID, students go on an overnight college tour. They travel up the coast and visit at least 4 different colleges the two days they are gone. The engineering academy program took students to the 6th street bridge in Los Angeles to witness firsthand how the bridge was being built. Our anatomy students visit a cadaver lab every year to see what they are learning about in a real-world situation.

Performing Arts Paint and Jazz Night

All community members are invited to attend an annual paint night put on by the Ayala band and art department. The Ayala Jazz Ensemble performs as members of the community enjoy a step-by-step painting session with instruction by Ayala's art teacher. This is the second year in a row that this event is taking place.

E2. School Culture and Environment Criterion

The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Supporting Evidence
The physical and emotional safety of each and every student and staff member at Ayala High School continues to be a schoolwide priority. Each year, the school participates in the state wide Great Shake Out to practice emergency procedures and coordinate with county and government leadership. Teachers are provided with instruction to help identify dangerous drug usage among students. Staff also undergo training in relation to preventing student suicide. This training discusses the warning signs, prevention measures, and how to communicate concerns about students. Staff also undergoes active shooter training every year. The training is provided by the Chino Hills Police. The 2019 school year saw the construction of new gates to help manage visitors on campus. All visitors are forced to enter through the office and sign in with the Raptor safety measures through our office secretary. All doors on campus were also updated to a key card entry system. This system will allow the district to lock down our campus with a press of a button.	**Policies and procedures handed out at the beginning of the school year** **Student Handbook** **Construction Updates** **Training Schedule**

The School Resource Officer, a full-time officer with the San Bernardino County Sheriff, along with four full time security officers and 3 grounds aides, are involved in proactive tasks and routines that monitor school safety, enforce school rules, and aid individuals in times of distress. Periodically, drug sniffing dogs are also brought in to walk through classrooms and identify areas of concern.

All school policies are clearly defined in the student handbook. The handbook can be found on the school website as well as in the back of the student agenda. All teachers receive an agenda if they would

like one.

Policies are in place explaining administrative areas of oversight and new teachers are given a new teacher orientation prior to the start of the school year to brief them on the procedures at the school. Instructional coaches assist new teachers on board policies related to instructional permission slips and use of technology.

Communication between students and faculty is highly encouraged, and an open-door attitude among staff, students, and administration fosters a trusting environment during school as well as at other school activities. Ayala employs an intervention counselor that works to help students cope with circumstances that are contributing to high levels of stress or anxiety. This counselor also assists in speaking with students who are being disruptive during class to try and get to the root of the problem.

High Expectations/Concern for Students

E2.2. Indicator: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Over the last several years, the activities director has brought special speakers to address the entire school population which have created an atmosphere of acceptance for students with differences. The last speaker spoke to 9th and 10th grade students about the digital landscape that they live in and how to use technology for good and not to cause pain. The speaker from #icanhelp also provided English teachers with follow up exercises to continue the conversation. There is also an #icanhelp club on campus.	**#icanhelp club meeting times** **Master schedule** **Club List (agenda)**

The severely handicapped students are a welcome addition to the school and accepted, at times even embraced, by the students. Many programs work with the severely handicapped students every week. AVID classes would visit the classroom weekly to play games with the students. The Renaissance program goes in every week to create crafts with the students. The students can also be found on the field or in the gym playing with the Ayala basketball or baseball team.

With the high population of special education students (9.6% of total student body), we had a concern that these students would be targeted ridicule "special education." When speaking with general education students that are in collaborative classes, these students do not even know that there are special education students within the class. This has assured us that our special education students were not targeted. Students with special needs are not singled out

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even among the student population. We recognized how rare and wonderful this is for a high school. Our collaborative content teachers are paired with a special education professional that remains consistent throughout the day. This consistency allows the special education professional to truly know what is going on in the classroom and to help the special education population.

We believe students with modifications for their education plan are implemented smoothly without much attention by the student body. The IEP process is a time for building up and encouraging students to reach their highest potential. Many students are re-categorized each year as their abilities merit. The special education department now uses digital IEPs. Teachers are provided with a secure digital folder at the beginning of the year that contains IEP information for their students. This way teachers are aware of the student's accommodations and can assist them from the first day of school.

It is not unusual for a student to no longer qualify for special education services, and it is even more common that students would move from SDC to honors level courses. The articulation of general education and special education students clearly benefits students at the school.

There are multiple clubs on campus that celebrate differences amongst the students. These clubs focus on different nationalities, genders, orientations, etc. The students are encouraged to join the clubs during Club Rush Week in order to learn more about the different students they go to school with.

From the data available on CA Dashboard, it is noticeable that Ayala does not have a huge problem with discipline. Our suspension rate is low and overall our students behave very well.

PBIS has slowly started to be implemented on campus. This program allows staff members to use positive behavior rewards and recognize students. Our security team takes this practice to heart. You can often find them out during passing periods handing out Starbursts or other candy to students to thank them for behaving and showing what a G.R.E.A.T school Ayala is.

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The entire school community has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.*

Findings	Supporting Evidence
The value of high expectations for all students permeates the campus on almost every level. Students know and clearly demonstrated on the student survey that teachers expect everyone to	**Survey results** **Student handbook**

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succeed. The Ayala Bulldog agenda lists the academic honesty policy. This code continues to reinforce the core belief of respect and excellence. Teachers and staff expect students to do their own work and effectively hold accountable those who cheat. Teachers have access to Turnitin.com to help alleviate plagiarism and cheating on assignments. As cheating has become acceptable among the high achieving population, the school implemented a policy of severe punishment for those who make cheating a practice. The handbook clearly defines the consequences for academic dishonesty. Students caught cheating can be removed from honors and AP level courses with a withdraw F grade noted on their transcripts, the student can be suspended from school, and there can be permanent disqualification from any academic awards or honors (e.g. Top Ten, Valedictorian, Salutatorian). The student may also face removal from California Scholarship Federation and National Honor Society. These policies are included in the student handbook.

