



Mid-Cycle Visiting Team Report

Accrediting Commission for Schools
Western Association of Schools and Colleges

for

Ruben S. Ayala High School

14255 Peyton Drive

Chino Hills, CA 91709

Chino Valley Unified School District

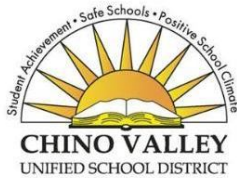
Original Visit: February 23-26, 2014

One-Day Revisit: March 7, 2017

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Introduction

General Comments

Ruben S. Ayala High School serves students in the ninth through twelfth grades and is part of the Chino Valley Unified School District. The District is comprised of four comprehensive high schools, one continuation high school, one opportunity high school, and three alternative education centers (adult education, independent study and virtual school). The student population comes from a diverse, well educated, and middle to upper-middle class, culturally diverse community. At Ayala there are 690 ninth graders, 652 tenth graders, 628 eleventh graders, and 659 seniors for a total enrollment of 2,629 students. Ethnicity is diverse at Ayala with the largest sub-groups being Latino (36.7%), Asian (24.2%), and White (22.1%). Ayala has 23.4% students who are Socioeconomically Disadvantaged, 3.9% English Learners, 10.4% Students with Disabilities, and .2% Foster Youth.

Ayala students participate in a rigorous academic curriculum and extended co-curricular and extra-curricular opportunities. The enrollment of Ayala High School is growing, largely due to transfer students from within the District and academy programs such as Engineering and Computer Science. Athletics, band, music, choir, theater and other highly successful elective classes also continue to draw students to the campus. The 9th and 10th grade classes have approximately 650-700 students with about 350 being transfer students. This has created a need to hold parent meetings for incoming ninth graders in order to help students make a successful transition into our culture of high expectations and high student involvement which exists at Ayala.

Ayala has an Academy for Computer Science and Engineering (ACES) on campus. The ACES program is designed for students that are interested in engineering, computer science, programming, physics, and mathematics (STEM) and who desire a hands-on course of study. The schedule of courses includes several advanced placement (AP) courses in a required and guaranteed sequence. New to the program in 2016-2017 is an AP Computer Science Principles class. Ayala also offers a competitive STEM Robotics Club for students with an interest in STEM.

The development of the ELD program continues to be a priority at Ayala. Out of the 368 EL classified students, there were 99 students who were designated Limited English and needed to take the CELDT test. In order to support the move to reclassification, the ELD Department is working on a rigorous curriculum design that will go from ELD 1 to ELD 6. The ELD Program has also implemented the READ 180 curriculum in order to help students move towards reclassification and provide additional support.

An analysis of school data is included under “Significant Changes: Data”.

Ayala continues to focus on creating a healthy, safe environment for all students with a focus on the whole child, specifically mental/emotional health. An intervention counselor was hired

at Ayala in 2014-2015. The focus for this counselor is specifically students who have demonstrated a need for more intensive interventions or mental health support. The intervention counselor sees students on his caseload on an ongoing basis and works closely with staff to continually identify and support students who have demonstrated a need for additional services.

Ayala has 102 full-time certificated staff members. Three new personnel positions were recently added to the school. An intervention counselor, an ELD coach and a math instructional coach were added to the staff in 2016. All teachers are highly qualified within the subject matter they are teaching. The only exceptions to this exist in a situation where a long-term sub was needed during the course of the school year.

Significant Changes

In 2014-2015, Ruben S. Ayala High School partnered 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.

Two new programs were implemented the 2014-15 school-year: the academy for Computer Science and Engineering and the Early College program. A co-principal was hired to oversee these two programs in conjunction with the comprehensive high school principal. The Academy for Computer Science and Engineering began accepting incoming freshmen in 2016-2017. These students formed a cohort and shared two common classes (English and Introduction to Engineering Design). Engineering teachers share a common prep period and met together at least once a week to collaborate and implement the goals of the academy.

The Instructional Coach teaching position was added in 2015-2016 to provide teachers with additional support and help the school transition into the Common Core State Standards.

Additionally, several different significant changes have occurred including collaboration, the use of data, communication, professional development, and culture.

Collaboration

Many staff discussions were held regarding how we can most effectively utilize the Monday Common Planning Time (CPT). Teachers indicated a need for time each week to meet within grade level and subject matter groups as well as with teachers across all disciplines. The CPT hour is a collaborative framework in which teachers can share instructional strategies, as well as improve curriculum, create common assessments and learn to analyze student work and achievement results data. The goal is to help students master the four C's; Critical Thinking,

Communication, Collaboration, and Creativity while actively engaging in classroom instruction. The CPT has created an ongoing cycle of collaboration designed to benefit the needs of all students.

