

THROUGH THESE GATES
PASS THE BEST STUDENTS
IN THE WORLD.
**CENTRAL
SPARTANS**

**Central Union High School
SELF-STUDY REPORT**

1001 Brighton Avenue

El Centro, CA 92243

Central Union High School District

March 11 - March 13, 2024

**ACS WASC/CDE Focus on Learning Continuous Improvement Guide
2022 Edition**

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Introduction

Brief Background of School

Central Union High School is located in the Imperial Valley in the city of El Centro, a community of 44,158 residents. It is situated in the southeast corner of California and is bordered by Baja California, Mexico, to the south, Riverside County to the north, Yuma County, Arizona, to the east, and San Diego County to the west. Imperial County is the ninth largest county in California covering almost 4,200 square miles of desert sand, rugged mountains, and 600,000 acres of high-quality farmland. Agriculture is the second largest employer while government employment comprises the greatest percentage of the county's workforce. The nearest urban United States city is San Diego which is 120 miles to the west with a population of over 1,300,000. The border city of Mexicali is twelve miles away with a population of over 1,000,000. The two Imperial County ports of entry are among the busiest in the nation.

Central Union High School is proud of its rich history of academic, extra-curricular, and athletic programs designed to benefit and advance student curricular and extracurricular achievements. A variety of rigorous course offerings that are supported by exceptional staff members prepare graduates for success in college and careers. CUHS students have the opportunity to participate in a variety of extracurricular and co-curricular activities that showcase their talents throughout the year, including athletics, academic competitions, and community service clubs.

Diversity, Equity and Inclusion

Ongoing program review and improvement demonstrate Central Union High School's commitment to diversity, equity, and inclusion. Equitable access to programs and practices is assured through open enrollment in honors programs, inclusive, heterogeneous assignment to classes, and on campus clubs and activities that promote acceptance, tolerance, and compassion. All students, including English Learners and students with disabilities, are grouped heterogeneously in general settings and grouped homogeneously by language levels during English Language Development (ELD) or in accordance with IEP mandates, including newcomers classes (core courses) offered in the predominantly Spanish primary language by BCLAD credentialed teachers or in accordance with IEP mandates.

During the 2021/2022 school year, one-to-one technology was adopted in order to eliminate barriers and ensure access to rigorous, differentiated instruction and provide uninterrupted access for students on long-term or temporary home placement. WiFi "hot spots" are available to students without at home internet access. Additionally, targeted professional development supported teachers in the use of technology and development of online classrooms to allow extended time and diverse opportunities for students to access materials and increase achievement.

During the 2022/2023 school year, a team of Special Education teachers and PE teachers received training in Circle of Friends, a social and language skills program intended to build inclusion, providing valuable support to students with special needs. This training will be

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instrumental in developing relationships and supporting students transitioning from a self-contained environment to a larger, mainstreamed campus.

Ongoing development of our district and site MTSS plan includes a dedicated MTSS Specialist who collaborates with administrators, educators, support staff, families, and students to meet the needs of each and every student through academic, behavior, and social-emotional interventions. Professional development opportunities in MTSS, SEL, and PBIS have been provided to build relationships and increase student engagement, thereby decreasing the number of students impacted by negative short- and long-term consequences.

Summary Description of Programs Offered

In addition to a strong academic standards-based educational program, Central Union High School offers the following programs for students:

- **Career Technical Education Pathways**: CUHS offers eight CTE Pathways, the newest being the Automotives.
- **Dual Enrollment**: Dual enrollment opportunities are provided during the fall, spring, and summer sessions through Imperial Valley College. Beginning the second semester of freshman year, students are encouraged to enroll in online, hybrid, and face-to-face courses.
- **Extended Summer School**: Credit recovery courses in all core subject areas are offered each summer. Highly qualified teachers provide face-to-face direct instruction for most students. However, digital courses are available to upperclassmen who have multiple classes to recover. All courses are taught digitally using APEX Learning software (Florida Virtual Academy).
- **Advanced Placement/Honors**: CUHS offers open enrollment in sixteen Advanced Placement courses and two honors classes. Up to three testing fee waivers per year are available for all students enrolled in these courses.
- **AVID (Advancement Via Individual Determination)**: At CUHS, we offer four sections of AVID, as enrollment has remained steady over the years.

Collaboration for Self Study

Home Groups	Focus Groups	Group Leaders	School Site Council
Department Chairs	Parent Groups	Student Groups	Administration

Central Union High School's faculty, staff, students, and parents began this self-study process in the Fall of 2022 with the intent of examining its progress toward the established Schoolwide Learner Outcomes, identifying prior critical areas for follow-up, and determining new areas of need. Staff meetings were used to share the WASC self-study process and begin collecting school-wide evidence for each goal. Department Google Files were shared in order to organize evidence for each WASC Criteria.

During the Spring of 2023, the Program Improvement Resource Teacher (PIRT) was appointed as WASC Coordinator in order to monitor compliance with WASC expectations and oversee the self-study. The WASC Coordinator, Assistant Principal, and Principal attended virtual WASC training in preparation for guiding the process. The Assistant Principal also joined a visiting committee to better understand the expectations of a possible online visit. Additionally, a staff survey was used to establish focus groups.

In the Fall of 2023, pre-service training reviewed WASC goals and the self-study process in

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order to ensure collective understanding. During the schoolwide faculty meeting at the beginning of September, Home Groups (departments) were assigned three criterion statements (randomly drawn to be a mix of different categories) and asked to evaluate them according to the Accreditation Status Determination Worksheet, write a narrative to justify their evaluation, and provide evidence to support the narrative. At the end of September, teachers were assigned to self-selected Focus Groups by category. These Focus Groups received the Home Groups initial evaluations, narratives, and evidence, and were asked to use the information to begin drafting responses Chapter 3 using a provided template. Evidence was collected and links were inserted for the First Draft.

The Program Improvement Resource Teacher (PIRT) and administrators began organizing Chapter 3 information on the first draft and highlighting/annotating areas to be clarified or revisited. The updated category evaluation with notes were returned to the original focus groups during the next faculty meeting. Focus Groups were asked to review and revise the evaluations, and identify two or three areas of strength and two or three areas for growth. The revisions were shared with the PIRT who updated a second draft to reflect the information and presented it to a Focus Group “Leaders” team. This team clarified, expanded, and identified evidence needed before Chapter 4 strengths and growths could be identified.

In January, Department Leaders met to verify the accuracy of information, and faculty met the following day for final approval. On January 22, the School Site Council reviewed the categories, the strengths, and the growth areas and agreed to updates to the SPSA. On January 25, Focus Group Leaders and Department Chairs were offered a final review before submission. Updates were made, and the Self-Study was uploaded to the WASC Portal.

Chapter I: Progress Report

SIGNIFICANT DEVELOPMENTS:

District and Site Leadership: In August 2019, Dr. Ward Andrus began his tenure as superintendent with the Central Union High School District. One and one half years of Dr. Andrus's leadership was during COVID/at home education. In August of 2022, one year after students and staff returned to campus, Dr. David Farkas replaced Dr. Andrus as superintendent. Each change brought unique vision but also brought shifts in focus, culture, and site level administration. These changes have impacted communication, targeted professional learning, and progress toward implementation of common assessments and data-driven instruction.

Technology: The move to one-to-one technology has eliminated learning barriers, increased access to education, and created a shift in the way instruction is delivered. While it has the capacity to enable collaboration, increase communication, and provide differentiation, the implementation has created additional tasks for teachers and has required ongoing professional development with a focus on incorporating technology and use of specific resources.

At Promise House: Upon return to in person learning, At Promise House, a school within a school, was established at CUHS for 9th and 10th grade students who were at risk of not meeting graduation requirements in 4 years as measured by reports/transcripts at the end of the preceding year. This model was effective in establishing professional collaboration and ensuring ongoing communication with students, parents, and administration. Never intended to be a permanent intervention, APH was discontinued at the end of the 2022/2023 school year.

IMPLEMENTING AND MONITORING SPSA/LCAP:

Updated annually to reflect current school data and to coordinate educational services at the school, the SPSA is aligned with Central Union High School District's Local Control Accountability Plan (LCAP). Teams work collaboratively to analyze state and local data in order to develop goals with specific strategies and measurable outcomes that provide supplemental resources and services to support students identified as failing, or most at risk of failing, to meet the state's challenging academic standards.

Throughout the year, all community partners have the opportunity to participate through the School Site Council, student Advisory presentations, parent workshops, and staff meetings. During the third quarter of the school year, the most current data is entered into the SPSA, and goals and strategies are revised, eliminated, or added in order to provide data-driven support that will increase student achievement in the upcoming year. After the updated SPSA is reviewed and approved by the School Site Council, it is presented to the public at a scheduled board meeting. When reviews are completed and questions are addressed, the Central Union School Board will have final approval before publishing the plan.

WASC/SPSA CONGRUENCY:

WASC Action Plan Goal 1 Through the use of a variety of strategies, the school needs to ensure all students have engaging, rigorous, differentiated learning experiences that require structured student communication, collaboration, critical thinking, and creativity.

SPSA GOAL 1 Ensure all students are college and career ready by establishing and implementing rigorous, standards-aligned curricula that require structured student communication, collaboration, critical thinking, and creativity to narrow the performance gap between student subgroups and increase student achievement and graduation rates.

Summary of Progress

Implemented rigorous, standards-aligned curricula

- [District course catalog](#)
- Increased enrollment in Advanced Placement classes
- [Dual Enrollment classes](#)

Promoted achievement in at-risk subgroups

- Math Support classes
- Specialized coursework
- Elective courses

Provided resources and services to increase achievement

- [Agile Minds](#)
- [Technological resources and applications](#)
- [Reading Plus](#)

[Offered experiences that engage students](#)

- Agendas/planners
- Community college and university visits
- College and career events
- Counselor Connection - outreach during lunches
- Freshmen Classroom Lesson on A-G, CTE, Dual Enrollment (Health & Success)
- [Sophomore Conferences](#)
- [Higher Education Week I \(Seniors-Fall\)](#)
- [Higher Education Week II \(Juniors-Spring\)](#)
- [Incoming Freshman Night](#)
- [Gear-up Event \(Seniors\)](#)
- [Senior Pinning Ceremony](#)

Eliminated barriers and ensure equitable access to education

- Hands-on classroom resources, manipulatives, and supplies

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- Consumables that promote critical thinking, collaboration, organization, and creativity
- [Participation in Science Fair](#)
- [College/Career Fair](#)
- Financial Aid Workshops (Jump Start)

WASC Action Plan Goal 2 Using data to drive decisions, the school needs to establish a site-based, systematic process for evaluating and monitoring the effectiveness of the current various instructional and program initiatives.

SPSA GOAL 3 Establish a safe and equitable learning environment that uses data to evaluate and monitor instructional effectiveness in order to engage and support all learners - whether advanced, failing, or most at risk of failing to meet challenging state academic standards - and create a vision for postsecondary success.

Summary of Progress Dedicated collaborative time to increase teacher effectiveness

- Professional development that increased ability to analyze state standards
- Provided opportunities for observing and learning instructional strategies
- Highlighted effective, research-based instructional strategies designed to increase student engagement and achievement in all content areas
- Adopted Teacher Clarity to support effective strategies

Provided professional development to build capacity to review, evaluate/assess, refine, and implement curricula

- Worked with instructional coaches
- Provided release time or compensation for collaborating to revise curriculum after data review

Utilized assessment data to accurately evaluate student learning

- Created formative assessments that check for understanding of daily learning intentions
- Created common (content area), standards-based formative assessments
- Utilized Illuminate to support assessment administration and data collection
- Utilized pre-assessment for math placement

WASC Action Plan Goal 3 Through the use of collaboration with colleagues and district academic coaches, the school needs to provide targeted support and professional development on instructional strategies that motivate students and provide

rigorous learning experiences.

