

## **Model Programs and Practices Narrative**

### Description of the Model/Practice

**1a.** The Ayala High School staff and students take great pride in the campus practice of encouraging engagement and rigorous expectations for all students. Ayala staff understands that students who are challenged and connected to the school community tend to do better academically. Staff pride themselves on increasing access to rigorous courses and providing all students with the opportunity to be successful in advanced level courses. Staff members work to ensure that all students are engaged and challenged academically. Evidence of this can be found in the classroom through engaging classroom practices and focus on collaboration among students and staff. A model program which showcases the rigor and engagement of our students is the very successful school-wide Advanced Placement (AP) Program at Ayala. Over the course of the last five years Ayala has added nine new Advanced Placement (AP) courses to the master schedule while continuing to reduce barriers through a reduction of prerequisites for AP courses. This has led to a closing of the achievement gap and significantly increased the number of underrepresented students participating in AP courses. The goal is to have all students participate in at least one AP course upon graduation. In 2018 Ayala offered 25 AP courses and gave 1,700 exams; these are the highest numbers of any program in the Chino Valley Unified School District (CVUSD). These practices set Ayala apart as distinguished.

**1b.** Advanced Placement classes are historically populated by high achieving students that are children of college graduates. If this trend continues, achievement gaps would only widen. A few years ago, staff noticed an underrepresentation of some racial/ethnic groups relative to the overall population of the school. As a result, Ayala set a long-term goal to have all students successfully complete at least one AP class 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 and increases access and equity to all demographic groups. Ayala is 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 have the opportunity to find out that they are capable of college level coursework during high school. Staff have worked to remove barriers to entry and open AP classes to all students, especially those who may not think that an AP class is something they can be successful in. It was determined that the list of prerequisites for some AP classes had grown over the years and may have been intimidating to students new to the AP experience. The list of prerequisites needed for admission to an AP class have been significantly minimized/simplified over the last few years. Another factor contributing to the creation of the school wide AP Program was the feedback received from students and parents. They approached Ayala staff and expressed a desire for students to have access to AP classes as early as ninth grade. In response to these requests 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. Courses like AP European History and AP Human Geography were put in place to allow students to enroll in AP courses as Freshmen and Sophomores making our AP Program a truly school wide program. Counselors also work individually with students to encourage them to challenge themselves with an AP class thus increasing access and equity for all students. Ayala teachers, counselors, and administrators have worked with the district office personnel to dive into data and reach out to students that have the potential to be successful in AP. The AP model at

Ayala is much more than simply enrolling students in additional advanced courses. The new offerings and reduction of prerequisites have already shown positive results and an increase in students passing the AP exam. In 2017, 78% of students in the AP program passed an AP exam; in 2018, the number increased by 7% to an 85% passing rate.

**1c.** Essential resources needed to develop and maintain the school wide AP program include having teachers trained through College Board workshops in order to increase understanding of their pedagogy/methodology and better serve the needs of our students. Staff also receive professional development in their curricular area through CVUSD. Ayala staff are provided with two release days a year in order to attend conferences outside the District or collaborate with peers in order to develop curriculum and analyze data. Students are a valuable resource and they consistently rise to the occasion of succeeding within a school wide AP curriculum through their daily actions. Students are provided with new up-to-date textbooks that fit the needs of their specific classes. A few years ago, students District-wide shared a concern that AP Program textbooks needed updating. In response to this CVUSD worked with AP Program teachers to pilot new books. New History/Social Science textbooks were Board Adopted in April of 2018. The pilot and adoption were for the following courses: AP US History, AP Economics, AP European History and AP Psychology. The master schedule is another key resource for the school wide AP Program. The master schedule is built around the belief that engaged students are more successful. Many rigorous courses are scheduled earlier in the day in order to allow students to participate in athletics and other extra-curricular activities in the afternoon.