2014-15 included increased access to technology which played a vital role in increasing collaboration with parents and among staff. The Aeries information system became the grade book program for the teaching staff. A new website provider was also adopted by the school district and a faculty resource page was added to the Ayala webpage for staff. The new resource page allows staff to access articles, collaborate regarding lesson plans and access resources. The email system was updated to Office 365 and all staff and students were provided with District email accounts thus increasing collaboration across the board. Additional training on common core implementation was presented and published in a common location and staff were given access to this information in a timely manner. In collaboration with District staff a new facilities team began meeting in the spring of 2016 to gather information on needs for the facility, now that it is 25 years old. This team included science, physical education and performing arts teachers along with the District superintendent of facilities and an architect. In November of 2016 a facilities improvement bond was approved by local voters. The District continues to collaborate with school staff as they develop plans for utilizing these funds at both the District and site levels.

The academy program teachers were given a common prep period beginning in 2015-2016. This has allowed the staff to work closely in order to develop curriculum within the academy. This common planning time is beneficial to student outcomes both inside the classroom and with regard to developing the 4 C's. These skills are valuable life-skills which will translate into students being college and career ready. Common planning time was utilized throughout the departments to focus on various activities such as developing projects across departments. The performing arts program utilized a portion of the time to work together and create a schedule that allowed all performances to fit on one unified calendar and ensure all programs had the ability to showcase their individual strengths.

The department chairs at Ayala act as our leadership team. Department chairs meet with the administrative team monthly to discuss relevant issues and plan professional development specifically tailored to the needs of individual departments. In addition, department chairs work with the school administrative team to help plan the master schedule and they often sit on interview panels when new teachers are being hired in their department.

The School Site Council continues to meet each month providing parents with the opportunity to collaborate and give feedback to the school leadership team. The time of the meeting was adjusted in order to accommodate more teachers on the committee. We are in compliance with the bylaws this year, which was a goal derived from the critical areas for follow-up. In 2015-2016 there were two months where our numbers did not meet the proper ratio of parents to staff, throughout the remainder of the year we maintained the proper ratio. The council was made up of four teachers, two parents, four students (one representing each grade level), one classified staff, and at least one administrator. We continue to strive for more

teacher and parent representation in order to more fully represent the school and increase collaboration between key stakeholder groups and Ayala staff.

The Parent Teacher Association (PTSA) continues to be a helpful force on campus. This group sponsored several events to bring the faculty together and show appreciation for the hard work teachers put in on a daily basis. This continues to help increase morale and aide in communication. In 2015-2016 this group provided funds to the departments in order to help meet the needs of all students. Each department was able to purchase \$180 of supplies to aide in instruction for the school year. Lab supplies, paper, and other various items for all students were purchased at the end of the school year with the goal of continuing this funding at the beginning of each school year. In addition, the PTSA regularly sponsors lunches to show their appreciation for teachers and they sponsor scholarships for graduating students.

In 2015-2016 staff went beyond curriculum planning and simply reviewing achievement data. Staff began to utilize the data to collaborate and develop individual department level goals. These goals were evaluated at the close of the school year and were the topic of the April 2016 staff meeting. This is an ongoing process with new goals for the upcoming year being shared in May.

The 2016-2017 goals for each department included the following:

- English department: improve CAASP speaking listening scores to 80% exceed standard
- Math department: 85% of students in all math classes will earn a C or better grade both semesters and support Math 1 & 2 to improve consistency across department
- ELD department: 85% of ELD students will successfully pass the ELD course with a 'C or better
- Special Education department: 85% of students will meet their transition goals through use of technology as established by IEP.
- Social Science Department: students in each grade level will be given a common writing assessment during the school year.
- Physical Education department: Increase overall fitness 85% in all students in PE classes in areas of core strength, flexibility, and cardiovascular endurance.

- Visual and performing arts department: 90% of students in advanced-level instrumental music, vocal music, and theatre arts courses, and 90% of students in basic through AP-level Visual Arts courses will complete both semesters of the current school year with a minimum 3.0 GPA. World Language department: Teachers will work toward the ACTFL (American Council of the Teaching of Foreign Languages) recommendation of 95% exposure to the target language by achieving 85% as a department.
- Engineering Academy department: To meet the accreditation requirements of the PLTW as outlined in the handbook.
- AVID: to have 85% of our AVID students earning grades of C or better in their academic classes.
- Family Science Department: 85% of students will be able to complete a food product by the end of the semester.