SPSA GOAL 2 Utilize district in-service days, minimum Wednesdays, and substitute coverage to establish opportunities for collaboration and professional development that empower teachers to use all available resources and technology to incorporate a variety of systematic, school-wide instructional strategies, assessments, and wrap-around services that include differentiated, targeted support so all students communicate, collaborate, create, and think critically in order to meet the state standards.

Summary of Progress Dedicated collaborative time and substitute coverage to allow teachers to increase diversity and application of effective instructional strategies.

- Provided professional development in:
 - Literacy across all content areas
 - Teacher Clarity
 - AVID strategies
 - Designated and integrated ELD
 - Use of technology for instruction

WASC Action Plan Goal 4 Through the adoption and implementation of student support programs, the school needs to ensure that students' socio-emotional and academic needs are proactively identified to maintain a positive school culture.

SPSA GOAL 4 Establish and maintain a positive school culture that effectively supports, communicates, and celebrates student progress and achievement and increases parent and community awareness, involvement, and access to school and community resources that address students' socio-emotional and academic needs.

Summary of Progress Maintained reduced counselor to student ratio to support academic and social-emotional learning of all students

- Use PBIS strategies to motivate students and build relationships
- Conducted SSTs for all youth identified as foster or homeless
- Created an MTSS Specialist position for planning, organizing, and coordinating Tier 2 and 3 interventions
- Implemented direct counselor contact within the first month of school
- Established a quiet, [calming environment \(room\)](#) for individual and small group use
- Schedule "Counselor of the Day" to ensure assistance is always available
- Utilize Restorative Circles for at risk students (6 weeks)
- Establish emotional regulation focus groups for students at risk (6 weeks)

Provided inclusive services to allow students to achieve their potential.

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- [Identified and developed an SEL team to plan campus activities](#)
- [Established SEL Ambassadors and provided Character Strong curriculum for engagement](#)
- Implemented SEL activities in many advisory classes
- Distributed Thanksgiving Baskets
- Hosted December Family Night
- Spartan Holiday Cheer
- Provided Grad Night tickets to students identified as Foster/Mckinney Vento

Additional Areas for Growth from February 2021 Mid-Cycle Visit:

WASC Additional Goal 1	In support of SPSA Goal 1 [as stated in the 2020/2021 SPSA], the committee encourages CUHS staff to continue with the implementation of its identified schoolwide reading program to reinforce its focus on literacy across the curriculum.
SPSA GOAL 1.3	Implement school-wide Reading Plus to develop and improve students' vocabulary, comprehension, endurance, memory, silent reading fluency, and increase their ability to systematically master higher levels across all content areas and close the achievement gap on rigorous state assessments
Summary of Progress	Reading Plus Data The Reading Plus (DreamBox) platform is utilized during all Advisory periods, most English classes, and most SAIL/ALAS classes. The most beneficial aspect of this program is the beginning of year benchmark. While the reading level scores are not absolute or infallible, they do highlight reading struggles and provide immediate data to inform individualization and differentiation within a classroom. With this implementation, we are able to monitor progress throughout the year and have seen an average of 13% of students move from dangerously below grade level reading to within average ranges and another 15% move from the lowest (first to fourth grade) levels.
WASC Additional Goal 2	In support of SPSA Goal 2 [as stated in the 2022/2021], and aligned with Critical Area for Follow-up #2, the committee recommends that the school continue to evaluate student outcomes and the effects of various school improvement efforts on those outcomes in order to focus on the most impactful strategies and greatest areas of student need.
SPSA GOAL 2.2	Utilize assessments that include a variety of DOK levels and accurately evaluate student learning.

Summary of Progress Common Assessments are administered in Mathematics, Science, English and Social Science at the quarter and semester. Additionally, in mathematics Interim Assessment Blocks (IAB) are administered at the beginning of the school year. Growth is needed in the ongoing development and utilization of both formative and summative assessments.

Evaluate the degree to which major student learner needs, school needs, and areas for growth have been addressed.

Major student learner, school needs, and areas are being addressed consistently and in detail. Ongoing, in-class formative assessments are used throughout class periods, and student outcome data are continually reviewed by staff and administrators. This information is used to drive instruction and plan professional development in order to increase student achievement.

Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

The WASC goals are reviewed during each faculty meeting in order to ensure ongoing focus and communication about teaching and learning strategies. The 2022/2023 SPSA was completely reformatted in order to provide direct focus on the four pillars of Teacher Clarity and to ensure that the goals and strategies aligned with the goals identified by the full-year and mid-cycle WASC accreditation visits.

Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.

All growth areas for continuous improvement are in the schoolwide action plan/SPSA.

Chapter 2: School Profile and Supporting Data and Findings

For additional information about our school, see the introduction for a brief background on the school and the self study process, and in Chapter 3 Category A, we provide our mission vision and schoolwide learner goals.

Student Demographics

[Enrollment Data](#)

Data Trends:

- 5% increased enrollment: Prior to the pandemic, enrollment at CUHS hovered in the mid- to high-1800s, but jumped to 1984 during the 2020/2021 school year. The number has since decreased and leveled out in the mid-1900s.
- 96% Hispanic population: El Centro's Hispanic population is 88.6%, but our Hispanic student population is 8% higher due to attendance of students from our neighboring communities.
- Over 76% of our student population is considered socioeconomically disadvantaged.
- Students with PHLOTE have steadily decreased and are now more than 5% fewer than 2020.

Analysis:

The high percentage of Hispanic student population, in effect, makes CUHS a mono-cultural school, which can lead to overgeneralization and stall growth. In order to better serve our students and families, it is important that we promote diversity and inclusion and provide opportunities for exposure to diverse cultures, beliefs, and environments utilizing technology when physical proximity is not possible. Additionally, the percentage of students identified as socioeconomically disadvantaged indicates a need for addressing the socio-emotional needs in order to build effective relationships, increase a sense of belonging, and set personal goals.

[Student Performance Data](#)

[CAASPP - ELA Data](#)

[CAASPP - Mathematics Data](#)

[CAST - Science Data](#)

Data Trends:

- CAASPP scores have declined post-pandemic, but they are on the upswing. Statewide, 46.66% Met or Exceeded the 2022/2023 ELA assessment, which is 11.76% lower than our ELA results.
- Students' writing scores are consistently higher than reading, listening, and research and presentation. This was true prior to the pandemic.
- Students' listening scores are consistently lower than reading, writing, and research and presentation. This was true prior to the pandemic but is worsening.
- Students' math scores of 18.23% fall 16.39% below the state average.

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- Over 53% of all students are at level 1 (Standard Not Met) in Mathematics.
- English Learners and Students with Disabilities continue to score far below their peers in both ELA and Mathematics.
- CAST data is consistently in the 20% Met or Exceeded range.

Analysis:

In order to determine the effects of the pandemic and the effectiveness of current programs and instruction, the 2018/2019 results have to be considered as the “baseline.” Factors that may contribute to the decline since the 2019 administration include not only pandemic-related challenges, but also the change from paper-pencil test administration to online testing may also be a factor. Students are less likely to review information prior to answering a question on an online test because of screen limitations. Additionally, students are not exposed to the online test format frequently enough prior to test administration to be aware of the built in tools that may be beneficial. More direct instruction in test-taking and navigation of the CAASPP testing site is needed.

Discussions of the curriculum and the scope and sequence of instruction in ELA and Math are underway. Freshmen enter without the foundational skills necessary for high school, and although CUHS utilizes before and after school Tier 2 supports, the need of more focused Tier 1 strategies is indicated. Addressing this and the testing process will benefit all students including ELLs and students with disabilities. The cohort for CAST testing needs to be reconsidered. Senior testers may not have had a science class within the last two years, so the standards addressed need to be examined and the test administered in a more current cohort year.

[Reading Plus Benchmark Data](#)
[Reading Plus by Grade Level January - August 2023](#)

Data Trends:

- More than 60% of students begin the school year reading more than 3 years below grade level. The percentage is slowly decreasing (68% in 2021, 64% in 2022, and 60% in 2023).
- Seniors end of year reading levels continue to be more than 3 years below grade level.

Analysis:

The use of Reading Plus has helped emphasize the importance of ongoing independent reading practice, but the growth average of 1.5 grade levels in a year is not sufficient to resolve the challenge. Because deficiencies are so great, other reading initiatives need to be considered, including a foundation class for students who are below third grade level.

[ELPAC Data](#)
2022/2023 [English Learners Results by Length of Time in Program](#)

Data Trends:

- CUHS reclassification rates are consistently higher than district and state

reclassification rates.

- Students' oral scores are markedly higher than written scores, with 73.90% of testers classified as well-developed speakers.
- Listening and writing scores have the fewest designated as well-developed, but they also have the most designated as somewhat to moderately developed.
- 76% of testers have been in the EL program for six or more years.

Analysis:

The proficiency levels for CAASPP and the performance levels for ELPAC follow the same levels of achievement from highest to lowest (i.e. fewest student in lowest level; most students in next to the highest level (standard met or level 3). Given the extremely high number of LTELs, the challenge may be related to overall academic performance and testing skills rather than language proficiency. Administrators at district and site level should consider a third level of English support classes for LTELs that focuses more on reading and testing strategies than support for current English class concepts.

<p style="text-align: center;">College and Career Preparation</p>
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[College and Career Preparation Data](#)

Data Trends:

- Fluctuating A-G requirements completion for specific demographics:
 - SES disadvantaged and English Learner student groups show inconsistent progress in meeting A-G requirements, highlighting a need for targeted support.
 - Students with disabilities saw a significant increase in A-G requirement completion in the latest year.
- Variations in CTE (Career and Technical Education) completion rates:
 - Enrollment and completion rates fluctuate over the years, with no clear upward or downward trend.
 - Recent data shows a slight decrease in enrollment but an increase in completion.
- Diverse trends across different AP exam subjects:
 - Individual subjects exhibit unique patterns in total exams taken and mean scores.
 - Some subjects like Calculus AB and Computer Science A experienced consistent growth in both areas.
 - Others like Biology and Chemistry saw increases in mean scores despite a decrease in total exams.
- Growth opportunities in dual enrollment, particularly during spring and summer terms:
 - All terms show fluctuations in the number of classes offered, but enrollment percentages remain consistently high.
 - This suggests a growing interest in dual enrollment with strong student participation.
- Balanced distribution of dual enrollment classes and credit offerings:
 - Classes are spread across fall, spring, and summer terms, providing flexibility for students.
 - Credit distribution is similar across terms, indicating a comprehensive program.

Analysis:

Analyzing Advanced Placement (AP) exam scores, A-G & UC/CSU requirements, dual enrollment courses and CTE access and successful completion from 2019 to 2023 provides valuable insights for administrators, teachers, and counselors aiming to enhance student performance. Teachers are encouraged to prioritize subject-specific content, identifying areas where students consistently encounter challenges, and customizing instructional strategies while offering additional resources for better comprehension. Addressing mean score variability in AP results prompts effective adjustments in teaching methods. To tackle total exam fluctuations and boost exam participation, the district has absorbed the cost of AP exams to alleviate financial concerns for students, and counselors are emphasizing the value of these courses during course request representations and meetings with students and parents. Additional strategies for improvement encompass initiatives to enhance participation and diversity, ensuring equitable access to challenging coursework. Moreover, facilitating opportunities for teachers to exchange effective teaching methods, providing personalized support in subjects experiencing score decreases, continuous monitoring of long-term trends, and adapting curriculum and teaching methods contribute to ongoing enhancements. Professional development opportunities, including AP By The Sea and Collegeboard virtual training and Teacher Clarity, ensure teachers remain updated and foster a collaborative environment. Collecting student feedback and adjusting teaching strategies in response to changes in AP exams ensures a responsive and student-centered educational approach. Approaching these areas with a dedication to continuous improvement and collaboration can yield positive outcomes for both teachers and students in meeting college and career readiness.