By in large, the student and teaching population at the school demonstrates the desire to show excellence and integrity. Staff consistently communicates with one another through email in a respectful way. Administration and district officials send out communication through email as well. Collaborative Learning Rounds have become a practice of the district and it is not unusual to see administration, teachers, or district officials visiting different classrooms. Teachers are respected as professionals and expected to perform their professional duties.

There is a committee at the district level to discuss LCAP funds and needs. This committee is made up of representatives from all stakeholders in the Chino Valley community. Our School Site Council is involved with Ayala's school plan and LCAP funds.

CLR Schedule

SSC Agendas

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Equitable Academic Support

E3.1. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.1. Prompt*: Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
The master schedule each year is designed to best accommodate student needs based on the interests of students and parent input. As a result, the 2018-2019 school year has a plethora of sections of honors and AP courses. Honors and AP sections are expanding as more courses are added to the master schedule. We have worked to remove barriers to entry (there are no required prerequisites) to open AP classes to all students, especially those who may not think an AP class is something they can be successful in. Ayala teachers, counselors, and administrators have worked with our district office personnel to deep dive into data to find students that have the potential to be successful in AP. Sometimes increasing access and equity means finding students to challenge. We of course offer the typical math, science, and English classes. In recent years we have found new courses to offer to our students. We found subjects like, AP Psychology and AP Studio Art that are good entrances to the AP system for students scared off by the AP brand name. We have opened courses like AP European History and AP Human Geography in order to allow students to enroll in AP courses as Sophomores and even as Freshmen. The AP model has been more than simply enrolling students in more advanced courses. 78% of students in the AP program passed an AP exam in 2017; in 2018, the number was 85%. In the 2017-2018 school year there were 21 AP courses offered, in the 2018-2019 school year that number rose to 26, and in the 2019-2020 school year that number rose again to	**IEPs** **Counseling Office Observations** **Master schedule** **WorkAbility Program** **Summer School Offerings**

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Additionally, our Academy of Computer and Engineering Pathway and Robotics, Aerospace and Design Pathway, and CTE programs are also adding courses to bridge students to college and career. The current course schedule includes: Culinary 1 and 2, Computer Tech 2 and 3, Fashion Design (ROP), Intro to Engineering Design (IED), Civil Engineering (CEA), Principals of Engineering (POE), Engineering Design Development (EDD), Journalism, Intro to Digital Media, Digital/Video Production 1, Sports Medicine (ROP), and Capstone.

Summer school is offered to students who fail a course, but limited space has limited those classes to mostly junior and senior level repeat courses. Freshmen and sophomores are encouraged to retake the failed semester courses in the traditional school day. Credit recovery is also an option for students who need to make up credit. Students with impacted schedules or special concerns are allowed to enroll in summer school to accelerate a level or make room for another course. There are several online courses offered in conjunction with CVUSD matriculation agreements. Many of our students choose to take a summer school class through one of the local colleges that is aligned with CVUSD or online district approved programs. Currently students can take AP courses offered in the summer through AEC (Alternative Education Center- part of CVUSD). The courses offered are: AP Psychology, AP US History, AP US Government, AP Economics, AP Statistics, and AP European History.

All students have access to the services provided by the school district and county which include counseling, behavior intervention services, speech and language, deaf and hard of hearing services, occupational and physical therapy, orientation and mobility, brailing services, and vision services.

Students may also have an individualized community-based instruction program in which the student may learn how to ride the public bus, budget, and ask for and fill out job applications, along with other skills he or she may need to transition from high school successfully. SDC students used to participate in the Enclave program which allowed students to earn credit for working at jobs in the community which developed a career path for many. That program is no longer active, instead we now have students that participate in a program called Workability (through California Dept of Ed) and a Transition Partnership Program (through California Department of Rehabilitation). The Workability program offers students with an Individualized Education Program (IEP) the opportunity to obtain marketable job skills by working with a job coach and receiving job site training by the employer. While students are guided through the job placement process (application, resume, interview), most students are placed at a

worksite to work independently. The program seeks to give students an understanding of job-seeking and job-keeping skills. All students who work through the WorkAbility program receive minimum wage for their on the job training. Once a student has reached the maximum training hours, the student may be hired by the worksite to become an employee of the business.

We also offer the Transition Partnership Program which provides support and services for Special Education students as they move on from secondary schooling and into a career. The program provides a two-semester course (at the high school) that covers a variety of topics such as interest assessments, career exploration and job preparation. Support continues after high school and may include job placement assistance and vocational training or financial assistance to purchase job-required tools or uniforms. (Information in this paragraph obtained from Riverside County Office of Education Website)

The special education teachers meet with the general education teachers individually each semester to review the mainstreamed students' disabilities, accommodations and special needs. The department has on-going collaboration with general education teachers to implement the students' individualized education plans (IEPs). The department also works with the guidance department to prioritize the special education students' schedules so that each student's learning style is matched to teaching styles to ensure student success in the mainstreamed classes. This begins with the student meeting with the Special Education staff while in the junior high schools and continues throughout the years of attendance at AHS. The Special Education Staff also maintains communication with the parents on issues at home that may affect student performance in school. Contact with outside professionals also occurs, including psychiatrists, County Mental Health, probation, and private tutors.