In addition to department goals, a school wide goal was created in 2014-2015. The prior year's goal was to develop Close Reading Strategies to support reading, the goal in 2015-16 was to develop writing across the curriculum. The leadership team devoted three department chair meetings to answer the question: How to improve writing across the curriculum using complex text and academic vocabulary? Ideas were discussed, taken back to departments for further discussion, and then the topic was readdressed. The school developed an expectation that all classes would practice close reading strategies, annotate texts, and respond in written and oral formats with complete sentences. Mini workshops addressed strategies to implement these goals and expectations. The first mini professional development workshop involved departments collaborating to share best practices and using technology sources to aid in the goal. Two months later, an additional mini workshop was conducted after school to allow interdisciplinary sharing of these strategies and best practices.

In addition to collaboration at the site level district wide collaboration remains a priority. In 2015-2016 each core subject experienced professional development days to continue the implementation of CCSS. Social science and science were scheduled to begin creation of new curriculum in 2016-2017 with teacher teams made up from volunteers at each site and grade level. Math and ELA continued to refine the curriculum through the review of new curriculum and the continuation of Rigorous Curriculum Design (RCD).

Chino Valley Unified School District came up with a collaboration plan for teachers throughout the district to be implemented in 2016-2017. The plan is intended to provide the different departments throughout the District time to work collaboratively. Departments are able to incorporate best practices from colleagues at other schools, share successful lesson plans, discuss pacing etc. The plan included several areas such as math, English/Language Arts, Science, Intervention, history/social sciences, and a college

collaborative. Work included creating pacing guides, incorporating Interim Assessment Blocks, creating end-of-course assessments, and the use of Read 180 and Math 180.

The school partnership with the California Colleges Guidance Initiative (CCGI) affords all counselors the capability of assisting every student, in grades 8-12, to use the service as a one-stop informational resource, as they consider their higher education options. Students now have the ability to create individual profiles on the CCGI web site, where they can store information relevant to each step in their own personal college planning process (which colleges match their criteria, offer the major/field of study they are looking for, etc.), as well as portfolio documents like letters of recommendation, resumes, and commendations or awards. Furthermore, CCGI enables pre-verified, official, data to populate from AERIES, CVUSD's student information system, to a college application for CSU submission. Additional resources are available to every student, such as, the ability to explore potential careers, search for colleges, create a college financing plan, and prepare for college entrance exams such as the SAT and ACT. Counselors (both high school and junior high school) and career technicians will receive training September 15 at PDC #1.

Data

Analysis of student achievement data remains a priority at Ayala High School. Many forms of data are used to evaluate student achievement. Grades were reviewed by departments throughout the year, and at six week intervals by administration and the counseling staff. The teachers looked at the results in department meetings and discussed the alignment of grades across the department. The analysis prompted such questions as, "Do our classes share the same rigor levels?" and "Are my expectations similar to other teachers?" These data discussions prompted many departments to utilize common assignments, and common rubrics. These tools allow teachers to collaborate and assess the student achievement data effectively. Through the RCD process.

ELA has all teachers giving the same performance tasks and utilizing the same rubrics across all grade levels. Science teachers, who have been the flagship for collaboration at Ayala, share common tests, units, and align their day to day lesson plans in PLC meetings. All departments are making great progress with regard to looking at student data during the weekly PLC meetings.

CAHSEE test data was utilized prior to the elimination of this test. Data from the 2014-2015 school year indicated that our 10th graders passed the exit exam with the same pattern as previous years at 96%. Ayala utilized various incentives to encourage students to pass with excellence. Each year, those who received a perfect score on both the English and Math sections of the test were recognized at the end of the year rally. In ELA 63 students had a 450 score or 10.3%. In math 103 students had a 450 score or 16.6%. Thirty-two students had a perfect score on both sections of the CASHEE exam.

CAASPP data continues to drive department meeting discussions as well as the goals of the Single Plan for School Achievement (SPSA). Through an analysis of this data over the last two years staff have observed the scores for English Learners, students with disabilities, foster youth and socioeconomically disadvantaged students are lower than the general population's scores in ELA and math and as a result these *groups are a focus within the SPSA*.