<p style="text-align: center;">Graduation Report</p>

[Graduation Rates - Data](#)

Data Trends:

- CUHS graduation rates consistently exceed the district, county, and state averages.
- Dropout rates among all groups rose following the pandemic, but are now at or below pre-pandemic level.
- Graduation rates for “at risk” populations are in line with overall graduation rates.
- In 2022/2023, only English Learners had a higher dropout rate than the school average.

Analysis:

More than 76% of CUHS students are classified as economically disadvantaged, and more than 96% are identified as Hispanic/Latino, which results in low variations in graduation levels among any of the CUHS groups. The 2022/2023 graduation rate of 93.43% compared to the number of students classified as current A-G eligible (31.75%) indicates effective remediation and support opportunities for struggling learners. Tutoring opportunities, both face-to-face and online, have expanded and summer school enrollment is at capacity.

Chapter 3: WASC Criteria and Indicators

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

Criterion A1: Vision and Purpose

The school has established a clearly stated vision and purpose reflecting students’ needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. The school’s purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

A1 Findings	Evidence
<p>A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: Central Union High School has established a clear, coherent vision and purpose, and learning goals that are aligned with our district. Its mission and Expected School Learning Results are highlighted throughout the year. ESLRs are posted in classrooms and around campus to keep the focus on learning and ensure we center around the needs of all students with the firm belief that ALL means ALL. The mission and visions are aligned with the current School Plan for Student Achievement (SPSA), current LCAP goals, and the schoolwide philosophy of promoting creativity, critical thinking, collaboration, and communication to foster college and career ready opportunities for graduates.</p> <p>A1.2 Equity and Inclusion: The vision and purpose of CUHS reflects a commitment to</p>	<p>Mission and ESLRs</p> <p>Expected School Learner Results</p> <p>District and Site Alignment</p> <p>School Plan for Student Achievement (SPSA)</p> <p>Course Catalog</p>

providing all students with learning opportunities that prepare them for postsecondary success. Schoolwide Learner Goals were developed through staff collaboration and communicated to all partners and encompass the communication, creativity, collaboration, and critical thinking skills our students need to fully participate in an ever-changing, increasingly complex society.

A1.3 Develop/Refinement of Vision and Purpose:

Processes are in place to ensure all community members have the opportunity to be involved in participate in setting goals Annual updates and revisions of the School Plan for Student Achievement and school wide goals are made with the involvement of all community members, including faculty, staff, parents, students, and administration with recommendations presented to the School Site Council. The SSC meets monthly to review student data and consider community recommendations in order to inform decisions regarding the use of federally allocated (Title I) funding to meet learning needs and close achievement gaps. Final SSC recommendations that are considered at the district level with the understanding the site and district LCAP goals must align. At the district level, there are several LCAP Input Meetings surveys, and forums to discuss how LCAP funds are used at all sites.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals/Graduate Profile:

The processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile needs to be refined. The mission and vision are highly visible to all partners and are posted in classrooms and common areas, on the web page, posted on some PLC and leadership agendas. Updates to ensure our vision, purpose, and goals align to current educational research and are truly reflective of our educational philosophy are not frequent. The mission and vision need to be revisited throughout the year so that all community members are included and reflected.

A1 Summary and Analysis:

Central Union High School has an effective stated vision and purpose for all stakeholders. We attribute much of our success to our governance, leadership, staff, and resources,

[CA State Standards](#)

[School Plan for Student Achievement](#)

[School Site Council Meeting Minutes](#)

[Student Surveys](#)

[Family/Community Surveys](#)

[Faculty Meetings](#)

[LCAP Meetings](#)

[Back-to-School Night](#)

[Open House](#)

[Summer School](#)

[Acellus for Special Education Students credit recovery](#)

<p>and we are fortunate to serve a community of students, parents, and community members who care a great deal about quality education. In fact, many families move to our district specifically because they desire high-quality schools.</p> <p>CUHS faculty and staff actively emphasize its mission and Expected School Learning Results (ESLRs) by maintaining a pervasive presence of these goals throughout the campus. ESLRs, reflective of the school's commitment to cater to the needs of all students, are prominently displayed in classrooms and various areas. The school aligns its mission and vision with Schoolwide Learner Goals, current LCAP goals, and a broader philosophy that underscores critical thinking, collaboration, and communication.</p> <p>While CUHS demonstrates a dedication to equity and inclusion through collaborative goal-setting processes involving staff, a potential area for improvement is identified in the need for direct communication between administration, staff, and families to review and refine vision, purpose, and schoolwide learner goals to support high achievement and well-being for all students.</p>	
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Criterion A2: Governance

The school’s purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board’s decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

A2 Findings	Evidence
<p>A2.1 Relationship Between the Governing Board and the School:</p> <p>The school community recognizes the role of the governing board and its focus on improving academic achievement and well-being of all students. The roles of the governing board and decision making process are communicated in writing via the district website. Board meetings are announced well in advance, and the school community has some understanding of the board roles and how their</p>	<p>Roles of a Board Member</p> <p>Board Policy Manual</p> <p>Board Meeting Agendas</p>

<p>decisions, expectations, and initiatives guide the work of the school.</p> <p>CUHS administration works closely with the superintendent's office and the board members to review student outcomes, both academic and emotional, and develop annual goals and initiatives that will improve achievement and well-being of all learners. Annual goals and initiatives are the focus of the beginning of the year at both district and site level professional development workshops, and the data that drives the decisions for these initiatives is made public to all stakeholders through the SPSA and LCAP, and both are communicated publicly through monthly SSC meetings and School Board meetings.</p> <p>The CUHS faculty and staff understand the importance of a systems wide approach to learning and implement multiple measures to support all students and communicate effectively. In keeping with the Governing Board's expectations, monthly site collaborations and monthly district collaborations continually recast the expectations and evaluate the results of initiatives.</p> <p>A2 Summary and Analysis: Central Union High School's purpose is aligned with the governing board goals and focused on student achievement and well-being through data informed decision making. The governing board's roles and decision-making processes are transparently conveyed via the district website, ensuring that the school community has some understanding of their focus on student growth. CUHS faculty and staff adopt a system-wide approach, implementing diverse measures to support all students and consistently evaluating outcomes in alignment with the governing board's expectations. The use of tools facilitates ongoing communication on student achievement and school-related updates. CUHS is effective in its quest to communicate the board's expectations and initiatives that guide the programs and support implemented to ensure continual growth and well-being.</p>	<p><u>CUHS Mission Statement - school's purpose.</u></p> <p><u>CUHSD Mission Statement - governing board's goals.</u></p> <p><u>School Site Council</u></p> <p><u>LCAP/LCFF</u></p> <p><u>District Professional Development Dates</u></p>
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Criterion A3: Leadership for Learning

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school’s leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

A3 Findings	Evidence
<p>A3.1 Broad-based and Collaborative: The school leadership, faculty, and staff use data to make decisions and initiate actions that focus on all students’ needs and achievement. Standardized test data, discipline records, attendance records, and dropout and graduation data are analyzed as a whole to better understand student performance, and resource allocations and support programs are implemented and monitored based on this data.</p> <p>Teachers use daily student achievement data from both formative and summative assessments to improve curricula and instruction, inform student course placement, and provide differentiated student supports including extended time, individual counseling, and tutoring during advisory or after school. Data is analyzed during monthly content team collaborations, and curriculum guides and common assessments are revised based on the data results.</p> <p>Leadership has a plan for supporting high achievement and well being based on schoolwide data. Data is cross curricular shared every year during required PD, for example, writing prompts for every department. The bridge between students, parents, community and District seems to have strengthened which has allowed Professional Development to be not only focused, but allowing for teachers input into their learning level needs and wants.</p> <p>A3.2 Leadership Role in Accountability: The school leadership and staff demonstrate shared decision-making and responsibility for actions and</p>	<p>CAASPP Data</p> <p>ELPAC Data</p> <p>Suspension Rates</p> <p>Absenteeism</p> <p>Gradebooks, Curriculum Guides, Common Assessments</p> <p>Tutoring Services</p> <p>Data of IABs</p>

accountability for implementation of goals. Department leaders, elected by their peers, meet with administration at least once a month to collaborate on schoolwide needs and initiatives as well as share what is happening in each department. During the second semester of each year, faculty members review the SPSA and data resultant from its implementation and suggest new technology, interventions, training, and engagement opportunities before it is submitted to the Site Council, reviewed by district personnel, and presented to the Board for approval. This collaboration and data analysis has been successful in considering all input and narrowing the scope of our goals in order to address the needs of our students.

There are other examples of leadership, faculty, and stakeholder collaboration focus on the achievement and well-being of all students. Teachers monitor progress and performance and work with leadership, parents, advocates, and students when SSTs are recommended. The counseling team works with administration and department chairs to determine analyze students' progress toward graduation, determine course offerings that will meet student scheduling needs, and to build a master schedule that will ensure appropriate courses, qualified teachers, and adherence to district and state requirements. Additionally, regularly and systematically collecting and monitoring student data allows IEP teams to evaluate the appropriateness of the student's IEP and to make adjustments to the student's educational program as needed.

A3.3 School Action Plan/SPSA Correlated to Student Learning:

The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP, CAASPP, ELPAC data, course grades, and surveys. The data is first reviewed and analyzed by leadership with goals and initiatives for the year being determined based on the outcomes. At the beginning of each year, site administrators hold professional development to share the data with teachers and discuss improvement plans and initiatives. Faculty members are encouraged to monitor classroom data and adjust instructional practices based on outcomes.

[SPSA Review](#)

[Student Educational Plan
At Risk Student Meetings](#)

[SST Referral Form](#)

[Check In Check Out for At Risk
Students](#)

[LCAP Student Survey Results](#)

[Parents/Students Survey](#)

Teacher Clarity stresses the role of clear learning targets and success criteria for instructional decision making. Administration is supporting staff in providing time to work together in decision making, and teachers are beginning to collaborate in the decision making of goals and success criteria per content area. Teachers are becoming more comfortable with analyzing data and organizing curriculum to provide more effective instruction to students. Additionally, the counseling department is providing intervention meetings as early as the beginning of the school year with all students and their parents/caregivers who are at risk of not meeting graduation requirements, and Advisory teachers are providing intervention that focuses on organization skills, study skills strategies, reading comprehension improvement, and mathematical foundational skills.

Furthermore, there is constant communication for feedback between the administration and the stakeholders as to how effectively to use the LCAP funding. Throughout the year, student achievement data is used to review and revise the SPSA at site level and the LCAP at district level. Student surveys aimed at identifying opportunities to enhance student engagement and further develop inclusive, connected learning environments. Goals, strategies, and budgeting are determined to ensure that all programs and practices support students and work toward closing achievement gaps for at risk students. CAASPP, LCAP, and graduation data guide discussions and provide a snapshot to guide decisions that focus on student, staff, and community support for increased achievement.