**1d.** In relation to professional development and teacher and administrator support one of the goals of the school wide AP Program is to raise the achievement level for ALL students including those not enrolled in an AP course. AP teachers are trained through the College Board's Advanced Placement Summer Institutes prior to beginning instruction and on a regular basis in order to stay up-to-date regarding current best practices within the AP Program. These professional development opportunities are invaluable in that they ensure all instructors are up-to-date with regard to utilizing the most effective pedagogy and practices in order to help students think critically and engage with the curriculum. AP teachers bring back the practices and pedagogy learned through these trainings and share them with Non-AP teachers during staff development and department meetings. AVID teachers have also conducted professional development with staff throughout the school and have shared successful AVID strategies. AVID strategies such as Cornell Notes are skills which help support all students regardless of course level. Teachers are encouraged to take advantage of professional development opportunities within their content area. Staff are able to utilize PLC time in order to analyze data and alter pedagogy based upon student need. In 2018 staff attended the College Board Preparéate Conference. This conference examined the educational challenges facing Latino Americans. The importance of serving the nation's growing Latino student population is paramount given that the academic success of these students is crucial to achieving an integrated, competitive society.

**1e.** The goal of the model school wide AP program is to increase access to all students especially those from traditionally underrepresented demographic groups. Through increased access more students are able to receive the skills and knowledge necessary to be college and career ready upon leaving Ayala. For parents, the AP model program is incredibly beneficial. Parents can support students as they experience college-level classes in the high school setting and gain confidence in their skills and abilities. There are financial benefits as

well. Many universities assign college credit to students who pass an AP exam. This is another way our school wide AP Program benefits all students. College can be a financial burden for some families thus allowing students the opportunity to earn college credit at a significantly reduced rate, further reducing the achievement gap. Ayala would also like to see an increase in the number of parents attending the AP Night Presentation as this represents an increased interest in the program allowing for more students and families to benefit from it. AP students and AP programs also benefit the community. Students are encouraged to work with the community to gain a hands-on appreciation of the subject, for example, this year during the general election our AP Government students conducted a school-wide mock election. AP Government students researched the various propositions and created pro/con charts for each of the eleven propositions. Eight students acted as the candidates themselves. They dressed professionally, created flyers and posters and spent the day telling staff and their peer the various platforms of their assigned candidates and why they should vote for them. Classes of Junior and Senior students visited the election room throughout the day. These students had a checklist that was signed off at each station they visited to learn about the propositions and candidates. After gathering information students voted using ballots from the Secretary of State's Office. By the end of the day 110 AP Government students and over 1,000 Juniors and Seniors had participated in the mock election. Students were also able to pre-register to vote at the mock election. Thirty students were eligible to register or pre-register to vote with many more students taking home a voter registration card. By providing students with a rigorous AP program, Ayala High School is providing beneficial outcomes for students, parents, and the community.

**1f.** The culture of high expectations and engagement has helped lead to high levels of academic success at Ayala and a reduction in the achievement gap. Through the school wide AP Program and the reduction of barriers Ayala has seen a significant increase in the percentage of underrepresented groups participating in the program. Since 2015, the following increases have occurred: the number of Black/ African American students participating in the program as increased 7%; the number of Asian students has increased by 11%; Hispanic students by 9%; and Whites by 3%. This data illustrates the success of the program with regard to increased access. Test scores among traditionally underrepresented groups also indicate success of the Program. Since 2015, the mean score on the AP exam has risen for all demographic groups. In 2015 the mean score for Black/African American students rose from 3.45 to 3.71 in 2018; for Asian students the score rose from 3.17 to 3.9; for Hispanic/Latino students the score rose from 3.11 to 3.74; and for White students it rose from 3.24 to 3.87. The wide variety of class offerings also encourages all students to challenge themselves and participate in college level courses. In 2018, 767 students took 1,703 AP exams and 85% of these students scored a three 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 during 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. The list of pre-requisites for AP courses has also been pared down significantly. Counselors now play a more prominent role in working with individual students in order to determine appropriate placement using the AP Potential tool.