In addition to test scores the following additional data is reviewed by administration and staff throughout the year in order to identify students/areas in need of additional support and improvement:

1. 2.0 or lower GPAs at the mid-point of the semester- used to call students in to discuss intervention strategies.
2. Every six weeks Ds and Fs are used to identify students who are in need of additional intervention strategies.
3. AP Scores from prior years- used to help set goals for individual classes for the following year.
4. Patterns in parent and students concerns in specific classes- reviewed to look at ways to help specific teachers
5. Feedback from students, teachers, classified and parents at different times throughout the year related to AP (e.g AP Night, AP registration, AP Testing) is used for improving our internal processes and methods of communication. For example, parent and student feedback led to a three tier registration process for AP classes.
6. AP test participation: During 2014-2015 a total of 539 students took 1177 advanced placement tests. During 2015-2016, a total of 632 students took 1365 different AP exams. This is an increase of 93 students participating over the course of one year. We continue to expand our AP class offerings and encourage all students to take the exam.
7. Attendance Data is utilized in order to identify individual students for interventions such as parent conferences, SARB referrals as well as to identify patterns of attendance and preemptively intervene to avoid future issues.

The SAT and PSAT were offered free of charge to all tenth, eleventh and twelfth grade students beginning in 2015. This makes the test easily accessible to all students despite socio-economic circumstances. The test is offered in the course of the school day also helping to provide increased access to the exam. Results from the exam are utilized by counselors when working with students either to choose classes for the next year or when choosing which college to attend.

Communication

Ayala underwent a slow transition to a new parent portal in the fall of 2015. By January, all parents had access to student on line grades and attendance information. Parents who need help accessing the system are encouraged to come in and receive assistance and are invited to use on site computers if needed. The majority of faculty post grades online which provides communication for parents with the most up to date information which is available at their convenience. An informal survey taken through department meetings suggests 80% of the staff utilize on-line grades at this time. The student portal was opened for student access in 2016.

The school's website provider was changed in 2015. Utilizing a new website provider required some localized training for teachers. Administration provided technical support throughout the school year, and district technology personnel visited campus on several occasions to help teachers get their websites operational. Most teachers have a website link on the school website where students can access materials, keep track of assignments due, and even review lessons through recorded lessons and power points to support struggling or absent students and keep the lines of communication open. Parents and students are encouraged to use the website for the most current information regarding campus activities.

A major development with regard to the ability to communicate was the release of Office 365 for all students and staff. Email accounts and main programs were provided to all students during 2015-2016. Students were given the ability to download Word, Power point, Excel, and presentation software on up to three devices. The District provided training and staff began using Google one drive in order to share information and access documents. Ayala computers were also updated in spring 2015 and a plan was created to update the infrastructure for more modern technology in the future. In addition three laptop carts were made available in 2016. These carts can be checked out by teachers for use in their classroom. Access to the curriculum for teachers was identified as an area of concern. Another communication program called Haiku was opened for ELA teachers as a platform to store curriculum information. The new platform has the capability to include student use which has not yet been made available.

Several departments held parent nights for their programs in order to provide information to parents and open the lines of communication. The Special Education Department held an orientation for the families of incoming eight grade students. The orientation was designed to help familiarize parents with the staff who work with our special education students and ensure that the lines of communication were open from the beginning of the school year. The AVID program also conducts a parent night to discuss the program and introduce incoming eight grade students and their parents to the criteria for entering AVID. AVID alumni are invited to attend the meeting and share their positive experiences and how the program has benefited them as they have moved on to college.

Several meetings were held starting in 2015 to introduce stakeholder groups to the LCAP goals, objectives and budget. LCAP feedback from stakeholder groups such as department chairs, ELAC parents, School Site Council members, and United Student Body members began in 2015-2016

and continue to be held yearly. A LCAP survey is also conducted on a yearly basis and the results are sent to the district office for analysis.

Professional Development

The implementation of California Common Core Standards (CCSS) requires a strong professional development design. Ayala has created a professional development team made up of department chairs and administration to help move staff through CCSS implementation and lesson alignment. After the accreditation visiting team left Ayala in 2014, a group of teachers came together to plan new school wide specific goals. They began with the question, "In light of the CCSS, which incorporates the ELA reading for information standard in all disciplines, how can we as a school begin to align our practices to support students especially in terms of reading and writing?" After much discussion, we chose to begin conversations as a full staff across all disciplines creating a common writing rubric. We designated four Monday PLC hours to hold these discussions. The faculty was divided into groups of 4 or 5 in order to begin these discussions.