A3 Summary and Analysis:

Central Union High School is highly effective with leadership for learning that supports high achievement and well-being of all students. The use of CAASPP and ELPAC data, course grades, and surveys serves as a foundation for decision-making, with all stakeholders reviewing and analyzing the data. This process culminates in the establishment of clear goals and initiatives for the academic year. The emphasis on teacher clarity and collaboration further strengthens instructional practices, with faculty members encouraged to monitor realtime classroom data and adjust instruction and activities

[Teacher Clarity Focus](#)

<p>accordingly. Constant communication and the feedback loop between administration and stakeholders regarding LCAP funding effectiveness, along with the ongoing review and revision of the School Plan for Student Achievement (SPSA) at the site level and LCAP at the district level, demonstrate a dynamic approach to ensuring that all programs and practices target students' academic advancement and overall well-being.</p>	
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Criterion A4: Qualified Staff and Professional Development

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile 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.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

A4.3 Communication and Understanding of School Policies and Procedures: 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 Findings	Evidence
<p>A4.1 Qualifications, Preparation, and Supervision of Staff: All faculty and staff understand district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. Staff qualifications are prioritized when the master schedule is developed, and the school implements effective supervision and evaluation procedures in order to monitor teaching and learning and promote professional growth of staff. Central Union High School District actively recruits, hires, and retains highly qualified teachers in order to provide a safe and effective learning environment. A two-year induction program to support new teachers ensures individual support and mentoring that enhances inductees' professional development by building on current knowledge</p>	<p>DataQuest (CDE) Staff Assignment Data</p> <p>Master Schedule</p> <p>CSTP Evaluation Rubric</p> <p>ICOE Teacher Induction Program (BTSA)</p>

<p>and skills. Induction instills confidence and increases teacher retention.</p> <p>A4.2 Professional Learning and Impact on Student Learning: CUHS facilitates all students achieving the academic standards and being prepared for postsecondary success through effective supervision and informal observation practices, utilization of instructional coaches, and a formal evaluation process that ensures instruction and professionalism meet the California Standards for Teaching. Qualified evaluators perform weekly walkthroughs to ensure teachers are utilizing effective instructional strategies that enhance student engagement, incorporate ongoing formative assessments, and respond to individual student needs. Instructional Coaches hold monthly meetings to engage teachers participating in professional development previewing applications and resources so teachers can use them for classroom instruction.</p> <p>Professional development focused around LCAP and SPSA goals is ongoing, and teachers are encouraged to seek out and request professional development that will hone their individual skills. Professional development opportunities for all departments - whether for local collaboration, state conferences, or workshops - are fully supported including substitute coverage and supplemental pay when applicable. Teachers returning for conferences are asked to share new insights and strategies at department meetings.</p> <p>A4.3 Communication and Understanding of School Policies and Procedures: CUHS site and district administrators communicate policies and procedures that explain responsibilities, operational practices, decision-making processes, and relationships of leadership and staff during professional development sessions, faculty and staff meetings, and via email. Department leaders use their monthly meetings to strengthen understanding of this information and provide support for department members as needed.</p> <p>Policies and procedures are available in documentation reviewed at the beginning of the school year. Leadership actively participates in PD meetings, provides, and revisits best practices at monthly faculty meetings. Time is allocated for department and content teams to meet and consider best-practices.</p>	<p>Coaches Huddle</p> <p>Administrator Walkthrough</p> <p>Evaluation Cycle and Instrument</p> <p>CAAHPERD Conference - 3 Teachers (Health & Physical Education)</p> <p>CPR and First Aid Professional Development (Certificated & Classified)</p> <p>Faculty Meeting Rosters</p>
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<p>A4 Summary and Analysis: Central Union High School's qualified staff and leadership consider student performance data, student needs, and research to effectively facilitate achievement through a system of preparation, induction, and ongoing professional development. Effective hiring practices, extensive professional learning opportunities, and the implementation of effective supervision and evaluation procedures further promotes the professional growth of all staff, which translated to increased student achievement. The focus on ongoing professional development, especially aligned with LCAP and SPSA goals, empowers teachers to enhance their skills, with full support including substitute coverage and supplemental pay. The collaborative culture is evident in data sharing, department meetings, and leadership's active participation in professional development meetings, fostering a sense of shared responsibility and support for students' social, emotional, and academic well-being.</p>	
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Criterion A5: Resources

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 student goals/graduate profile, academic standards, and college and career readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: 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 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

A5 Findings	Evidence
<p>A5.1 Resource Allocation Decisions: No resource allocation decision is made by a single group. Stakeholder input through site and district public meetings, faculty meetings, and surveys provide transparency and inclusion of all voices. District Human</p>	<p>CUHSD LCAP CUHS SPSA Faculty Meeting Sign In</p>

<p>Resources works diligently to develop programs and policies that attract, develop, and retain qualified staff and enhance the well-being and effectiveness of our school community. Staffing needs are addressed as they arise, and site leadership and faculty participate in interview panels to determine the placement of new hires.</p> <p>All CUHS community members have the opportunity to be involved in resource planning and allocation that meets the data-driven goals outlined in our SPSA and the district LCAP. Leadership and staff work together to identify areas of need for annual revisions to the SPSA. Public meetings and surveys are open to all stakeholders for additional input. CUHS resources are allocated to support the goals and strategies outlined in the SPSA and LCAP, and the School Site Council recommends revisions throughout the year as new data comes to light. The planning and allocation meet the requirements outlined in board policy, with the focus on improving student outcomes (A-G eligibility, CAASPP scores, Graduation Rates, College and Career Readiness).</p> <p>A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices. Parent panels are solicited to review student achievement data and recommend improvements to improve students' academic growth and emotional well-being. CUHS provides a per department budget that department members use according to their needs for instructional materials and supplies that may not be relevant campus-wide. Title I funds are used to provide supplemental materials, supplies, and support to the needs of all learners, and teachers can request additional resources through their department chairs. Programs funded through grants and categorical funds rely on specific department input. For example, the CTE teachers are involved in resource planning for PERKINS, Strong Workforce, CTEIG, and CPA Grants.</p> <p>A5.3 Instructional Materials: CUHS's acquisition of instructional materials, technology, and classroom supplies is effective. The school board has</p>	<p>Faculty Meeting Sign In 23-24</p> <p>School Site Council: Calendar, Meetings, and Agendas</p> <p>School Site (Administrative) Allocations</p> <p>Department Allocations</p> <p>Title I/LCAP Allocations</p> <p>Categorical Funds (Partnerships, Grants, etc.)</p>
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established policies and procedures that ensure the availability of textbooks adopted for all courses, and textbooks audits are completed at the end of each semester to ensure availability based on projected student course enrollment. The Bookstore Clerk keeps an accurate inventory of texts and reorders through the district based on projected student enrollment. As evidenced by our SARC, it is uncommon to have textbook shortages.

Technology is plentiful. Each student has a ChromeBook allowing for 1:1 education. All teachers have computers, printers, and most have projectors. Many teachers use SMART boards to engage students, and IT staff are available to troubleshoot and train staff on new technologies. Supplemental materials, supplies, and laboratory equipment are ordered through the PIRT. Requests are generally made through the department chair, with most technology approved by IT prior to ordering. All teachers are encouraged to submit requests through their department chairs, and orders are processed very quickly. Unless there is a vendor issue, resources are replenished without delay.

A5.4 Facilities Conducive to Learning:

As reflected in the School Facilities Conditions and Planned Improvements of our annual SARC, CUHS facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s), including the use of technology and digital learning. Our most current improvements include the addition of the STEM building, a refresh of the LA building, and locker room updates. A library remodel is planned, and the M Buildings, portables that were never intended to be permanent, will be replaced this summer. The modulars on our campus are in need of refreshing, but they provide much needed space to prevent teachers from sharing rooms and overcrowding in our classrooms. Additionally, a strong wireless internet allows teachers and students to utilize technology anywhere on campus.

Summary and Analysis:

Central Union High School effectively and efficiently allocates resources in a manner that supports high achievement and well-being for all students. The decision-making process is characterized by transparency

[Textbook Inventory](#)

[PO Request Form](#)

[School Accountability Report Card \(SARC\)](#)

School Safety Plan

Central Union High School ACS WASC/CDE Self-Study Report

<p>and inclusivity, with stakeholder input sought through various channels such as public meetings, faculty gatherings, and surveys. While the School Site Council plays a key role, the engagement of all stakeholders in meetings throughout the year and at the district board meetings reflects a commitment to diverse perspectives. The provision of per department budgets, utilization of Title I funds for supplemental support, and involvement of teachers in resource planning for specific grants showcase a tailored approach to meeting the unique needs of learners. Attention to textbook availability, available technology, and proactive management of classroom supplies proved an environment conducive to learning and enhance the overall learning experience for students.</p>	
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ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Areas of Strength

1. Resources were allocated to designated departments in a timely manner.
2. Resources and PDs are provided to teachers for further clarity in the classroom.
3. Wide variety of goals
4. Resources are sufficient and utilized effectively. Resources are aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

Areas of Growth

1. Improve clarity and accessibility of communication, including parent and community information as well as data collection and reporting.
2. Update ESLRs, mission, and vision statements in classrooms to reflect recent changes.
3. Develop a comprehensive handbook outlining policies, procedures, and administrative/leadership duties to promote clear communication and understanding of CUHS's organization for student learning.
4. Create a Student Services Flowchart to guide staff in providing services to students, specifying required forms and procedures.

Category B: Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

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

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings	Evidence
<p>B1.1 Current Educational Research and Thinking: Central Union High School provides a broad, rigorous course of study aligned with the district and state curriculum framework which aligns with the California State Standards. The general course of study includes general core classes as well as fine arts, CTE, and language courses that provide exposure to diverse types of knowledge and help students develop a vision for post-secondary lives. Furthermore, the emphasis on Teacher Clarity (What, Why, How of Learning) ensure an organized and intentional curriculum delivery that increases achievement through transparent expectations.</p> <p>Departments are working to create curriculum guides complete with learning intentions and rigorous success criteria aligned with the California State Standards at a variety of depth of knowledge levels. These standards and learning intentions inform individual class syllabi and are further communicated to students to provide clarity in expectations. Further, rubrics are developed to measure success levels in attaining the success criteria informing further instruction. This collaborative work is designed to</p>	<p>Advancement Via Individual Determination (AVID)</p> <p>Advanced Placement (AP)</p> <p>CTE Pathways</p> <p>Teacher Clarity Snapshot</p> <p>Biology Curriculum</p> <p>Physics Curriculum</p> <p>Chemistry Curriculum</p> <p>Special Education Curriculum</p> <p>Physical Education Curriculum</p> <p>World Language Curriculum</p> <p>Fine Arts</p> <p>Social Studies Curriculum</p> <p>English Curriculum</p>

ensure equity and access for all students and support the schoolwide student goals via standards-focused instruction.

B1.2 Congruence with Schoolwide Student Goals:

Thanks to the emphasis on Teacher Clarity, CUHS leadership and faculty are becoming more aware of the necessity for alignment between the concept and skills embedded in the standard, the learner goals, and college and career readiness. An emphasis on revisiting curriculum maps, identifying focus standards, and ensuring that we are truly teaching and assessing the concepts and skills necessary for student achievement is apparent in professional learning sessions and department interactions. Content team meetings during collaboration Wednesdays are used to plan and develop course pacing guides, curriculum, and common assessments. Teacher Clarity training concepts and practices have been incorporated into the collaboration process. Analysis of common assessment data is used to make placement decisions for English Learners based on the language skills that students demonstrate among other factors that include GPA and ELPAC scores. These procedures ensure the focus is on learner outcomes and not “teaching the textbook” comprehension.

B1.3 Academic Standards and College and Career Readiness Indicators:

The school has college and career readiness indicators and academic standards to ensure students meet graduation requirements. Multiple courses are offered for students to complete A-G requirements. While the A-G completion rate at CUHS currently stands at 29%, which is below the state average of 44%, it's essential to recognize the unique challenges faced by our students. A significant portion of our student body requires language support classes, potentially affecting their access to completing the A-G requirements before graduation. In addition to language acquisition, challenges include literacy (reading and writing), homelessness, learning disabilities, and socioeconomic disadvantages. In response to data, supports have been embedded across our campus to continually focus on our student as individuals by providing multiple avenues for success. Our ELD/ELL programs, Advisory, Schoolwide Writing Practices, Link Crew, and SEL teams support the

[Mathematics Curriculum](#)
[CTE Curriculum](#)
[History](#)
[History writing rubric](#)
[English Writing Rubric](#)

Curriculum Guide and Syllabus Examples

- [English 11 Curriculum Guide](#)
- [English 11 Class Syllabus](#)
- [US History Class Syllabus](#)

[Schoolwide Writing Initiative](#)

PBIS-Wide Matrix
[A-G Requirements](#)

[Graduation Requirements](#)

Student Support:

- [Science and Math Advisory Intervention](#)

academic, social, and emotional needs of all learners. Our special education team works with multiple programs including TPP to make sure students are focused and aware of postsecondary options. By understanding and addressing these challenges and continually reviewing student success criteria, we aim to foster an environment that supports all students in achieving their academic goals.