**1g.** Through increased access all students benefit from the model school wide AP Program. Students are encouraged to challenge themselves and enroll in more rigorous courses. The AVID Program consists of students who might not traditionally be AP students, but Ayala has

decided that ALL students must have access to the rigorous AP program. The AVID Program supports and encourages those students who are first generation college-bound. AVID students are encouraged to enroll in at least one AP class in order to experience a rigorous introduction to college-level courses. Beyond our AVID students, many unique student populations take AP classes. AP Spanish and Mandarin offer our EL students an opportunity to take an AP course. AP classes in the Performing Arts allow our artistic students the exposure to AP rigor. Students as young as ninth grade can enroll in the AP Human Geography course.

**1h.** Every year students experience high levels of stress and anxiety as it pertains to their academic performance. This high level of academic rigor presents a unique challenge. Ayala's staff has identified these issues as a priority and additional resources have been added to help support students' mental health. In 2016-2017 Ayala added an Intervention Counselor as part of a District wide focus on the mental health of all students. The Intervention Counselor provides support to students and families as needed. Students either request to see a counselor or staff can refer students to the counselor as needed. Beginning in 2018 a therapy dog was brought to the AP testing site in order to bring the anxiety level down during testing. Students had access to the dog prior to testing, during the break and after testing. Student feedback indicated that this was a successful way to address increased stress levels. Therefore, the practice will be continued in the years to come. Counselors are available to visit individual classrooms as needed in order to work on stress reduction and coping strategies. CVUSD also has a partnership with Chino Human Services. Students who need counseling support beyond what the Intervention Counselor provides are referred to Chino Human Services for ongoing counseling assistance.

**1i.** Ayala's school-wide AP Program is aligned to the CVUSD LCAP on multiple levels. The first goal of the CVUSD LCAP is to ensure that all students are provided a high-quality teaching and learning environment. CVUSD is dedicated to improving the AP Program Districtwide. Since 2015, the District has invested more than \$1.2 million in the AP Program throughout the District. This investment has helped purchase new textbooks, expand course offerings, cover salaries due to increased course offerings, improve access to college tours and fieldtrips, provide professional development opportunities, and purchase supplies for AP courses. Teachers from Ayala's English, Social Science and World Languages Departments have participated in the vetting of new texts and are working with staff throughout the District to determine which texts will be best for our students. Another goal within the CVUSD LCAP which pertains to the AP Program is the goal of having all AP teachers attend professional development in their respective courses. Goal three of the CVUSD LCAP is to ensure all students are prepared for college and career beyond graduation. The desired annual measurable outcome in the District's LCAP is to increase the percent of students who score a three or higher on the AP exam. Ayala has continued to increase the percent of students scoring a three or higher on a yearly basis since 2014 and an 8.1% increase took place from 2017 to 2018.

**1j.** Chronic absenteeism is avoided through systematically providing students with a purpose for being on campus. A rigorous and collaborative curriculum requires students to be present at school and students feel the need/desire to be in their classes. This understanding that attendance is paramount to performing well encourages students to attend all classes. Ayala strives to find a place for every student both academically and through robust extracurricular opportunities. Ayala offers over 90 clubs for everything from CSI/Forensics; to a Model United

Nations Club; to an LGBTQ Club and a Muslim Student Association thus making it possible for students to find a club they are interested in. Our Renaissance Program offers numerous incentives and rewards through a partnership among students, parents, educators and local businesses. The program is intended to recognize improved scholarship, attendance and continued academic excellence and create a connection to school and community. Ayala also has a culture in which school and student successes are celebrated. Rallies are public forums in which student, school and team success is celebrated in front of the entire staff and student body. Another systematic way in which Ayala attempts to connect students to school and community is through a Signing Day for athletes. Students who have committed to attend a college are recognized through an official signing ceremony held during lunch for all students to see. Ayala also utilizes a Positive Behavior Intervention System (PBIS) to address absenteeism and behavioral concerns. Ayala has a PBIS team comprised of teachers, aides, counselors, security staff and administrators. Students with attendance concerns are first counseled in order to determine what hurdles they may be facing which 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.