Our first Inter Disciplinary Team (IDT) meeting was held in September 2014, and we quickly determined that the discussions on a common rubric were not beneficial to student achievement. The leadership team (department chairs) spent the next 3 full meetings further discussing and taking ideas back to their respective departments. The decision was made to provide professional development on the strategy of close reading. This strategy further aids our school plan to implement AVID strategies throughout all populations at the school.

In Feb. 2015, AVID and English teachers provided professional development to the entire teaching staff, demonstrating the close reading strategy and providing time for teachers to determine ways to use it in their classrooms. The goal was to help utilize AVID strategies school wide. Teachers were asked to provide an analysis regarding the success of the professional development and teachers indicated that they found the information helpful.

It was also determined the most effective use of the IDT meeting was to share strategies and lessons that we were already implementing rather than to use the time as brainstorming meetings to develop new ideas. The brainstorming of new ideas works best at our school during department meetings. With the exception of the new inter-discipline academies, we no longer met in Inter-discipline Teams during our common planning times for the remainder of the 2015-2016 school year.

In the spring of 2016 Ayala staff participated in a survey which was designed to obtain feedback regarding progress towards the school's goals on the topics of collaboration, communication, professional development and culture. The survey asked 'What went well, what do we need to improve and what do we need to focus on next?' in these areas. Staff feedback indicated that the break-out trainings lead by the teachers as professional development were a success, as were communication within departments regarding collaborative curriculum development and more time to meet within departments and grade levels. A few areas that could still use improvements as indicated by the survey are cross curricular collaboration, bring in outside professionals for professional development and support for the emotional needs of students. A few of the things staff indicated that need to be focused on in the future are collaboration between different departments, while survey results indicate improvement in this area it should still continue to be an area for focus. Another area that staff indicated as an area of need had to do with helping students achieve their academic best while maintaining mental health and avoiding stress overload. In addition staff indicated a need for all teachers to maintain their grades in the Aeries system. Having all teachers keep Aeries up to date would make it easier for parents and specialized programs (special education, AVID, ELD and the academies) to monitor student progress. A professional development proposal was put together based on the three areas of need. The proposal addressed the needs through the following:

- Three (3) after school trainings (Discipline and mental health, Writing Across Curriculum, Writing calibration)
- Two (2) full day sub release time per department/subject area
- Three (3) Monday Common Planning Time

Academies

During 2016-2017 The International Business Academy was dissolved and the students were absorbed into the existing Computer Science Academy. The academy teachers have been working to expand the program through increased involvement of teachers across the campus and expansion to include more linked subjects. In addition to English and the Introduction to Engineering Design elective, the ninth grade program also includes history and biology; added to the tenth grade linked subjects were Advanced Placement Statistics and a newly added course, Advanced Placement Computer Science Principles.

With the goal of aiding struggling academy students and retaining students in the program, an intervention plan was implemented to aid students' success in academy classes. Students are identified for intervention using the student's grades which are analyzed every six weeks. There is an initial monitoring period, an intervention period, and a probationary period. Students with Ds/Fs at the end of each six-week period are required to attend mandatory tutoring with the respective teacher.

Due to the large number of students currently participating in the Academy our staff is exploring the option to expand the program next year. As it stands the proposal is for the academy of Computer Science and Engineering to be split into two tracks, one track would be focused on engineering and the other the on principals of computer science. Staff is currently looking at adding instructors properly credentialed in career and technical education in order to support the proposed changes.

Culture

Ayala staff and students take great pride in our campus culture and the school was recognized by the California Distinguished Schools committee as a 2015 Gold Ribbon High School for “Creating a learning environment with high student engagement in classes as well as in extra-curricular activities”. Ayala High School remains a school that is marked by Growth, Respect, Excellence, Accountability and Teamwork. In other words our culture can be defined as G.R.E.A.T. All areas of the school strive to provide rigorous academic challenges and extra-curricular opportunities while ensuring that our students maintain their mental and emotional health.

The culture of high student involvement and engagement remains a priority of the school. Ayala has a high level of both student and parent involvement, with 50% of our population being involved in sports, performing arts, and other extracurricular activities. One of our goals as outlined in the SPSA is to increase stakeholder involvement in extracurricular and academic activities and achieve a participation rate of 85%. We have over 100 clubs on campus which range from social awareness clubs, service clubs, and performance or academic based clubs. The number of club offerings continues to increase yearly. These activities remain a magnet to draw students to our school. The transfer request rate from students outside the borders remains very high.