In the academic year 2023-24, CUHS took proactive steps to enhance student support by hiring a sixth counselor. The assurance that one counselor is always available to support students and the incorporation of targeted one-on-one student support, coupled with ongoing data-driven initiatives, has resulted in a positive trend, showcasing a yearly increase in the longitudinal data. These efforts align with CUHS's commitment to fostering academic success and ensuring that students are well-supported in meeting their educational goals. [Longitudinal data](#) shows a yearly increase.

B1.4 Curricular Integration:

The Law Academy is CUHS's most evident example of curricular integration. Legal, English, Social Studies, and Science teachers form an academy of shared students and work together to support all students and share common expectation. Integration standards are established between Banking and Financial Algebra, fostering a connection between different subjects. Similarly, there is an integration of History and English, focusing on intertwining writing concepts with historical events. Additionally, Chemistry collaborates with Financial Algebra, exploring topics and graphing data related to spending.

All courses participate in the CER writings (RACE/3.8 paragraph) schoolwide. Teachers from various content areas actively share ideas and evaluate writing and assessment strategies during staff meetings. Copies of the writing samples and their grading rubrics are given to administration/PIRT to ensure ongoing practices.

B1.5 Community Resources:

CUHS actively engages community partners, welcomes feeder schools, and builds relationships with local

[TPP - Transition Partnership Program](#)

[Counselor of the Day](#)

[Schoolwide Writing Initiative](#)

colleges and universities, and technical schools the support our students academic goals and well-being. In addition to our CTE Pathway Partners (medical community, legal community, banking and finance, industries, etc.), community partners are invited to attend all of our open houses and presentations for family members as well as Board meetings, Student Site Council, LCAP, and SPSA meetings.. These partnerships ensure clear communication and wrap-around services for our families.

To help students serve our community, CUHS ASB supports and promotes various drives throughout the year. They organize sock drives for the homeless, penny drives for charities, and the food bank “Can Food Drive” in October with Feed Your Town. These service projects provide an opportunity for our community partners to see the development of socially conscious, responsible young adults.

Feeder schools are involved in our CUHS family as well. Counselors visit feeder schools to begin building relationships with incoming students, generate excitement and involvement in high school, and help design career paths through course selection. Additionally, CTE sponsors campus presentations and workshops for all feeder schools. Programs and projects are shared and students have an opportunity to experience a CTE class.

College and university partnerships are an integral part of ensuring our students are prepared for postsecondary success. Our annual college and career fair draws California and Arizona college representatives to our campus, and all students have the opportunity to explore options and begin deciding what college will best fit their goals, Our AVID and ELD students go on field trips to our state colleges, and all of our students have the opportunity to visit our local Imperial Valley College. Our partnership with IVC offers dual enrollment classes for all interested students, beginning presentations to promote the dual enrollment classes during 9th grade classes such as Success 101 and Health classes. We have a Guidance Technician from IVROP that provides support to all students including teaching students who to write a resume, cover letter and mock interviews.

[CTE Advisory Partners](#)

[ASB Spartan4Life YouTube Channel](#)

[Feeder School Rotation](#)

[Community Invitees for Parent Nights](#)

On Campus Resources:

- **Family Resource Center**
- **Closet X**
- **Behavioral Health Services**
- **Mental Health Specialist- Therapist**
- **EAOP - Early Academic Outreach Program (Upward Bound, Talent Search)**
- **Cal-SOAP - California Student Opportunity and Access**

<p>Summary and Analysis: Central Union High Schools is effective in its provision of an equitable and accessible rigorous and relevant standard-based curriculum. Courses aligned with standards-based curriculum ensures that students are exposed to a diverse and challenging array of subjects. By including general core classes, fine arts, CTE, and language courses, the school fosters a holistic educational experience that engages all students in meaningful learning experiences and helps them develop a clear vision for their post-secondary lives. A rigorous and relevant curriculum not only enhances student learning but also contributes significantly to their overall well-being, empowering them to succeed in their academic and professional pursuits.</p>	<p>Program</p> <ul style="list-style-type: none"> ● IVROP - Imperial Valley Regional Occupational Program ● DOR - Department of Rehabilitation
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Criterion B2. Equity and Access to Curriculum

All students have equal access to the school’s entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: 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 career technical options for all students.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

Findings	Evidence
<p>B2.1 Variety of Programs-Full Range of Choices: CUHS students receive guidance and support to select classes and programs that allow them to choose and pursue their individual goals from a full range of realistic college and career and/or other educational options. Prior to enrollment at CUHS students from feeder schools are visited by counselors who explain the value of planning even before starting high school. In addition, students</p>	<p>Electives and Required Courses Choice List</p> <p>CTE Pathways</p>

from feeder schools are invited to attend a campus tour to familiarize them with the campus and academic program offerings. Showcasing and explaining the CTE programs for feeder school students allows them time to reflect and plan their goals. Students begin career exploration activities in freshman Success 101 classes through Interest Inventory Surveys. Students are encouraged to prepare for postsecondary education, and career technical options. Beginning in sophomore year, students are encouraged to sign up for ASVAB, not to prepare for military service but to help them determine arease of aptitude and interest.

CUHS master schedule flexibility allows designee to schedule class periods to in response to students interests and goals. Class periods and offerings may be adjusted when appropriate and desirable to support student learning and provide appropriate levels and times of intervention courses. Standards-based supplementary materials are provided to meet the various learning ability levels of students in a given age group or grade level, to meet the diverse educational needs of students with a language disability in a given age group or grade level, and to meet the diverse educational needs of students reflective of a condition of cultural pluralism.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students:

In addition to rigorous core classes, CUHS students are afforded open access to CTE, AP, Fine Arts, and elective classes that include relevant, real world applications and reflect the diverse interests of our students. Our campus offers a full range of college and career options through its eight CTE pathways for students, its thirteen AP courses, and its expansive media, arts, and social electives. Enrollment in these courses is diverse with students self-selecting classes that meet their interests with no prerequisites unless the course is a part of a pathway or course progression. Postsecondary preparation opportunities are provided in the form of dual enrollment classes (in partnership with Imperial Valley College) that are open to all students meting GPA requirements as early as the second semester of freshman year. The Counseling and Special Education Departments, as well as the AVID and English Language Development teams plan, develop, and carry out field trips to higher education

[Interest Inventory Survey](#)

[ASVAB Preparation Sheets](#)

[CUHS Career and Technical Education Pathways \(CTE\)](#)

[Student Educational Plan](#)

[Current CTE Offerings](#)

[AP Course Renewals](#)

[Information from the Counseling Department - Higher Ed Opportunities](#)

[Dual Enrollment Opportunities](#)

[Higher Education Week 1 \(September - Seniors\), Week 2](#)

<p>institutions to explore post graduation options with students.</p> <p>B2.3 Student-Parent-Staff Collaboration CUHS leadership and staff create an environment of belonging for students and family. As a team we value communication between the school and home (Parent Portal, Parent Square, Email, Notices, etc.) and work with families to create student's personal learning plans, including college and career and/or create other educational goals. Welcome Nights are hosted for eight graders so that students and parents can tour the campus, hear about programs, meet faculty and staff, and begin developing relationships. Back to School Night is held three weeks into the first semester. All parents and students are invited to meet teachers, see classrooms, and receive information from our community partners.</p> <p>Counselors speak to freshmen classes and parents a minimum of two times a year, first to introduce themselves and speak about counseling services and next to present A-G & NCAA options for the upcoming year so that the community, parents and students can have a choice in what their schedules look like, depending on their elected interests. Freshmen also have the added support of their Success 101 class where they work to develop a 10 year academic plan.</p> <p>SUMMARY and ANALYSIS: Central Union High School's equitable and accessible curriculum at plays a pivotal role in enhancing student learning and well-being. A wide variety of programs and course choices beginning as early as eighth grade demonstrates the school's commitment to ensuring that every student has access to a comprehensive education. This early introduction to Career and Technical Education (CTE) programs, flexibility in the master schedule, and plentiful instructional materials underscore the school's commitment to accommodating various learning needs and fostering an inclusive environment.</p> <p>The curriculum is not only equitable but also aligned with real-world experiences. Dual enrollment classes in partnership and field trips to higher education institutions, ensure that students of all backgrounds can access postsecondary preparation and career exploration. This</p>	<p>(May - Juniors)</p> <p>Parent Square Parent Portal</p> <p>Freshman Orientation</p> <p>Open House</p> <p>Title I Parent Night</p> <p>Class of 2027 Freshman Year and Beyond Presentation</p> <p>A-G Presentations</p> <p>My 10 Year Plan</p> <p>Annual Student/Parent Conferences with Counselors</p>
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not only enriches their learning experiences but also contributes to their future prospects and overall well-being.

Central Union High School actively involves all stakeholders in the curriculum decision-making process. This collaborative approach ensures that students and their families have a say in their education, aligning curriculum choices with their interests and aspirations. Central Union High School's commitment to an equitable and accessible curriculum not only fosters student learning but also enhances their overall well-being by providing them with choices and opportunities for success.

ACS WASC Category B. Curriculum Summary

Areas of Strength

1. CUHS provides a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.
2. In addition to a strong core A-G curriculum, multiple CTE pathways, and AP classes a variety of fully funded IVC/CUHS dual enrollment classes are offered to all students meeting the GPA requirements to ensure students are prepared for college and career.
3. The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.
4. Multiple CTE Pathways are made accessible to all students .

Areas of Growth

1. Building and supporting curriculum integration between content areas
2. Congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

FindingsRigorous and Relevant Standard Based Curriculum	Evidence
<p>C1.1 Results of Student Observations and Examining Work:</p> <p>CUHS provides the opportunity of each student to enroll in courses that are challenging and relevant. In addition to enrollment in self-selected, standards-based course work, all students experience an equity-centered learning environment. Most staff are trained in multi-tiered systems of support (MTSS) and all are trained in positive behavioral interventions and support (PBIS). PBIS Rules are posted in the classrooms and around campus. We have a dedicated Socio-Emotional Learning (SEL) team that provides resources, techniques, and strategies to provide for the socio-emotional learning needs of students. Monthly Social Emotional Learning Slide Deck is shared with faculty each month to be used during Advisory</p> <p>To further provide needed accommodations, teachers receive documentation identifying special populations in our classes. These students include those who are English Learners, involved in the SPED program, or other special populations. Lists of special populations are distributed to all faculty by administration and special ed. department (students with 504's, IEPs and Intervention Plans). All documentation and instructional strategies appropriate to the student are accessible through the Aeries portal under the student profile tab and the newly incorporated Education Modified Program.</p>	<p><u>MTSS Academic Tiers</u></p> <p><u>Social Emotional Learning Slide Deck</u></p> <p><u>World Language PBIS</u></p> <p><u>Education Modified</u></p>

Within the classroom, our teachers are coached in providing engaging, academically rigorous, differentiated instruction to provide all students with access. Teaching techniques include frequent formative assessment, peer collaboration, and self-assessment. To ensure clarity in expectations and outcomes, all teachers have Google Classroom accounts shared with all students. Some teachers use guided notes, notes submitted online, and other means of support.

The Career and Technical Education (CTE) Department prepares students for real-life professional environments by providing all students with work-based learning opportunities articulated through Imperial Valley College (IVC). The department works to provide career days, guest speakers from different professions, college fairs, military presentations, and local community partners to prepare students for learning and career development after graduation. Moreover, the CTE department receives consistent feedback from business leaders to better align curriculum and demands with current and evolving industry standards. Work Based Learning (WBL) logs are kept by each CTE teacher to document the WBL activities.