The AHS special education department meets with appropriate staff to discuss the individual needs of every special education student, and also works with the local community colleges, the Regional Occupational Program, and District transition programs for student over 18 to prepare them for their transitions from high school to college, training programs, and/or work experiences. These students gain assistance with enrolling in community colleges to ensure continuation of their transition goals.

Designated instructional services are also provided to these students with disabilities as specified in their IEPs. These services could include speech and language therapy, collaboration or consult, psychological counseling, nursing services, vision and orientation and mobility, or physical and occupational therapy. The school psychologist works closely with the IEP team to develop behavior intervention plans and individualized counseling to further

support the student in the school environment.

Any student with a temporary disability which makes attendance in regular day classes impossible or inadvisable may receive individual or home instruction under the Home and Hospital Instruction program. The purpose of Home and Hospital Instruction is to support the student in maintaining continuity of instruction during the student's absence from the regular program. To qualify, the student's disability must be diagnosed and verified in writing by a licensed physician. The term "temporary disability" means disabled by accident, physical, mental or emotional illness for a period of two weeks or longer. A student may also qualify for Home and Hospital Instruction through the Individual Education Plan (IEP) process.

Academic counselors serve the whole school by providing learning plans that outline the student's class trajectory. This is reviewed with the student throughout the year.

Ayala offers different programs of study for our students. The independent study program is a personal learning experience where the student, parent/guardian, and school jointly assume the responsibility for setting the goals and activities. The evaluation of the experience is the sole responsibility of Ayala.

The primary purpose for independent study is to offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting. Independent study may be used by students who are motivated to achieve educationally as well as or better through this strategy than they would in the regular classroom. Parents/guardians desiring to teach their children at home are encouraged to enroll their children in independent study. Such enrollment allows continued contact and cooperation between the school system and home-based students.

Ayala also offers short-term independent study. This is a voluntary, optional educational offering available to our students who will be temporarily absent from school. A program of this type may be implemented to complete days of attendance missed due to vacations or other acceptable circumstances preventing regular attendance for a period of no less than five consecutive days and a maximum of twenty consecutive days per semester. Ayala has a teacher who also serves as the short-term independent study coordinator to monitor these students.

Students can also engage in online curriculum taught by CVUSD teachers. This program offers students the flexibility of working from any device with online access outside of the conventional classroom. Virtual classes are similar to traditionally-taught classes by using courses aligned to state, national and district approved curriculum, with the advantage of twenty-four hours a day and seven days a week access to learning. Classes are available for all levels of learners including college prep, honors, and advance placement.

The intervention counselor is available to aid students who are struggling socially or emotionally. Students can be referred to the counselor by staff or parents or the student can go and talk with this counselor on their own accord.

Multi-Tiered Support Strategies for Students

E3.2. Indicator: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

Findings	Supporting Evidence
All students are given access to any service that is deemed necessary. Every effort is made to place students in rigorous academic classes. All teachers receive information that outlines the supports that their students must receive in their class. The Special Education department provides this information digitally and in paper format to each teacher.	**Cum Folders** **IEP Records** **Nursing Records** **Chino Counseling Services** **CA Dashboard** **Master Schedule**

AHS is recognized as a model high school for the inclusion special education program. Our unique collaborative model for our special education population had enabled moderate progress for these students over the years, The master schedule is designed by placing collaborative classroom teachers first and then placing special education students in academically rich classrooms. AHS also started offering an intensive reading course in the 2018-2019 school year. This course is for 9th grade students who struggled in their 8th grade English class. The goal of this intensive course is to give these students the solid foundation early on in their high school career that will allow them to be successful throughout their four years at Ayala.

Instructional aides or Special Education teachers are assigned to collaborative classrooms to give additional support to all students, benefitting the entire population. These professionals remain consistent in the math and English classrooms as an additional way to provide support to students. AHS students with severe disabilities are provided the required support and services by being placed in Severely Handicapped classrooms. These students receive services such as occupational therapy, modified physical education, and academic supports.

The multi-tiered support system academics (MTSS-A) team takes into consideration the success of students at Ayala by utilizing the California Department of Education Dashboard to analyze data and trends for the students. We continue to look at academic interventions. Through MTSS-A there is an intervention plan in place. Tier I interventions ensure parent access to the Aeries portal to check grades, informing parents of

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tutoring options that are available, teachers and counselors meeting with parents of students and the students themselves that have Ds or Fs at the six and twelve week grading periods. Tier II interventions include SST (student study team) meeting, placement in a study skills class, small group instruction, case-carrier or EL coordinator follow-up, alternative education options such as credit recovery, summer school, adult school, and parent conference with the teacher and/or counselor. Tier III accommodations include putting the student in a support class, special education referral, or entering the student into the Read 180 intensive class.

The Chino Crisis team is deployed to work with students who require emergency and pre-scheduled counseling services.

The nurse is very involved in Student Study Teams for those students who are not succeeding in school. She helps to connect students with other support services the school and community can provide.