About 350 freshmen transfers attend Ayala. As an example of the excellence of these clubs, the Future Business Leaders of America club sent 3 officers into state wide offices, including the California State FBLA organization and the leadership program was awarded “Outstanding Leadership Program” and 30 students traveled to Sacramento to receive the award. This provides students with opportunities to become leaders while traveling throughout the country as they practice 21st century skills.

The Ayala culture continues to draw students to the school. The enrollment of Ayala High School is gradually growing largely due to transfer students. Both the 9th and 10th grade classes have 650-700 students with approximately 350 transfer students. This influx of students has created a need to hold parent meetings for incoming ninth graders to help students transition into the cultural of high expectations and high student involvement. As a result, the last two years, a Ninth grade parent night has been offered in the early spring. While the parents are in the multi-purpose room with the administration discussing grading policies, on line grades, discipline rules, drop off routes, communication options, and

involvement in parent organization, the students are given a tour of the school by active leadership students, and they participate in a mock rally. At the beginning of the 2016-2017 school year, teachers were provided with lesson plans to use on the first day of school. The different lessons outlined the culture and expectations at Ayala High School. Teachers covered this material with their students on the first day of school. This allowed all students (new or returning) to understand the expectations and culture on campus. School clubs set-up booths in the central quad in an effort to recruit students for the following school year.

During the 2015-2016 school year Ayala staff wore “You Matter” t- shirts on Fridays. In order to let all students know that they are our top priority.

Upon graduation most of the student body attends college. It is often difficult to collect the data regarding which schools the students attend post high school, but we have seen an increase of student acceptance into very prestigious institutions. Recent graduating classes have turned in acceptance letters from Harvard, MIT, Yale, USC, UCLA, UCI, Pomona College and many other fine institutions of higher learning.

Ayala High School has a high number of students participating in Advanced Placement and Honors level classes. Such a high level of academic rigor presents a unique challenge. Every year students experience high levels of stress and anxiety which consistently increase as AP testing draws near. Ayala staff have identified this issue as a priority and additional resources have been added to support students who are struggling. In response to this concern an Intervention Counselor was added during 2015-2016 in order to support student’s mental health. This counselor regularly sees students who are struggling and provides coping strategies with regard to anxiety and stress. He also provides support with regard to other mental health related needs and refers families to outside resources when appropriate. In addition during spring of 2016 the staff also received training on emotional health for teens. This training brought awareness regarding teens in need and available resources both on campus and in the community.

In response to concerns about students using social media as a means to negatively communicate and occasionally harass others a new goal of helping students develop and enhance social skills was created. The activities department started a new club #icanhelp. This club was designed to teach students about the impact of negative social media posts and encourage them to speak up and avoid participating in negative online interactions. An assembly for grades ninth and tenth grade students was held in 2016 on this topic. The assembly helped bring attention to negative talk through social media and encourage positive social media activity.

A school climate survey conducted in January 2017. Staff, students and parents were asked to provide input regarding academics, administration, and the overall climate at Ayala. This information will be used to make improvements and continue to drive change in response to stakeholder feedback.

Description of the Follow-Up Process

Ayala has consistently utilized the five critical areas of follow-up from the last full visiting committee report in 2014 to set goals for the school. An advisory committee of teachers and administrators was assembled to oversee progress on the school's action plan, guide professional development and monitor collaboration goals. Progress toward action plan goals is monitored at monthly department chair meetings in order to ensure the issues and topics most relevant to each department are consistently addressed through appropriate trainings and in-service opportunities. In order to involve as many staff members in the follow-up process as possible a survey was sent to all staff in May 2015 to assess technology usage, report student achievement, and continue to develop and refine school and department goals. The results of the survey were used to evaluate progress toward action plan goals. The Chino Valley Unified School District facilitated survey for all schools in January of 2017. This survey sought the input of students, parents and staff on a variety of topics from academics, administration, and discipline practices, to the physical condition of classrooms and school facilities. The results from this survey will be compiled by an outside company and shared with school staff who will use the results to make changes as needed.

The progress report has been a living document since the last full accreditation visit. It has been updated and changed on a consistent basis. The goals have been updated and/or changed depending on the needs of the students and feedback from stakeholders. Throughout the process of developing the mid-cycle progress report copies have been distributed to staff who have provided input and offered suggestions. In 2015 and again in 2016 the report was reviewed at the final staff meeting of the year, allowing time for reflection and a status update of all goals. The WASC Chairperson, Administrative Team and Department Chairs then followed up with new goals for the future school year. The realigned goals are published at beginning of the school year along with new collaboration and meeting schedules for the upcoming school year. The majority of the progress report was written by the WASC Chairperson and administration with consistent input from key stakeholder groups.