Departments have a variety of resources that assist in helping all students actively learn through real-life simulated scenarios, hands-on activities, and group projects and benefit from the curriculum. Examples include Google Classroom, online curriculum, guided notes and work-based learning. (Photographs of WBL Student Evidence - rock combo and Mexican-American Club performances).

Most science courses (exception is Integrated Science) are laboratory based, with 20% of the curriculum hands-on laboratory as shown by curriculum guides. Evidence-based instructional strategies embedded in daily plans include checking for understanding, scaffolding, differentiated instruction, providing models, and chunking material.

Opportunities that extend beyond the classroom include, industry tours, work-based learning, certifications, mock interviews, soft skills engagement.

[Work Based Learning \(WBL\)](#)

[Permission Slips for trips, Event Flyers.](#)

[World Language- group presentations/dialogues](#)

[Geometry Hands-On End of Year Project Spring 2022](#)

[Guided Notes + Chunking material Example](#)
[Lecture Notes with CFU questions](#)

[Biology Curriculum](#)

[Physics Curriculum](#)

[Chemistry Curriculum](#)

[Special Education Curriculum](#)

[Physical Education Curriculum](#)

[World Language Curriculum](#)

[Fine Arts](#)

[Social Studies Curriculum](#)

[English Curriculum](#)

[Mathematics Curriculum](#)

C1.2 Student Understanding of Student Expectations:

In order to ensure that all students understand the standards/expected performance levels and demonstrate learning and college and career readiness, teachers have been trained on the Teacher's Clarity Program and are expected to review learning targets and success criteria with students throughout the class period. Teachers have been given time to create learning targets and success criteria. Teachers are expected to post success criteria and learning targets either on the board, paper or Google Classroom assignments, as well as verbalize them during the class. Administrators do walk-arounds to evaluate teachers' progress and students' understanding of what, how and why they are learning.

SUMMARY and ANALYSIS Central Union High School effectively prioritizes student engagement and relevant learning experiences. Teachers provide an equity-centered learning environment that significantly impacts student engagement, learning, and well-being through the implementation of multi-tiered systems of support (MTSS) and positive behavioral interventions and support (PBIS). A dedicated Socio-Emotional Learning (SEL) team provides ongoing resources and strategies to address students' emotional well-being. Inclusivity is prioritized by integrating special populations, such as English Learners and those in special education programs, into mainstream classrooms, with teachers receiving necessary documentation and support for differentiated instruction. The Career and Technical Education (CTE) Department further enhances the bridge between classroom learning and future careers by providing real-life work-based learning opportunities. Our commitment to clarity in expectations, by programs like the Teacher's Clarity Program, ensures that students understand performance standards and learning targets. Teachers actively communicate success criteria, fostering a transparent learning environment. Beyond traditional classroom settings, the incorporation of industry tours, certifications, and mock interviews equips students with practical skills and enhances their readiness for future careers. Central provides an equity-centered learning environment that caters to the diverse needs of students and also establishes an inclusive, engaging, and well-supported educational experience.

[CTE Curriculum](#)

[Teacher Clarity PD](#)

[Teacher Clarity Snapshot](#)

[Learning Targets English 11](#)

[Learning Targets Physics](#)

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students’ depth of knowledge, and prepare them for college and careers.

Findings	Evidence
<p>C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional strategies to promote student learning and encourage student agency. In most courses teachers use Quizizz, Youtube videos, Edpuzzles, Kahoot and other tools to complete assigned homework, reteach, prepare for tests and reinforce lessons in class. They strive to include real-world problems in class that make a connection between material taught in class and examples. In some courses, students provide feedback and lessons are modified based on their feedback. Students have optional reviews to help them prepare for assessments. Self reflection through doing corrections on assessments to retake and understand the mistakes made.</p> <p>Teachers at CUHS are highly qualified to provide the greatest access and equity for all students, via accommodations, anchor charts or note boards to provide notes of the most pertinent information, purposeful seating, and extended deadlines. Guided notes, modified assignments, and video tutorials for students at home are used for greater equity. Many teachers provide opportunities for Reteach, Retake, and Replace for concepts students struggle with on initial assessments, and tutoring is widely available for all students.</p>	<p>CTE Curriculum</p> <p>Project Example Biology Project Example Chemistry</p> <p>Guided Notes + Videos CUHS Tutoring 2023/2024</p>

C2.2 Student Voice and Agency:

Student voice and agency are equally applicable important for engaging all students through decision making about their own learning. Our school is increasingly encouraging more student-centered learning that prioritizes student collaboration and includes students in planning, implementing, and assessing their own learning. Instructional strategies include choice boards, group work with individual roles selected by students, peer assessment, peer tutoring, group work, and project collaboration. Students are provided opportunities to demonstrate their knowledge of learning intentions, which is used to inform further instruction. Instructional coaches have shared lesson planning ideas that have students engage with the material with teacher facilitation to allow students to take full ownership of their learning.

In our classrooms student voice may look like check-ins where students have an opportunity to give feedback on what is working for them, schoolwide surveys are sent and students are encouraged to express their thoughts and concerns. We encourage school voice in the school climate surveys and use this information to guide some of our decisions here on campus.

C2.3 Digital Learning and Problem Solving:

Teachers use technology and digital learning tools to enhance and support student learning, classroom instruction, access, and clarity. All teachers have a Google Classroom for each class that they teach normally providing resources, slideshares, notes, handouts, assignments, tutorial videos, and announcements. Students frequently use their Chromebooks for classroom activities and virtual labs. Further, programs, such as Reading Plus, are used to enhance literacy skills at students' own pace and in response to their interests as they select which books to read and rigorously comprehend from a curated, diverse selection.

Students use technology resources to find solutions to problems allowing them to become more resourceful. This includes Quizizz, Google Forms,

[World History CAASPP aligned](#)

[APP and Technology Supported by Site and District](#)

[Chemistry Assessment Student Reflection](#)

Edpuzzles, blooket, padlet, and Kahoot are used to enhance lessons and provide in-the-moment data of student understanding. Teachers use this data to adjust instruction, and students take ownership of their learning by using these results to craft individualized study plans. Additionally, all teachers use Google classroom and have access to GoGuardian to monitor student activity in class.

C2.4 Career Preparedness and Applied Learning

CUHS teachers to provide students the opportunity to deepen their knowledge. In order to ensure all students have learning opportunities that extend beyond the textbook teachers create projects that connect the material taught in the class to the real world. All CTE courses prepare students for college and career ready. (city project in geometry)

SUMMARY and ANALYSIS

Central Union High School is somewhat effective in the area of student-centered instruction. Teachers are employing strategies and resources to impact student learning and well-being, but teaching collaborative teams tend to determine what will be taught, when it will be taught, the learning outcomes, and how outcomes will be assessed without consistent input from the students.

Teachers strive to increase student voice by using instructional approaches like peer assessment, tutoring, group work, and collaborative projects fostering a student-centered learning environment. Accommodations, such as purposeful seating chart modifications and extended deadlines, provide equitable access for all students. Digital learning is integrated, with all teachers maintaining a Google Classroom offering resources, notes, assignments, and tutorial videos. Technology, including Chromebooks and programs like Reading Plus, can be found in all classrooms and enhance literacy skills and problem-solving, allowing students to become resourceful and self-directed in their learning.

Teachers incorporate technology tools like Quizizz, Edpuzzles, and Kahoot into homework assignments, test preparations, and in-class reinforcement of

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<p>lessons. Real-world problems are embedded into most courses, fostering connections between classroom material and practical examples. Teachers are committed to providing learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge and well-being and prepare them for college and careers.</p>	
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ACS WASC Category C. Learning and Teaching Summary

Areas of Strength

1. Incorporation of a variety of educational technologies prepares students to be career ready and/or college ready and it allows teachers to differentiate instruction.
2. CTE pathways are an area of strength at our school because it provides many opportunities in career readiness.

Areas of Growth

1. Empowering agency and voice to meaningfully impact decisions made in the classroom in the pursuit of rigorous, relevant learning opportunities.
2. Refine the practice of communicating learning targets and success criteria to students.
3. Offer training for teachers on MTSS

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. 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/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students’ academic growth and progress.

Findings	Evidence
<p>D1.1 Professionally Acceptable Assessment Process: The school leadership provides time and space to departments to use quarterly common assessments that are housed in DNA, the results of these assessments are analyzed during department meetings in content area teams. This is a time to determine gaps in teaching and learning and teachers share best teaching practices. Another goal is to identify students who may need additional support and/or tutoring.</p> <p>Aeries Gradebooks are updated regularly so that it reflects grades (including assessment results) in a timely manner and this information is available to students, teachers, and parents. Grades are sent home to parents on a quarterly and/or bi-quarterly basis to notify them about a student's current academic performance. Parent Square Communications facilitates more convenient two-way communication with parents, and teachers are encouraged to document communication under Interventions in Aeries.</p>	<p>DNA/Illuminate Overview</p> <p>Grades Due Dates</p> <p>Parent Portal</p> <p>Communication Tools: Parent Square PD</p>

D1.2 Basis for Determination of Performance Level:

The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. CUHS uses assessment processes including common summative assessments, formative assessments, performance assessments, project-based learning and standardized testing to determine levels of achievement and/or student placement all of which are established via content meetings and teacher-teacher collaboration. Furthermore, collaboration Wednesdays are built into the master schedule; activities include professional development, introduction and analysis of schoolwide initiatives, and data analysis and departmental disaggregation of results which impact the basis for determination of students' performance levels. Multiple data measures utilized to determine student placement, support and/or interventions.

[Board Policy 5121 Grades/Evaluation](#)

[Science Department Meeting Sign-in Docs](#)

[CTE Department Meeting Sign-in Docs](#)

D1.3 Assessment of Program Areas:

End of semester and end of quarter data are used to analyze the reliability of the curriculum and instruction and adjust practices and programs as needed per department/content. Support classes, tutoring, and RRR are incorporated to support at-risk learners. The Advisory Support program was added in response to analysis of freshman math and science performance levels. The School Site Council reviews state and quarterly assessments and grades to drive decisions about instructional improvements. The results and trends from the yearly assessment data drives the selection of researched backed professional development material delivered throughout the year to our staff.

[New Support Advisory Program](#)

[Science Department Assessments](#)

[Dual Enrollment Data](#)

D1.4 Schoolwide Modifications Based on Assessment Results:

CAASPP, ELPAC, Graduation Rates, and College and Career Readiness Indicator data are used to evaluate existing programs, to set improvement goals, and to adjust the allocation of funds at district and site level. The CAASPP test is administered to all juniors, and that data is used to create support programs or interventions for content areas that score low. ELPAC results are shared by the EL Director at the beginning of the year

<p>with all CUHS teachers to enable differentiated support for all EL students in all content areas.</p> <p>Summary: Central Union High School’s leadership and instructional staff uses uniform and equitable assessment processes effectively to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. 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/SPSA aligned with the LCAP. Departments meet to identify teaching and learning gaps based on common assessment results as well as to exchange best teaching practices. Gradebooks allow for student grades to be accessible to students, teachers, and parents and Parent Square serves as a means of two-way communication with parents.</p> <p>Collaborative all-up staff meetings are embedded in the schedule, fostering teacher-teacher collaboration, professional development, and data analysis. This collaborative effort ensures that multiple data measures are employed to inform student placement, support, and interventions. The analysis of end-of-semester and end-of-quarter data helps refine curriculum and instruction and supplement student support with multiple intervention programs to inform decision-making, ensuring a dynamic and responsive educational environment at CUHS.</p>	
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Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students’ growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning

experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Evidence
<p>D2.1 Monitoring Student Growth: All teachers consistently monitor student growth toward meeting graduation requirements, academic standards and post-secondary expectations. This occurs on a daily basis in most classes through ongoing formative assessment such as think-pair-share, PearDeck responses, discussion, entry/exit tickets, and student self-reflection/self-assessment. Additionally, summative assessments are conducted universally in core subjects and in many elective courses and include projects, presentations, performance-based tasks, writing, and tests. These are used to evaluate student achievement and progress toward learning goals and preparedness for the next level (e.g. unit, chapter, student grade level and/or graduation). Teachers establish and continuously update gradebooks for every class in order to monitor said assessment results and students' overall progress. Some teachers use the advisory period to check in on students' grades in portals and Google classrooms and to have students work on assignments and/or to visit content teachers for extra help and re-testing.</p> <p>D2.2 Teacher and Student Feedback: Teachers offer their support by offering specific and descriptive feedback in the majority of classes. Most commonly, frequent checks for understanding during a class period allow teachers to provide timely feedback and adjust instruction as needed. Check-ins, quick quizzes using an engaging learning platform, and visual indicators (Fist to Five, Thumbs up, etc.) are common, as well as students engaging in collaborative, constructive conversations. Exit Tickets are utilized by some teachers to check that learning goals were achieved. Google forms provide students with immediate feedback and scores on quizzes or tests. Technology such as Quizziz, Kahoot!, Mentimeter are used for formative assessments and students receive immediate feedback and celebrate learning.</p> <p>Immediate feedback is provided by Google classroom</p>	<p>Student Self-Assessment</p> <p>IEP at a Glance is used to determine individual needs of students, adjust assessments, and to determine alternative methods of assessment.</p> <p>AERIES Gradebooks</p> <p>Advisory Sample Grade Check</p> <p>Samples of Common Assessments (if any). (Department chairs)</p> <p>Schoolwide Writing Samples</p> <p>Self-Assessment Using Checklist</p>

and Aeries portal– both accessed by students and parents. Many of our staff offer tutoring after school and opportunities for test retakes based on individual performance and student feedback.