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

E3.3. Indicator: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

E3.3. Prompt: *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

Findings	Supporting Evidence
The school does a great job of identifying and assessing students for eligibility. We pride ourselves in meeting our timelines. Many of the general education teachers will consult with the Special Education Staff and School Psychologist to determine if a referral for assessment needs to be made. We continually monitor students already on an IEP to determine if additional services and/or supports are needed. We also do not want to over support/accommodate students and strive to have conversations with students and parents to generalize the coping strategies they are using so that they can achieve more independence and be less reliant on accommodations. We have numerous students that are exited from the Special Education program and returned to full general education setting every year. We also have numerous students that are transitioned from a more restrictive pull-out setting taught by a special ed teacher to the collaborative general education setting.	**IEP Goals and Accommodations** **MTSS-A Accommodations** **Master Schedule**

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The availability of formal interventions is an area for improvement. The interventions available now are mostly teacher and classroom based. With the implementation of PBIS, we are working towards more school wide interventions. Monitoring the effectiveness of supports and services can also be challenging because it can be difficult to obtain teacher feedback on student progress. Our special education case carriers don't see many of our students on a daily basis, and (outside of conducting classroom observations when they are not teaching) rely on the feedback and data (work samples) collected by the general education teachers to inform progress monitoring and decisions regarding ongoing supports and services.

The multi-tiered support system academics (MTSS-A) team takes into consideration the success of students at Ayala by utilizing the California Department of Education Dashboard to analyze data and trends for the students. We continue to look at academic interventions. Through MTSS-A there is an intervention plan in place. Tier I interventions contain ensuring parent access to the Aeries portal to check grades, informing parents of tutoring options that are available, teachers and counselors meeting with parents of students that have Ds or Fs at the six and twelve week grading periods. Tier II interventions include SST (student study team) meeting, placement in a study skills class, small group instruction, case-carrier or EL coordinator follow-up, alternative education options such as credit recovery, summer school, adult school, and parent conference with the teacher and/or counselor. Tier III accommodations include putting the student in a support class, special education referral, or entering the student into the Read 180 intensive class.

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support system meets the needs of students in the program. (e.g., academic and personal counseling, health services).support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of technology and internet.*

Findings	Supporting Evidence

Co-Curricular Activities

E3.4. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.4. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
AHS offers opportunities for students to engage in a variety of extra-curricular activities and by and large students get along. There are very few issues on campus that have to deal with students not getting along. The discipline data showcases this. Students support each other in the classroom and outside of the classroom. This can be seen through the different clubs and ways students support each other in those extra-curricular activities. Under the direction of the USB officers, activities include spirit week, rallies, elections, dress-up days, lunch-time activities, staff and student appreciation events, clubs, organizations, concerts, and dances. Student participation is extremely high. The 5 rallies held each year support student excellence and teamwork as students are recognized for sports, academics, performing arts, as well as contests and participation in the entire school program	**Activities Schedule and Calendar (agenda)** **Renaissance Program Charter** **Bulldog Behavior Code (agenda)** **Athletics Schedule and Calendar (agenda)** **Discipline Data** **Advisors Handbook**

Student engagement continues to be a high value for Ayala High School. Each year, students can form new clubs based on interest groups of the population. The presence of over 90 clubs on campus is an example of the student involvement campus wide. At the beginning of every school year there is a Club Rush Week to showcase the different clubs on campus and give students the opportunity to sign up for different clubs. At Ayala, staff promotes and supports the vast number of clubs on campus. Every club on campus has a staff member as an advisor. Advisors play an important role in the success of the club. Advisors are required to plan and submit a budget for the club. They are also required to be at all events connected with the club. This often means staff members can be found supporting club activities outside of school hours. Advisors also oversee weekly club meetings and help with club elections and take care of issues within the club. The job and responsibilities of the advisor can be found in the Advisors handbook provided by our Activities Director.

The mission of the Academic Renaissance Program at Ayala is to create a "renaissance" in education. It exists as a partnership between the students, educators, and local businesses, the program continually promotes and recognizes academic achievement and citizenship. This renaissance will be realized by supporting an attitude of academic performance with the school and community. Democratic concepts and our free market system have proven to the world what happens if you motivate people properly: they perform and take great pride in the development of their skills. Principles for reward and recognition, teamwork, quality, leadership, and marketing when applied to education can have a tremendous impact on the achievement of the goal of academic excellence. This is also supported by our PBIS mission.

The Renaissance program at Ayala has offered numerous tangible incentives and rewards. These incentives and rewards have been created to recognize improved scholarship, attendance, and

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continued academic excellence. Rewards can be found in the form of student renaissance cards. These cards allow students different academic rewards based on the teacher and classroom. Renaissance also organizes a Kindness Week each year. This spirit week comes with different activities each day to promote kindness and inclusivity amongst all students on campus.

The Ayala activities program provides extremely valuable experiences for the members of USB, and also gives the student body countless opportunities to be involved and share in the benefits of being a Bulldog. USB also plans, decorates, and sets up for dances as well. Furthermore, it plans and organizes multiple spirit weeks throughout the school year involving both student and staff participation. The USB sponsors a yearlong class competition promoting class unity and school pride. It has a very strong staff appreciation program which recognizes staff of the month and staff of the year. Additionally, USB offers students once-in-a-lifetime opportunities to be creative and be recognized through the rallies that are organized five times each year. USB also sponsors the United Club Council, comprised of one delegate from each club on campus. This council allows for students from all different interests to have a voice in school affairs. USB also facilitates a House of Representatives meeting with a student from every fourth period class. This body meets each month to discuss the schedule of activities available and to get input from the different students on campus. Our USB program was recently awarded the National Student Council award. National Student Council applauds the work of each student council and challenges them to continue their efforts to improve their schools and communities through their leadership and service. NatStuCo honors these student councils for implementing a strong leadership program that meets council goals; functioning in an ethical and responsible way; and engaging others in leadership, spirit, civic, and service activities. They have also been awarded the California Activities Directors Association Outstanding Leadership Program award for the 18th year in a row.