The Single Plan for Student Achievement is based upon the five critical areas for follow-up indicated in the WASC committee report. The SPSA is initially shared with our school site council and PTSA at the beginning of the school year. Committee members (department chairs, parents, and students through the SSC and individualized group meetings), view the plan and provide input and suggestions regarding how to best spend LCAP funds. Beginning in 2016 Ayala held individualized parent nights with the various stakeholder groups, such as Special Education, ELD, Academies and AVID in order to obtain feedback on the SPSA. As a result of the personalized nature of these meetings we have had a greater turnout and increased participation. The finalized SPSA is then presented to the Chino Valley Unified School District School Board by District level staff for approval. Progress updates are provided to these stakeholder groups at the SSC meetings held throughout the year.

Follow-Up Process: Progress on Action Plan

Schoolwide critical areas for follow-up

The schoolwide critical areas for follow-up indicated by the WASC Visiting Team in 2014 were: 1) Strategize and implement effective inter-disciplinary collaboration opportunities to foster research-based instructional strategies (Action Plan Goals #1, 4); 2) Develop new common assessments aligned to Smarter Balanced assessments and Common Core State Standards (Action Plan Goals #1, 4); 3) Develop new common assessments aligned to Smarter Balanced assessments and Common Core State Standards. (Action Plan Goals #1, 4); and 4) Establish School Site Council membership as defined by federal guidelines including 50% staff (1 principal, teachers, 1 other staff) and 50% community (parents and students) (Action Plan Goal #3). Additionally, the Visiting Team found these areas needed to be strengthened: 1) While most teachers use the online grading system (Easy Grade Pro/School Fusion), encourage all teachers to use the online grading program so parents and students are informed frequently of their progress in every class (Action Plan Goal # 3); 2) Explore additional means of school-parent and parent-school communication including multiple language translations as appropriate for non-English speaking or limited English-speaking parents (Action Plan Goals #3); 3) Address needs of English Learners to increase achievement in English/language Arts and math to improve CAHSEE scores (Action Plan Goals # 1, 2, 3, 4); 4) Increase on campus technology available to students and staff; and, 5) Further develop professional learning communities including cross-curricular collaboration that will support Common Core implementation and the content/course alike continuous improvement model including collaboratively planning for instruction as needed to maximize student growth, and repeating the process (Action Plan Goals # 1,3, 4).

Specific follow-up activities to address these areas since the 2014 WASC Visit

- 1) Strategize and implement effective inter-disciplinary collaboration opportunities to foster research-based ***instructional strategies*** (Action Plan Goals #1, 4);
 - AVID Program strategies shared with staff schoolwide
 - CCSS aligned curriculum was developed
 - English Department shared RCD strategies with World Languages Department
 - SDAIE strategies shared by at schoolwide staff meeting by ELD Department
 - Special education strategies (especially for autism) presented to all staff
 - Department chairs collaborate regarding professional development aimed at implementing common core and develop schoolwide goals for close reading and writing
 - Curriculum coach were added in 2014-2015 to help teachers implement common core curriculum and strategies
 - Math curriculum coach added to focus on CCSS specifically in the math department
 - Develop rubrics to effectively assess group projects as common core curriculum is developed (Action Plan Goals # 1, 2 4)
 - A collaborative decision was made not to continue with this goal at the school-wide level as it was difficult to get consensus regarding a common rubric and it was determined that the time would be better spent developing CCSS aligned lessons and projects within the departments. Individual departments continue to develop common assessments and rubrics within their department

2) Develop new common assessments aligned to Smarter Balanced assessments and Common Core State Standards. (Action Plan Goals #1, 4)

- Common Core benchmark exams developed by district team made up of staff from various sites
- English Department has been RCD trained and developed CCSS aligned common assessments for units throughout the department
- Common Core training for all core disciplines

3) Establish School Site Council membership as defined by federal guidelines including 50% staff (1 principal, teachers, 1 other staff) and 50% community (parents and students) (Action Plan Goal #3)

- School Site Council invites sent to all parents via automated phone calls and emails
- SSC agenda published online following meetings LCAP meetings held for parents of specialized programs (Special Education, ELD, AVID and the academies) to explain LCAP funds and encourage parents from these programs to attend SSC meetings.