D2.3 Demonstration of Student Achievement:

Teachers consistently utilize analysis of the varied types of assessment to adjust and modify classroom activities. Teachers are given time during the school day, Minimum Wednesdays, and/or pay-for-service time to analyze our test scores and develop new plans to meet student needs. These new plans can include implementing new teaching strategies, identifying professional development opportunities that can guide new instructional approaches and/or restructuring the curriculum delivery. The English Department uses Reading Plus (program) benchmark assessments (beginning, mid, and end of year) to monitor initial reading level and growth of literacy among students. Additionally Reading Plus is accessible to all teachers and utilized by many to assess and monitor student literacy.

Summary:

Central Union High School’s leadership is effective in employing a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments. CUHS employs a comprehensive approach to monitoring student growth, integrating ongoing formative assessments and scheduled summative assessments across various formats such as projects, presentations, performance-based tasks, writing, and tests. The emphasis on immediate feedback is evident through a variety of different checks for understanding implemented during class. Additionally, many teachers offer after-school tutoring and test retakes, aligning with a student-centered approach that considers individual performance and feedback.

The demonstration of student achievement involves the use of various forms of evidence during classroom settings and collaborative Wednesdays. Teachers are granted dedicated time during Minimum Wednesdays and potentially pay-for-service time to analyze test

[Designated Study Spot Tutoring](#)

[Math Tutoring and RRR](#)
[After School Additional Resources](#)

[Minimum Wednesdays - PD and Collaboration](#)

[Faculty Meetings - PD and Collaboration](#)

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<p>scores, allowing for the development of tailored plans to address student needs. This proactive approach includes implementing new teaching strategies, identifying professional development opportunities, and potentially restructuring the curriculum delivery to ensure ongoing improvement in student outcomes and well-being.</p>	
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ACS WASC Category D. Assessment and Accountability Summary

Areas of Strength

1. Data collection is ubiquitous and embedded in the day-to-day tasks of all certificated staff. Data is gathered from a variety of sources to assess the effectiveness of our program, to develop new areas of focus, and determine focus for professional development training.
2. Assessments are given regularly to students and information is used to help students set goals for improvement.
3. A variety of in class formative assessments are used to inform teachers on student mastery and where course adjustments are needed to make sure students are able to meet learning goals.

Areas of Growth

1. Provide teachers with relevant protocols, appropriate training, and sufficient time to create common performance assessments and associated grading rubrics, analyze data, and adjust curriculum and instruction accordingly.
2. Use credible protocols for assessing student writing schoolwide.
3. Allocate funding for teacher release time to comprehensively evaluate student work and to provide meaningful feedback to increase student achievement.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Criterion E1: Family and Community Involvement

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

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Findings	Evidence
<p>E1.1 Strategies and Processes: Central Union High School consistently and effectively employs a wide variety of strategies and outreach opportunities that are inclusive to all cultures and backgrounds. Multiple onboarding workshops for eighth graders and their families are held prior to the beginning of the freshman year. Translations are available as a matter of practice to ensure all community members have access to information and opportunities. CUHS also offers a wide range of workshops and resources for students and their parents/guardians.</p> <p>Implementation of multiple strategies guide site programs and provide avenues for preparing students for college and career readiness and promoting the well-being of all students. The AERIES dashboard provides data for student achievement as well as a platform (Parent Square) for ongoing communication regarding school events, workshops, and meetings. The Family Resource Center provides a variety of services for student well-being, and an extremely capable counseling department that monitors individual student academic achievement and well-being. The LINK Crew provides a peer mentorship to help freshmen transition to high school and a recently adopted advisory support program address struggles faced by incoming freshmen in math and science as evidenced by the high percentages of Fs issued in Algebra I and Biology.</p>	<p>Parent-Teacher Night (community resources widely available) - Sign-in Sheets</p> <p>Translators for clear communication</p> <p>Community Questionnaire from 2023</p> <p>Parent Workshops</p> <ul style="list-style-type: none"> - A-G vs. Graduation Requirements - Navigating AERIES Portal - Importance of Parent Engagement - Student wellbeing, understanding anxiety <p>Aeries Teacher Portal</p> <p>ELAC/DELAC Calendar.</p>

E1.2 Inclusive Cultural Understanding:

CUHS has a functioning site English Learner Advisory Committees (ELACs) to review programs and services for English learners and give valuable input to future planning. The ELACs routinely advise the principal and staff on the development of the Single Plan for Student Achievement, and efforts to make parents aware of the importance of regular school attendance.

CUHS uses its website, Facebook, Instagram, Google Classrooms, and Parent Square to invite parents to participate in the Parent University program that is offered through Fresno State University in order to develop digital literacy skills so that they may more fully engage with the school community and student progress. Parent University makes curriculum, strategies, and resources more intelligible to parents.

CUHS serves a 97% majority Hispanic/Latino population, but teachers have received professional development in DEI to ensure all students are recognized and respected. All resources are provided in multiple languages and aim to establish a rapport and trust between the school and community. “Wake Cup” meetings are also held for parents once a month in Spanish and English; these are informational meetings about school programs for parents and guardians.

Celebrations of diversity are frequent on the CUHS campus. Battle of the Bands, Bell Game, and Homecoming Games celebrate Spartan Pride. ASB schedules campus activities to celebrate Hispanic Heritage Month and Indigenous Peoples Month. ASB also uses Instagram to promote school events by posting about their own events and helping other campus organizations. The World Languages Department provides Dia De Los Muertos displays. Hispanic Heritage Month, Indigenous Peoples, and Black History Month are celebrated and displayed in the library.

E1.3 Rapport and Trust:

Both the district and school's websites offer translation options in multiple languages including Spanish for parents and guardians to get involved and informed on school events/topics. Additionally, the District and our school's social media accounts post in both Spanish and English. The Marching Band, Drill Team, and Tall Flags participate in

[DLAC Presentation](#)

[Parent University](#)

- [CUHS School Website](#)
- [CUHSD Facebook](#)
- [CUHS Updates - Instagram Account](#)
- [Parent Square - Aeries Communication](#)
- [Google Classroom Link](#)
- [Central Union High School District Website](#)

[WakeCup - IVROP](#)

[CUHS Marching Band](#)

[CUHS Digital Music](#)

community events like the El Centro Christmas parade and host concerts and competitions that may be attended by all community members. The Chorus classes participate in community events in El Centro and Imperial through performances that are free to the public. Rock Combo and Electronic Music Production classes host concerts and publish/distribute audio and videos to share with the school community via Parent Square, mass school staff email, YouTube links, and social media. The Beginning Theater classes invite the community to attend performances.

CUHS believes that ongoing communication is vital to establishing rapport and trust with all educational partners. The district public relations officer communicates with the public about district events and policies through print and social media accounts. The Counseling Department also holds parent workshops that include the topics of college and career readiness and remedial programs for students. Teachers also consistently communicate with parents and guardians through email and phone calls to build relationships and develop trust as educational partners. Frequent updates in Aeries inform parents and guardians about student grades. Google Classroom is also maintained for parents and guardians to track student learning, scores, and assignments. Parent Square & Aeries Communication includes announcements in English and Spanish to all students' parents and guardians about school activities, trainings, community events, and news. This program also serves as a direct form of communication for parents and guardians to maintain a consistent dialogue with teachers.

SUMMARY and ANALYSIS:

Family and community involvement plays a crucial role in enhancing student learning and well-being at Central Union High School (CUHS). The school's effective proactive approach, including onboarding workshops, translations, and diverse outreach strategies, ensures that families from various cultural backgrounds are engaged.

CUHS emphasizes ongoing communication through various channels, such as emails, phone calls, and online platforms, facilitating a continuous dialogue between teachers and parents. This transparency, coupled with accessible resources and workshops on college readiness, Parent University courses in digital literacy, and parentings

[Production YouTube](#)

[CUHS Rock Combo YouTube](#)

[SpartanSound Productions - Weekly Radio Show](#)

<p>skills contributes to a shared responsibility for students' academic success. Ultimately, family and community involvement at CUHS creates a holistic support system that not only reinforces academic achievement but also nurtures the overall learning and well-being of students by building trust, rapport, and a sense of belonging within the school community.</p>	
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Criterion E2: School Culture and Environment

Criterion E2: School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

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

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

Findings	Evidence
<p>E2.1 Policies and Resources: To ensure a secure and conducive learning environment, CUHS has implemented a comprehensive set of policies, regulations, and resources, encompassing everything from physical safety to internet security. Creating a welcoming environment that is conducive to learning is a CUHS priority, and current policies and procedures outlined in the Comprehensive School Safety Plan are designed to help students feel safe. At the beginning of each semester, Advisory teachers provide student training in the use of Catapult for incident reporting and Standard Response Protocols for Lockdowns and Evacuations. The ALICE video is shown at this time to deepen understanding of handling unauthorized persons on campus. All staff have been trained in how to use Catapult to report and respond to incidents. Additionally, gates remain locked during the instructional day with limited entry/access to campus. Additional security staff have been hired in order to monitor campus more effectively.</p>	<p>Comprehensive School Safety Plan</p> <p>Catapult</p> <p>Standard Response Protocol - Lockdown</p> <p>SARC Facilities Reports</p> <p>SEL: Self-Care September (2023)</p> <p>Extra Duties</p> <p>The Well - Self-Regulation Room</p> <p>Club Fair Fliers and Social Media</p>

<p>Administrators, faculty, and staff regularly communicate with parents and community members to establish relationships and build trust that enables students to grow academically and emotionally. Administration holds SST meetings for students struggling with academics or behavior. Prior to these meetings teacher input is collected. Counselors, administrators, parents and students collectively and produce a targeted student intervention plan. This plan is then shared with teachers and support staff.</p> <p>E2 Summary and Analysis: Central Union High School’s leadership is effective in its focus on continuous school improvement and its emphasis on providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, inclusivity, professionalism, and high expectations for all students. The culture combines safety, academic excellence, extracurricular engagement, and social-emotional support to create a conducive environment for comprehensive student development.</p> <p>The emphasis on safety, with comprehensive security measures and locked gates, establishes a secure atmosphere, allowing students to focus on academics without concerns for their safety. Academic support services, coupled with a variety of extracurricular activities, cater to diverse student needs, promoting a holistic development that contributes to overall well-being.</p> <p>The school's strong sense of community fosters school pride and a shared identity, promoting a positive social environment. Collaborative efforts involving parents and the community create a supportive network that extends beyond the classroom, reinforcing a sense of belonging and positively impacting both student learning and overall well-being.</p>	
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Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports

All students receive appropriate academic, social-emotional, 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 an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students’ social-emotional learning needs.