Ayala offers a wealth of co-curricular activities when it comes to athletics. In addition to having a comprehensive program rich in tradition and success, Ayala Athletics strives to instill character and values in the school's athletes. This is demonstrated as student-athletes must sign two codes of conduct for Ayala and CVUSD. They must also sign a social media contract for Ayala. CIF also requires the athlete and parent to sign a code of conduct. 47% percent of the student body participates in the athletic program. The athletic program offers every student a chance to succeed in football, tennis, cross country, water polo, volleyball, golf, basketball, wrestling, soccer, softball, baseball, track/field, and swimming. Varsity athletes are enrolled in sixth period athletics. All athletes must maintain a 2.0 GPA each grading period. If a student does not maintain a 2.0 GPA, he/she will be ineligible until the next grading period and has improved to at least

to 2.0. Athletes are also encouraged to excel in both sports and academics and are recognized for their achievements by the school by the Scholar/Athlete awards.

Our performing arts program also offers students a variety of ways to be involved in the campus. Our band and colorguard programs have over 200 students participating in the program. The programs requires students to give up countless hours in order to perfect their craft. Beyond the band and colorguard program, Ayala offers other performing arts opportunities for students. The dance program gives students the chance to participate and compete at different levels of dance expertise. From novice to advanced, students are exposed to different forms of dance and participate in multiple dance programs throughout the year. Our art students also have an opportunity to show their talent. Students can show their art in the art room in the D quad. Also, every year there is an Ayala art walk that showcases the projects of the students. This year, the art teachers are also looking to allow their students the opportunity to create art around campus that encourages kindness amongst students.

E3.4. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

The school was recognized for its high engagement of all students by the California Distinguished Schools award. The process of creating and maintaining a high level of student engagement at Ayala lasts all year long. The school year begins with responsibility assemblies for each grade level and continues throughout the year with large full-school rallies promoting both academic and athletic success. It is strengthened through a robust USB/leadership program that includes monthly House of Representatives meetings where students from each 4th period class meet to discuss areas of student concern. A key component of the signature practice has been our Renaissance program which rewards students both inside and outside of school for their academic growth and success. The campus is an inclusive place for students. The inclusion can be seen through collaborative (co-teaching) classes that allow students an inclusive place to receive the same education as their peers. Or the way that the severely handicapped classes work with AVID and athletic programs to create connections amongst different students. Additions like Kindness Week encourage students to collaborate and connect with others that might not be in their normal social circle. We would like to see this inclusion expand to include more staff members. The more staff participate and encourage the extra-curricular activities of students, the more spirited the school. Another element is the strictly enforced eligibility requirements students must meet in order to participate in athletics and the performing arts. An additional piece of the signature practice is the proliferation of clubs, the large number of students and teachers involved in those clubs, and the unique role clubs play in full-school events, such as rallies. The participation rates of many of the organizations on campus are significant.

One example of the high level of student engagement at Ruben S. Ayala High School can be seen in our music programs. We believe involvement in extra-curricular and co- curricular events is a vital component of student success.

Constantly improving our school culture remains one of the goals for our school. We recognize the need for mental and emotional support for our students. By bringing on an intervention counselor to work with our students, students now have a place they know they can go to for help, and teachers know that they have a resource to help deal with issues that fall outside the scope of their content area. With the implementation of PBIS and MTSS-B we would like to see the interventions for students struggling with social and emotional needs increase (goal #3). By introducing Instructional Coaches, we hope that new teachers feel supported in their emotional/mental needs and are able to become an integral part of our campus. We believe that having a thriving and positive campus culture with help from these interventions.

Ayala recognizes the need for collaboration with outside programs. Improving exposure to the CTE programs and dual-enrollment program offers students an opportunity to engage in academic courses that will help them in their futures. Expanding access to career success is becoming a priority of the district and the goal of developing academies and pathways for students will help students bridge to the real world from high school. This program continues to need parent and student input.

Prioritize the areas of strength and growth for Category E.

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

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

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

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

Prioritized Areas of Growth Needs from
Categories A through E

Prioritize the growth areas from the five categories.

- More time to collaborate in inter-disciplinary teams
- The use of technology is in wide spread use across the campus in almost every classroom. The school is in need of more adequate and widespread technology. The student use of technology within the classroom is based on the students ability to provide their own devices.
    - Intervention programs inside the school day, such as credit recovery, have been limited by technology Intervention programs need to be developed to help our students succeed academically.
    - Common core and the CAASPP require technology to be successful
- Intervention programs need to be developed to help our students with their social and emotional needs.
- Intervention programs need to be more clearly defined to help our students with their academic needs. A fully integrated intervention program needs to be adopted and implemented for struggling students who are not demonstrating proficiency levels.
    - Improve math scores on the CAASPP
    - Improve ELA scores on the CAASPP
- Lack of accessibility of resources and facilities inhibit growth in the performing arts and sports.

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

- **Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**

As staff, student, and parent populations answered questions within focus groups, we were able to identify and summarize critical student learning needs. The focus groups (see attached rosters) met and discussed the areas of concern within our school.

Critical Student Learning Need #1:

- Ayala High School must expand technological resources to ensure growth for all levels of student performance in regards to 21st century skills and state testing. Connected to goal #3 in action plan.