Additional areas to be strengthened

1) While most teachers use the online grading system (Easy Grade Pro/School Fusion), encourage all teachers to use the online grading program so parents and students are informed frequently of their progress in every class (Action Plan Goal # 3)

- Teachers encouraged on a regular basis to publish grades online via the Aeries Data Management System (due to union regulations we are prevented from mandating online grading practices) Information survey indicates 80% of teachers are using Aeries online
- Aeries parent portal opened to all parents enabling parents to view grades and attendance Instructions posted online regarding how to access parent portal and email parents

2) Explore additional means of school-parent and parent-school communication including multiple language translations as appropriate for non-English speaking or limited English-speaking parents (Action Plan Goals #3)

3) Address needs of English Learners to increase achievement in English/language Arts and math to improve CAHSEE scores (Action Plan Goals # 1, 2, 3, 4)

- Added a Chinese speaking ELD instructor to Ayala staff
- Adopted the READ 180 curriculum in ELD courses to support English development and provide greater access to the curriculum

4) Increase on campus technology available to students and staff

- Addition of 3 new computer carts with laptops available to teachers for check-out through the library

5) Further develop professional learning communities including cross-curricular collaboration that

will support Common Core implementation and the content/course alike continuous improvement model including collaboratively planning for instruction as needed to maximize student growth, and repeating the process. (Action Plan Goals # 1,3, 4)

- CCSS aligned curriculum was developed
 - AVID Program strategies shared with staff schoolwide
 - English Department shared RCD strategies with World Languages Department
 - SDAIE strategies share at schoolwide staff meeting by ELD Department
 - Special education strategies (especially for autism) presented to all staff
- 6) Update Action Plan incorporating the findings from the Visiting Team. Action Plan should include targeted steps for achieving each goal and meeting specific timelines with accountability.

Summary of Significant Progress

Ruben S. Ayala High School has the capacity and knowledge to complete the wonderful progress they have made on the Action Plan. Especially impressive was their identification of the goals that were met and ongoing, new goals from the original plan, and the indication and rationale for goals that were suspended or replaced. This truly represents and is evidence of the Action Plan being a living and breathing document as well as provides evidence that the Ayala community utilizes a continuous improvement model for their school.

The school has met most of their three main goals including: a) Strategize and implement effective inter-disciplinary collaboration opportunities to foster research-based instructional strategies; b) Develop new common assessments aligned to Smarter Balanced assessments and Common Core State Standards; c) Develop new common assessments aligned to Smarter Balanced assessments and Common Core State Standards; and d) Establish School Site Council membership as defined by federal guidelines including 50% staff (1 principal, teachers, 1 other staff) and 50% community (parents and students).

Commendations

The review committee has many commendations for Ruben S. Ayala High School. First of all, the strength of longevity of the principal, Diana Yarboi, who has been at the school as assistant principal or principal for 15 years. A consistent and qualified school principal helps drive school academic culture, social and emotional well-being of students and staff, and helps the school move forward embracing a culture of success and continuous improvement. Secondly, the attention the school pays to their gifted and talented students through advanced placement and honors courses and academic clubs is matched by their academic interventions for struggling students and their programs for students with disabilities and English Learners. Additionally, the school climate is outstanding with respect and courtesy demonstrated by all students and staff and supports for social-emotional needs and several school clubs and activities to keep students focused and well-balanced. Lastly, the arts and athletics programs are outstanding and provide a vital outlet for students to excel who are athletic and or/ artistic.

Recommendations

The review committee has very few recommendations. The school has clearly taken seriously the WASC process, has determined and modified their goals each year and everything from the Mid-Term Visit suggests the school will continue their upward progress. The review committee recommends Ayala to continue working towards 100% attainment of the goals outlined in the Action Plan.

The committee also recommends Ayala give serious consideration to the following:

- 1) Expand the accessibility of technology for all students. In the age of common core state standards and assessments, many schools are providing one to one technology for their students. While this may not be fiscally possible for Chino Valley Unified School District to provide such technology for Ayala at this time, the WASC review committee strongly suggests working towards this.
- 2) Implement a single online gradebook with parent access such as a Parent Portal used regularly by all teachers including homework assignments, quizzes, progress report grades, and final grades.
- 3) Provide increased and improved facilities especially for science labs and the performing arts. If possible, move forward with a Center for Performing Arts including a professional stage, auditorium, and rehearsal facility with bond funds, grants, and other district and external funding sources.

Closing

The review team appreciates the efforts the leadership and staff have made in meeting and exceeding goals outlined in their last full-self-study and looks forward to the next full WASC accreditation visit, most likely in three years.