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Evidence
<p>E3.1 Multi-tiered Support: CUHS leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs. IEPs and 504s are developed to ensure an inclusive learning environment that meets the needs of all learners. Education Modified is a school application that allows teacher access to students with IEPs, 504’s, and Health Plans. CUHS Students receive multi-tiered systems of support in both academics, career focus, and extra curricular. Social Emotional supports are addressed through all grades by a variety of counselor services, extra curricular, and academic interventions.</p> <p>E3.2 Multi-tiered Support Effectiveness: CUHS offers a multitiered support system for students of different academic, social, and special needs. There is a wide variety of academic programs that students can participate in as well as receive academic support in order to ensure student success. There are several tier 1 interventions such as Study Spots by content areas, open tutoring. CUHS created an SEL committee that develops content activities that can be implemented by teachers during advisory period or regular classroom instruction.</p> <p>E3.3 Student Involvement: ASB promotes student involvement through the Spartan Senate. This group helps develop leadership skills and community involvement for a wider number of students while also building a sense of responsibility for the management of school culture and priorities. Two students from each Advisory class attend meetings and</p>	<p>Freshman Lessons</p> <p>Mental Health Presentations for 10-12</p> <p>Education Modified(Ed Mod)</p> <p>Counselor of the Day</p> <p>Career Day</p> <p>Acellus Learning Support</p> <p>IXL for Differentiation - SpEd</p> <p>Higher Ed Week for 11-12th Grades</p> <p>ELd Program University Yearly Field Trip</p> <p>AVID Self-Study</p> <p>Spartan Team Tutoring</p> <p>Migrant -Annual Path to Higher Education Leadership Conference</p> <p>Special Ed Upperclassman</p>

<p>report information to their classes. ASB, Pawsitivity Club, and Link Crew are consistently involved in supporting students by providing SEL activities and ice breaker activities to promote social skills and relationship building skills.</p> <p>E3.4 Student Self Advocacy: Students are taught self advocacy skills in AVID classes so that they may contact university officials in order to follow up on their admission and financial aid status. AVID and EL classes organize university campus visits which promote a college going culture which also emphasizes the need to complete A-G requirements so students learn to take charge of their own status and course enrollment to fulfill requirements. Students with IEP and 504 plans are invited to participate in the meetings to discuss their progress, challenges, and goals in order to build their own plan.</p> <p>E3 Summary and Analysis Central Union High School is effective with its multi-tiered personal, Social-Emotional, and Academic support systems. Administration and the majority of staff at all levels understand how to implement appropriate supports and actively seek out opportunities. Support systems currently in place are diverse and varied by design, and most students participate in one or more of these activities. Our programs are consistently monitored for effectiveness and modified as needed. Most certificated staff actively monitor students to determine need and encourage students to advocate for themselves.</p>	<p>Transition Fair to IVC</p> <p>IEP and 504 documents in AERIES for all teachers</p> <p>CTE Field Trips - Skills and Industry Partners</p> <p>Construction Competition Longbeach and Imperial County Fair</p> <p>Health Pathway CTSO State Competition</p>
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ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Areas of Strength

1. Strong school culture is continuously cultivated through policies, regulations, and resources to ensure a safe, clean, and orderly place that nurtures learning for all students.
2. Multiple opportunities inside and outside of the classroom are available for students to discover new passions and new interests.
3. Abundant SEL opportunities: the calming room, the well, counselor of the day, SEL monthly calendar, SEL student leaders.

Areas of Growth

1. Strengthening leadership at all levels and improving governance structures.
2. Increasing involvement of students, parents, and the community in the educational process. Enhancing avenues for open communication, encouraging parental involvement, and fostering a positive school-community relationship.
3. Bringing heightened awareness to students, teachers, parents, and all stakeholders about the interventions and opportunities that are available while increasing participation.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas.

- Category A - Improve clarity and accessibility in communication, including data collection and reporting.
- Category B - Continued schoolwide support under Teacher Clarity of curriculum standards and goals
- Category C - Empowering more students to have a greater voice to meaningfully impact decisions made in the classroom in the pursuit of rigorous, relevant learning opportunities.
- Category D - Provide teachers with relevant protocols, appropriate training, and sufficient time to create common performance assessments and associated grading rubrics, analyze data, and adjust curriculum and instruction accordingly.
- Category E - Bringing heightened awareness to students, teachers, parents, and all stakeholders about the interventions and opportunities that are available while increasing participation.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

	Category A	Category B	Category C	Category D	Category E
Strength	Resources are sufficient and utilized effectively. Resources are aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.	In addition to the strong core A-G curriculum, multiple CTE pathways, and AP classes a variety of fully funded IVC/CUHS dual enrollment classes are offered to all students meeting the GPA requirements to ensure students are prepared for college and career.	Incorporation of a variety of educational technologies prepares students to be career ready and/or college ready and it allows teachers to differentiate instruction.	A variety of in class formative assessments are used to inform teachers on student mastery and where course adjustments are needed to make sure students are able to meet learning goals.	Strong school culture is continuously cultivated through policies, regulations, and resources to ensure a safe, clean, and orderly place that nurtures learning for all students.
Growth	Develop a comprehensive handbook outlining policies, procedures, and duties to promote clear communication and understanding of the CUHS organization for student learning.	Congruence among the concepts and skills taught, the schoolwide learner goals, academic standards, and the college and career readiness indicators.	Empowering more students to have a greater voice to meaningfully impact decisions made in the classroom about what they learn, how they demonstrate learning, and the pursuit of rigorous, relevant learning opportunities.	Provide teachers with relevant protocols, appropriate training, and sufficient time to create common performance assessments and associated grading rubrics, analyze data, and adjust curriculum and instruction accordingly to impact student learning	Bringing heightened awareness to students, teachers, parents, and all stakeholders about the interventions and opportunities that are available while increasing participation.
Next Steps	Identify processes needed for establishing a committee for staff and student handbooks to increase	Continued schoolwide support through Teacher Clarity Training to align standards with instructional goals and success criteria that focus	Incorporate higher order thinking questions designed to build a learner's understanding of the material. They are	Offer professional learning sessions on common assessments and data analysis for professional development.	Plan on-campus evening showcases twice a semester to spotlight departments, programs,

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	communication and clarify processes.	on skills and prepares students for postsecondary success	open-ended questions that require the use of critical thinking skills and elevated questioning techniques that go beyond the text, engaging with pertinent real-world issues.		interventions, and resources.
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Our analysis of our programs confirms our identified student learner needs identified below:

1. Students are facing challenges across various math levels, and feedback from the community highlights the importance of revisiting the curriculum. To address this, there is a call for implementing timely adjustments in instructional approaches during instructional time in the classroom.
2. Implementing additional data-driven instructional strategies and timely interventions is crucial to support both reading and writing, aiming to enhance the reclassification of Long-term English Learners and contribute to the academic progress of all students.
3. It is essential to identify Common Core and NGSS Standards and assess their cross-curricular alignment to address academic discrepancies, redundancies, and misalignments. This evaluation is necessary to improve the overall scope and sequence of study, as well as evidence-based instructional practices, ensuring that students are taught essential skills that prepare them effectively for both college and career paths.
4. Increased awareness among students, teachers, parents, and community partners about available interventions and opportunities is essential. Ensure that all community partners are informed about the various resources and interventions that can support student learning, fostering a collaborative and informed educational community.

In the last six years, over 78% of Central Union High School students have failed to meet the state standards for mathematics. Freshmen struggling with Algebra I from day one and juniors lagging behind on CAASPP skills clearly signal a misalignment between the current curriculum and students' diverse needs. To turn the tide, a two-pronged approach is vital. First, the curriculum needs an overhaul. Is it relevant to students' lives? Does it offer multiple pathways to mastery, catering to different learning styles? Are core skills truly solidified before moving on? Integrating technology and focusing on depth over breadth can further enhance learning. Secondly, classroom practices require targeted adjustments to ensure varied instructional methods reach diverse learners and frequent assessments pinpoint weak areas for early intervention. Revisiting the curriculum and Investing in teacher professional development on effective math instruction and differentiation strategies can equip educators with the tools to create a supportive and impactful learning environment.

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Central Union High School wrestles with alarmingly low reading proficiency across populations. CAASPP and Reading Plus data reveal significant skill gaps, with underachievement evident in benchmark assessments indicating freshmen enter reading below sixth grade level and seniors exit around eighth grade levels. While long-term English Language Learners display fluent English speaking, their reading and writing proficiency languish below 40% and 10% respectively, necessitating swift action. CUHS must pivot towards data-driven, intervention-rich strategies embedded in all content areas. By pinpointing skill gaps, deploying targeted interventions, and prioritizing reclassification of long-term ELPAC students, CUHS can empower all students to become proficient readers and writers.

Despite exceeding state and district graduation rates and boasting high GPA averages, Central Union High School grapples with stark learning disparities. Proficiency in English Language Arts and Mathematics at 40% and 78%, respectively, indicate a disconnect between existing frameworks and student outcomes. There is a need for a deeper exploration through a comprehensive evaluation of Common Core and NGSS standards across all content areas. Scrutinizing cross-curricular alignment, identifying redundancies and misalignments, and optimizing the overall scope and sequence are needed to ensure all skills are addressed over the course of our students' high school careers. Evidence-based instructional practices embedded across disciplines to ensure essential skills acquisition and meet diverse learning needs are needed to bridge achievement gaps and ensure college- and career-ready graduates.

As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities:

1. **Mathematics Curriculum and Instruction:** Revisit and enhance the math curriculum to better meet the diverse needs of students. Implement targeted adjustments in instructional approaches during classroom time to ensure a more effective and supportive learning environment.
2. **Literacy across All Content Areas:** Implement additional data-driven instructional strategies and timely interventions to support literacy in all content areas. These efforts aim to contribute to the reclassification of Long-term English Learners and promote academic progress for all students.
3. **Standards Alignment:** Conduct a thorough evaluation of Common Core and NGSS Standards, assessing their cross-curricular alignment. Address academic discrepancies, redundancies, and misalignments to enhance the overall scope and sequence of study. Implement evidence-based instructional practices to ensure students acquire essential skills for both college and career paths.
4. **Parent/Community Engagement:** Foster an academic environment that nurtures the social, emotional, and academic growth and success of every student through improved access to challenging courses with a specific focus on students with disabilities, foster/homeless students, and socioeconomically disadvantaged students. Provide personalized support, and maintain ongoing collaboration with teachers, families, and community partners to remove barriers, supply essential resources, and promote a culture of inclusion.

Chapter 5: Schoolwide Action Plan/SPSA

In June 2024, our current SPSA aligned with LCAP goals will be revised, approved by the School Site Council, and submitted to the school board for approval. Based on the results of our self-study, we will be incorporating the changes/additions as shown on the CUHS Schoolwide Action Plan link.

[CUHS Schoolwide Action Plan](#)

Additional hyperlinks to relevant evidence:

- A. [Local Control and Accountability Plan \(LCAP\):](#)
- B. [California School Dashboard Summary](#)
- C. Results of [Student Questionnaire/Interviews](#)
- D. [Parent/Community Questionnaire/Interviews](#)
- E. [California Healthy Kids Survey Summary Results](#)
- F. [Master Schedule Spring 2024](#)
- G. [Approved AP Course List](#)
- H. [UC A–G Approved Course List](#)
- I. [School accountability report card \(SARC\)](#)
- J. [Graduation Requirements](#)
- K. [Summary of School Budget - SPSA Summary](#)