Areas of Strength	Areas of Growth
•School wide website used consistently •Aeries access •Online textbooks are used •Google Classroom and/or Microsoft 365 are available to all students •AP Classroom is available to AP students •Gale Database provides students with opportunities to research	•Not every student has access •The WIFI infrastructure is weak and needs to be improved •Increased computer access (currently only 1 computer lab and 7 laptop carts for the whole school) •Class sets of laptops or 1:1 devices would be beneficial for the students •Outdated projectors given to teachers •Staff and students need more training on the technology that is available

Critical Student Learning Need #2:

- Ayala High School must refine its process to ensure academic collaboration within and between disciplines and devote necessary resources to carry out its effectiveness, especially in creating commonalities that span school wide and not just department. Connected to goals 1,3,4 in action plan.

Areas of Strength	Areas of Growth
•Common Formative Assessments are being implemented- staff are anxious to see how effective the CFA will be •Common grading practices throughout departments •Academy program meets as a cross-curricular group •Vertical alignment is being developed	•PLC time for department chairs to meet in cross-curricular groups to discuss and align school-wide •Reinforcement of common skills between subjects •Share rubrics with all departments •Need more time to collaborate between departments

•AVID skills are being utilized in non-AVID classrooms •PLC Monday morning meetings are allowing for effective collaboration amongst departments	•Need a venue to meet in cross-curricular groups

Critical Student Learning Need #3

- ▪ Ayala High School must continue to refine and expand programs to ensure student achievement for all levels of student performance. This includes Advanced Placement, AVID, Special Education, and interventions for academically struggling students as well as students struggling with social or emotional issues. Connected to goals 2 and 5 in action plan.

Areas of Strength	Areas of Growth
•Tutoring is available for students (MTSS-A) •Mathletes meets every week (MTSS-A) •Academic clubs provide incentives for students to do well (MTSS-A) •Classroom expectations are clear (MTSS-A) •School rules are clear (MTSS-A) •The Renaissance program rewards (MTSS-A) •Collaborative classes provide accommodations for students (MTSS-A) •Safe School Ambassadors (MTSS-B) •Lunch Bunch, #icanhelp, and various other clubs focus on social and emotional well-being (MTSS-B) •Intervention counselor is available (MTSS-B) •Student of the Month luncheon (MTSS-B)	•Academic expectations puts a lot of pressure on students and they do not know how to deal with it •Incentives programs could be created to incentivize students to perform academically and behaviorally •PBIS needs to be better defined and developed on our campus •Students know the GREAT acronym but it needs to be more clearly defined within the realm of our school •Continue the PLC process of looking at common formative assessments and data

Critical Academic Learner Need #4:

- •Increase math, ELA, and special education CAASPP scores as shown by the California Department of Education Dashboard.

Areas of Strength	Areas of Growth

• Professional development is being attended by departments to increase understanding of best practices • Common formative assessments are being created • SPED teachers and aides are being specifically placed in collaborative classrooms to have a consistent partnership between special education and general education teachers • Math teachers have a common prep to work on materials for their class	• Time to review common formative assessment data • Technology to administer practice CAASPP assessments

Chapter V: Schoolwide Action Plan

A. **Revise the single schoolwide action plan. Ensure the plan is aligned with the Local Control and Accountability Plan.**
B. **State any additional specific strategies to be used by staff within each subject area/support program to close achievement gaps of student groups in the schoolwide action plan.**
C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

> **Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all stakeholders to implementing the various sections of the schoolwide action plan.**

Goal #1: Continue to improve student engagement and academic achievement by refining and further developing **collaboration** time for teachers to implement the California State Common Core Standards (CSCC), and improve curriculum, instruction, and assessment.

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

b. Form common planning time across disciplines.

Goal #2: Continue to institute an ongoing process focused on data-driven instruction, which includes analyzing the **data** from multiple sources (e.g., CAASPP, IAB, SAT, CFAs, benchmark assessments, academic marks, etc.) to improve student achievement.

a. Refine schedule to review data from standardized testing during the common planning time

b. Increase the percentage of students in mathematics who meet or exceed standards on the CAASPP from 55% to 60%

c. Increase the percentage of students who score meet or exceed standards on the ELA portion of the CAASPP from 77% to 82% in 2018-2019 and from 20% to 25% for special education students

d. Common core and the CAASPP require technology and training to be successful

e. Organize a system of intervention for poor student achievement

i. Intervention programs inside the school day, such as credit recovery, have been limited by technology. Intervention programs need to be developed to help our students succeed academically.

ii. Intervention programs need to be more clearly defined to help our students with their academic needs. A fully integrated intervention program needs to be adopted and implemented for struggling students who are not demonstrating proficiency levels.

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

a. Develop a system and procedures to inform all stakeholders of the work and decisions made by governing councils and all faculty, staff, and student teams.

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

c. The school is in need of more adequate and widespread technology to help with communication

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

a. AP offerings increased and scope of class deepened.

b. AVID program integrated into whole school program and strategies implemented school wide

c. Departments continue to be trained on the PLC process and common formative assessments

d. Departments receive training on different technology options

e. Academies developed within master schedule for college and career and readiness of students

Goal #5: Continue to maintain **a culture** of high expectations and high student engagement in the culture of the school.

a. Maintain and enrich renaissance activities, leadership, and clubs

b. Create and refine intervention programs to help our students with their social and emotional needs.

c. Prioritize facility and resources for all levels of the arts: drama, choir, band, art, video, film, etc.

d. Involve booster programs in sports and arts to ensure communication and involvement of all stakeholders

Goal #1: Collaboration

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

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

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

LCAP Alignment:

- Priority 2: Implementation of State Standards

- Priority 8: Other student outcomes

Process	Implementers	Timeline	Resources	Monitor and Report Progress
1. Create and publish a schedule to facilitate and inform teaching staff of the type of collaboration meeting.	Administration Instructional Coaches	Published each September; revised each May with department chair recommendations	Published to email	Reports of content within meetings given to administration team who will keep an electronic record of each meeting.
2 . Create advisory committee of teachers and administration to guide professional development and collaboration goals.	Administration and Leadership Academy (district) teachers	Fall 2018, with reassessments each school year to include new faculty representatives/ volunteers	After PLC leadership academy meetings, department chair meetings, etc	Discuss focus and goals at department chair meetings and dept. chairs can take information back to department meetings.
3. Plan two different ongoing processes of collaboration A. subject/grade level B. inter-discipline team Design data to analyze and a system of reporting ideas.	Teacher leadership and administration	Fall 2019, revisions and reports as needed	CPT hour on Mondays and department chair meetings	System of reported ideas recorded through email
4. Meet regularly to discuss progress and issues regarding the facilitation of collaborative teams to determine strengths and needs and to continue charting a course for all teams.	Dept. chairs, teacher leaders, and administration	Ongoing	Dept. chair meeting	Published agendas and notes from the department chair meetings
5. Create common formative assessments and discuss outcomes during collaborative time by department	Departments	Ongoing beginning with the Fall of 2019	PLC time and CFA training	Administration can check CFA completion progress and teachers will monitor the success of the CFA and adjust as needed
6. Create SMART goals for each department	Departments	Fall 2018 and ongoing revisions	PLC time	At the end of the measurable time within the goal, departments and administration can review the success of the goal and revise as needed.

Goal #2: Data

Rationale: AHS has made data analysis a systematic routine. Teachers have analyzed data in large group forums and smaller departmental forums. We have looked at test scores, grades, and even achievement levels of classroom assessments. We are working towards improving our ELA and math CAASPP scores and creating department common formative assessments.

LCAP Alignment:

- Priority 1: Basic Services

- Priority 2: Implementation of State Standards

- Priority 4: Student Achievement

- Priority 7: Access to Program of study

Process	Implementers	Timeline	Resources	Monitor and Report Progress
Continue to train veteran and new teachers on Illuminate and other technological aspects to help analyze data	Instructional coaches, technology trainers	Ongoing- beginning in Fall 2019	Computers, WIFI, Illuminate	Monitor the PLC discussions surrounding the Illuminate data
Implement calendar schedule for data review based on CFA	Administration, dept. chairs, teachers	During Monday PLC time following the administration of a CFA	CFA results	PLC agendas and revision of CFA based on needs of students and data
Review data from classroom projects, tests, CFAs during PLC collaboration time	Dept. chairs and teachers	Beginning in the Fall of 2018 and continuing	PLC time and provide release time for teachers in order to develop CFA's, examine Smarter Balanced Test items in order to inform instruction and assessments	Utilizing PLC time teachers will analyze the data from the CFA's and implement intervention and extension activities based on results
Math teachers will develop SMART Goals by course and using REAL criteria, Math teachers will identify Essential Standards by course	Math department teachers, department chairs, admin	Completed by October 2018 and to be revised every year at the beginning of the year	Provide release time for math teachers in order to develop CFA's, examine Smarter Balanced Test items in order to inform instruction and assessments	Weekly PLC time is utilized to analyze data and develop SMART Goals by course as seen by the SMART goals electronically recorded.
Administer Common Formative Assessments (per chapter) on the Essential Standards and based on results from CFA, Math teachers will provide intervention/extensions focused on 2 essential standards period by period	Math department teachers, department chairs, admin	Beginning in Fall 2019 and after each CFA is administered/ analyzed	Provide release time for math teachers in order to develop CFA's, examine Smarter Balanced Test items in order to inform instruction and assessments	Utilizing PLC time teachers will analyze the data from the CFA's and implement intervention and extension activities based on results

Goal #3: Communication

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

LCAP Alignment:

- Priority 3: Parent Engagement/Involvement

Process	Implementers	Timeline	Resources	Monitor and Report Progress
Continue unified grade reporting process via Aeries.	Teachers	Ongoing throughout the year	District funds for Aeries and computer access	Monitoring of student grades via extracurriculars and counselors
School Site Council advertisement and reporting of results published	Administration	Ongoing	School website, bulletins	Minutes recorded and distributed to staff monthly
Expand use of staff weekly bulletins to include policies and events pertinent to all staff	Administration and classified support staff	Fall 2019 and ongoing	Email and computer	Weekly distribution of bulletin monitored
Continue Renaissance recognition at monthly staff meetings, rallies, luncheons	Activities Director, Renaissance class	Ongoing	Time and teacher buy-in	Observation
Communication Survey	Administration, staff, and parents	Fall 2019	Survey and computers	Data collected from survey
Continue new teacher workday and systematize policies and procedures for new teachers	Instructional coaches and administration	Fall 2019 and ongoing throughout the year	Time and meetings	Observation
Develop a technology plan to help communication amongst all stake holders	District, administration	Ongoing	Money, better infrastructure	Improved access to technology to communicate

Goal #4: Professional Development

Rationale: The adoption and implementation of the California State Common Core Standards required a strong professional development design. Teachers worked diligently over the years to create strong curriculum that aligns to these units. Now, teachers are refining their curriculum and looking to align with one another. This is being done through the creating of common formative assessments that focus on essential standards. Additionally, the district is investing many resources in designing pathways for student achievement in both college and career education. The next few years will continue to focus on these two tasks while still maintaining the on-going needs of our student population.