**2a.** Parents and stakeholders are engaged in Ayala's AP model through parent nights. Parents are presented with information regarding the rigor of AP courses, college acceptance of credits and the benefits of AP courses. AP Parent Nights typically bring in about 500 students and their families. In addition, school wide AP Program information is shared with all parents at twice yearly parent nights for ELD and Special Education parents. An eighth-grade parent night is also held every March in order to familiarize parents of incoming freshmen with the AP Program. Beginning in 2018, a Remind 101 account was set-up in order to provide students and parents with information related to the school wide AP Program. The Remind Application enables students and parents to sign-up to receive texts regarding timely information, such as testing dates and upcoming meetings and deadlines. AP teachers have developed PowerPoint presentations which are available online that parents can access prior to enrolling in the program in order to gain information referencing individual classes of interest. These presentations explain expectations of the class and content to be covered during the course. Teachers work closely with administration regarding the master schedule/course offerings and program needs. Parent suggestions and input are also considered when building the master schedule as is evident by the addition of classes open to all grade levels. Students and families receive information through a variety of methods: phone and email blasts; texts via Remind 101; information in the daily announcements; parent night presentations; A tab for the Advanced Placement program is on the school website and updated information is posted for students and parents; announcements on the school marquee; and teacher word of mouth. A parent night is also held specifically for incoming ninth grade students. This event provides families with information regarding school culture and the importance of participation in the school wide AP Program. Students are encouraged to challenge themselves and enroll in an AP course. Ayala counselors also visit the feeder junior high schools in order to discuss all course offerings, including the AP Program.

**2b.** Information regarding the school wide AP Program is shared with the Ayala learning community via staff meetings in which information regarding important upcoming AP events is shared. Emails are sent to teachers to relay timely information. Department Chairs attend subject specific staff meetings and share relevant information with colleagues at PLC meetings. Data is shared at PLC meetings allowing teachers to discuss progress and examine

ways to improve instructional strategies. Instructional coaches are valuable tools for relaying information about the program to new teachers. Instructional Coaches meet with new teachers in order to provide support and share best practices. AP Program teachers attend College Board institutes and trainings in addition to curricular area professional development. These trainings allow teachers to network and gain valuable information regarding new trends and improved pedagogy as it pertains specifically to the school wide AP Program. Teacher feedback has also been used to change/improve the program. After attending a College Board AP Training last year one of our teachers was inspired to incorporate the AP Capstone class into our course offerings.

**2c.** Monitoring and assessment methods used to evaluate the effectiveness of parent involvement include formal feedback from parents via the annual CVUSD K-12 Insight Survey. The K-12 Insight Survey is utilized to monitor parent satisfaction regarding various programs throughout the District. Parent satisfaction is also measured through participation at School Site Council, English Language Advisory Council, and PTSA Meetings. Through these meetings parents are able to share their input and experiences. The format of the yearly AP Night was altered slightly in 2018 in response to such parent input. Parents indicated it would be a more effective use of time to have a general overview session for those new to the AP program, and allow those who are familiar with the program to view course specific information via PowerPoint presentations which could be viewed at their leisure and revisited as needed.

**2d.** Capacity building activities related to professional learning for all stakeholders include participation in the AP Summer Institute for new teachers. Teachers experienced in teaching AP courses attend subject specific trainings offered by the College Board. AP teachers work with non-AP teachers within their curricular area and share instructional strategies as well as discuss the content knowledge needed to be successful at the AP level. This allows teachers of pre-requisite classes to adequately prepare students for success at the next level. Staff are provided time on a weekly basis to meet within their PLC groups. During PLC time, staff discuss data trends and utilize this information to guide future instruction. In July of 2018, staff members had the opportunity to attend the College Board's Annual Conference in Houston. One administrator and one classified staff member assigned to the AP Program attended the conference and gained valuable information regarding access and equity. This has continued to allow Ayala to reduce barriers to participation and improve support for AP students. This information was utilized to develop peer tutoring support groups to be implemented for AP students in 2019-2020 among other things. Teachers also participate in professional development opportunities through CVUSD.