LCAP Alignment:

- Priority 2: Implementation of State Standards

- Priority 7: Access to Program of study

Process	Implementers	Timeline	Resources	Monitor and Report Progress
AP offerings will continue to increase as scope of instruction deepens through trainings, vertical teaming, and professional development.	AP teachers and administrations	Summer trainings, ongoing throughout the year	Money to attend trainings, time to meet with AP teachers, FTEs to provide more AP offerings	AP collaboration time in departments and outside of departments to share best practices and updates
Pathway academies will continue to grow and offer more classes to help our students be college and career ready.	Administration, counselors, academy teachers	4 courses recommended to be added during the 19/20 school year and 2 more additional courses recommended to be added during the 20/21 school year.	Money and FTEs	Master schedule reflects the courses to be added. Academy teachers can report updates to program during staff and department meetings.
Continue to integrate AVID program and strategies school wide.	AVID teachers and administration	Fall 2019 and ongoing- site team meetings	PLC schedule	AVID site team reports
Discipline and classroom management strategies to be discussed during school culture meeting roundtable discussions.	School culture committee	Beginning in Fall 2018 and ongoing	PLC schedule	School culture agendas
Common formative assessment and aligned curriculum developed by each department through district provided training	Dept. chairs, teachers	Beginning Fall 2018 and ongoing	Time, PLC, access to technology	PD plan provided by district, creation and implementation of CFAs
Technology	Administration,	Beginning Fall	Site PD time for	Site PD agendas, trainings

training provided to help teachers feel more comfortable with using the different technology platforms	district, technology trainers, teachers	2018 and ongoing	technology trainers to come out, access to computers, WIFI	completed by staff

Goal #5: Culture

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

LCAP Alignment:

- Priority 1: Basic Services

- Priority 3: Parent Engagement/Involvement

- Priority 5: Student Engagement

- Priority 6: School Climate

Process	Implementers	Timeline	Resources	Monitor and Progress Report
Support and strengthen the scholar athlete recognition program	Athletic director, teachers, coaches, administration	Ongoing	Booster support, scholar athlete yard signs given to athletes honored by their coach	% of eligible athletes sent out to all staff members, yard signs observed around town, rally recognition
Support and expand the performing arts department	Administration, teachers	Ongoing	New buildings, FTEs in the master schedule	% of students involved in the performing arts program on campus
Continue communication and common language regarding G.R.E.A.T.	Teachers, faculty, students,	Ongoing	GREAT and "Be Safe, Be Responsible, Be Respectful" posters around campus and in classrooms	Posters, student and faculty discussion
Continue and expand Kindness Week to increase unity amongst students	Activities director, teachers, students, Renaissance class	1 week every Fall and in the 20/21 school year an additional week in the Spring	Tables, posters, activities, announcements	Observation
Grow participation in clubs on campus through club week and implement a mid-year club week	Activities director, leadership class, teachers, advisors, students	1 week every Fall and in the 20/21 school year an additional week in the Spring	Tables, posters, activities, announcements	Observation, number of clubs on campus, club sign-ups
Continue new teacher orientation	Administration, Instructional coaches, new teachers	1 day in the Fall with ongoing follow ups throughout the year	Time, PLCs	Meeting schedule
Implement interventions associated with MTSS-B. Focus on PBIS policies.	PBIS team, Intervention counselor, administration	Starting in Fall 2018 and ongoing	Time, PBIS policies defined, funds	

Continue school culture Monday morning meetings	School culture committee, teachers	Beginning in Fall 2018 and ongoing	PLC time	Meeting schedule, observations

Appendices:

A. Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website
    1. https://www.chino.k12.ca.us/Page/18649
B. Results of student questionnaire/interviews
    1. See evidence box for survey responses
C. Results of parent/community questionnaire/interviews
    1. See evidence box for survey responses
D. The most recent California Healthy Kids Survey
    1. https://www.chino.k12.ca.us/Page/15543
E. Master schedule
    1. Master Schedule (see attached)
F. Approved AP course list:
    1. https://apcourseaudit.epiconline.org/ledger/
    2. AP Course Offerings (see attached)
G. UC a–g approved course list:
    1. https://doorways.ucop.edu/list/app/home/
    2. A_G approved list (see attached)
H. Additional details of school programs, e.g., online instruction, college- and career- readiness programs, partnership academies, IB, AVID
    1. Academy: https://www.chino.k12.ca.us/domain/2894
    2. AVID: https://www.chino.k12.ca.us/domain/3467
    3. AP: https://www.chino.k12.ca.us/domain/2558
    4. Dual Enrollment: https://www.chino.k12.ca.us/domain/2893
    5. ROP: https://www.chino.k12.ca.us/domain/2154
I. California School Dashboard performance indicators
    1. https://www.caschooldashboard.org/reports/36676783630522/2018
J. School accountability report card (SARC)
    1. https://www.chino.k12.ca.us/site/Default.aspx?PageID=4474
    2. https://www.chino.k12.ca.us/cms/lib/CA01902308/Centricity/Domain/2333/2019AyalaEN.pdf
    3. School Accountability Report Card Document (see attached)
K. CBEDS school information form
L. Graduation requirements
    1. https://www.chino.k12.ca.us/domain/333
M. Any pertinent additional data (or have on exhibit during the visit)
N. Budgetary information, including school budget
    1. LCAP $40,000
    2. LCAP Pathways $25,000
    3. AVID $20,000
    4. PERKINS $55,000
    5. See attached document
O. Glossary of terms unique to the school.
    1. CFA- Common Formative Assessments
    2. IAB- Interim Assessment Bank
    3. CAASPP- California Assessment of Student Performance and Progress
    4. G.R.E.A.T- Growth, Respect, Excellence, Accountability, Teamwork