**2e.** Teachers utilize information from student focus groups in order to obtain student input and evaluate the effectiveness of instructional learning activities and determine what is working well and what still needs to be improved. This information is shared with Ayala administration and used to make decisions such as master schedule, course offerings, and what time courses are available in the school day. Focus group information is also utilized in order to determine what additional systematic supports may be needed in order to ensure students' mental health and reduce stress levels. All of the information gathered is reviewed at PLC meetings and used to continuously improve learning activities and drive classroom instruction. An annual senior survey is given to graduating seniors providing them with the opportunity to share practices they found to be effective. Teachers continually use quizzes and formative assessments in order to monitor the effectiveness of instruction. Six-week and twelve-week grades are utilized in order to identify students who may need additional supports. Using the

progress report grades ensures enough time for students to receive needed support to improve their grade. Teachers and Administration review AP Test scores and semester grades for all AP classes in order to determine effectiveness of instructional activities.

**3a.** Student GPA is used at each six-week grading period in order to monitor progress and ensure students are prepared to take the AP exam in May. Teachers use results from quizzes and end of unit exams in order to identify student needs and adapt instruction as needed. Teachers discuss data trends during common planning time. AP Assessment results are analyzed yearly and drive instruction. Classroom practices and activities are changed as needed to ensure students are successful on the end of course exam. These scores indicate that current instructional strategies and activities are effective (see 3b below).

**3b.** Quantitative data used by Ayala staff to demonstrate positive results for student outcomes included demographic information regarding increased access to AP Courses mentioned in the end of course AP exam. Since 2015 the number of Black/ African American students participating in the program has increased by 7%; the number of Asian students has increased by 11%; Hispanic students by 9%; and Whites by 3%. Results from the exam in 2018 showed 85% of Ayala students taking an AP test scored a three or higher. This is 21% more than the state average of 64%. In addition, 100% of our AP Chinese Language students scored a 3 or higher in 2018. Due to increased access and equity, students in traditionally underrepresented groups has increased along with the overall percentage of participating students. While we are proud of our students and their impressive accomplishments, we continue to strive to improve teaching strategies, increase the overall percentage of students who score a 3 or higher and leave Ayala prepared for college and career. In an attempt to continually improve, Ayala teachers utilize the qualitative data provided by students during focus groups. During these focus groups students are able to share what they feel has been helpful about the program and what could be improved upon. This information is then used to make changes.

**3c.** Data is collected and summarized through a written analysis of findings on a yearly basis. CVUSD schedules a data meeting with site principals and key stakeholders at the District level twice a year in order to discuss data and implications regarding current practices. Ayala reviews annual testing data for the AP Program and includes it in this process. In addition, grade point average and test results are included in the Single Plan for Student Achievement (SPSA) on a yearly basis. AP Program data is also analyzed by teachers at PLC meetings and written into the Ayala WASC document.

**3d.** Ayala's vision for the school-wide AP Program is to have all students take at least one AP class during their high school career, therefore there are no specific targeted groups as all groups are considered targeted. All races, ethnicities, genders and grade levels have access to programs of high rigor. Evidence of success among all student groups is evident through the increased AP course offerings at Ayala. In 2014-2015 Ayala offered 16 different AP courses in 48 separate sections. Currently, Ayala offers 25 AP level courses with 76 separate sections. In response to the success of the school wide AP Program, Ayala added four new courses this year alone. This is a testament to the success of the teaching practices and equal access for all students. Our focus in the future will include how best to increase the number of special education students participating in the school-wide AP Program.

**3e.** AP staff are continually using data to improve the program. Informal feedback from staff, students and parents is utilized to adapt the program to student needs. Based on student and parent feedback additional courses have been added, courses have been opened to ninth grade students and the AP Night format was changed. Access and equity to AP classes campus wide continues to increase. The AP Potential Report is used to determine which students have demonstrated an aptitude for a subject area. Through utilization of this tool Ayala has brought in students who traditionally would not participate in courses with this level of rigor. Counselors also encourage students who have shown the potential but have never taken an AP course to challenge themselves and enroll. Sixty-eight percent of our seniors are currently deemed A-G ready. Year-end data in this area will only improve as students complete additional classes.