

**SELF-STUDY VISITING COMMITTEE REPORT**  
**ACCREDITING COMMISSION FOR SCHOOLS,**  
**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**  
**CALIFORNIA STATE DEPARTMENT OF EDUCATION**  
**FOR**

**CENTRAL UNION HIGH SCHOOL**

**1001 Brighton Avenue**

**El Centro, CA 92243**

**Central Union High School District**

**March 11 to March 13, 2024**

**Visiting Committee Members**

Valerie Separa Ruiz  
Assistant Principal, Montgomery High School

Kristy Jurgensen  
Teacher, San Pasqual High School

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Teacher Librarian, Valhalla High School

**NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.**

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

## Introduction

- Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.
- Summarize the involvement and collaboration of stakeholders/educational partners in the self-study process.

There are a variety of schoolwide strategies that promote diversity, equity, and inclusion. Through interviews with students and staff, the visiting committee found there are a variety of extracurricular activities students can participate in. One student stated, "There is a club for everyone." Students with disabilities and English Language Learners are supported through their classes as well as in their advisory period. There is also professional development so teachers can learn how to better supports these populations.

In order to be equitable, in 2021, the school went to one-to-one. Each student received a Chrome book while teachers received training on how to use the new technology in their classrooms. Students also have hot spots available if they do not have WiFi access at home.

The Modified PE teacher informed the committee of the inclusion that occurs with the students with disabilities. They currently have inclusive sports on campus and next year the students will participate in Special Olympics Unified Sports.

Central Union has a full time MTSS Coordinator. She collaborates with a variety of people on campus to ensure students are being served through the three tiers of MTSS. There is also an SST process to support students. Additionally, professional development has occurred to support MTSS, SEL, and PBIS to support student needs.

Central Union offers the following programs for students:

- A variety of CTE pathways like Automotive, Biomed, Digital Arts, Computer Science, and Legal
- Dual Enrollment - students have the opportunity to also be enrolled at the local community college Imperial Valley College.
- Extended Summer School - credit recovery is offered through the APEX Learning Software to allow students to recover classes.
- AVID - there are four sections of AVID where students prepare for college

The process of creating the self-study started in Fall of 2022. During that time, collaboration groups developed, staff meetings occurred to discuss WASC, and the department

Google Files created to organize documents. Then, a year later, a WASC Coordinator was appointed to oversee the self-study. The WASC leadership team attended training and admin joined a visit to guide them through the process. Throughout the last two school years, the leadership team began analyzing the site plan, reviewed the mid-cycle visit and planned staff activities to support the school action plan. The WASC coordinators planned faculty meetings focused on the WASC process with the leadership team. Parents participated in meetings that were offered in person. Stakeholder groups analyzed student data, collected evidence and evaluated WASC indicators. The school wide performance for each indicator was evaluated and areas of growth and strength were identified. School stakeholders agreed on the Major Student Learner Needs (Chapter Four) and stakeholders agreed on the goals and action steps (Chapter Five). Students contributed to the report through grade level panels, surveys, and interviews about their likes and dislikes about the school. Classified staff expressed they did not provide input to the WASC report.

**The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

**Visiting Committee Rating:** Highly Effective    **Effective**    Somewhat Effective    Ineffective

**Narrative Rationale:**

All teachers on campus contributed to the writing of the self-study. Students also participated through activities in advisory; however, classified staff expressed they did not contribute to the report.

### *Chapter 1: Progress Report*

- **Synthesize any significant developments since the last full visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to increase high achievement for all students and why identified growth areas may not be identified in the current schoolwide action plan/SPSA.**

Central Union High School had their mid-cycle visit in February of 2021. The findings were used to identify instructional needs for the school. This included:

- 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.
- 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.
- 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
- 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.

- 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.
- 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.

The SPSA is created to align with the district's LCAP goals. The school works with the district to implement programs that will serve the students and address all critical needs. The leadership monitors progress through goals through meetings and analyzing data.

Central Union has made progress towards goals from their last cycle in 2021. For example, on Collaboration Wednesdays, the district provides professional development on teacher clarity. The focus is on providing learning targets, success criteria, and student engagement. Also, in math and science, the two departments are following a PLC model where they analyze student test scores to inform structure, collaborate to ensure proper pacing of lessons, and to discuss their reteach, retake, and replace policy. However, the goal is for other departments to follow suit. Additionally, with the establishment of PBIS, MTSS Coordinator, and Counselor of the Day, students have a positive school culture. Students all expressed that they have a trusted adult they can go to and they feel supported by staff.

**The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

**Visiting Committee Rating:** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

There has been significant progress towards goals as outlined by the 2021 mid-cycle report. However, student engagement was not observed in the majority of classes. Also, data can be analyzed using the PLC cycle.

*Chapter 2: School and Student Profile and Supporting Data*

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**
- **Include the school’s vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**
- **Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable.**

Central Union is a comprehensive high school located at 1001 Brighton Avenue in El Centro, CA. It serves approximately 1,900 ninth to twelfth-grade students from Imperial Valley. The demographics of Central Union are primarily Latinx (95.5%) with a majority of the students being socio-economically disadvantaged students (77.9%). The other ethnicities represented at Central Union are African American (.9%), white (2.4%), Asian (.5%), Filipino (.2%), and American Indian or Alaska Native (.2%). 26% of the students are English Language Learners.

The staff at Central Union High School consists of 108 certificated personnel which includes three administrators (Principal/two Assistant Principals); two School Psychologists; 93 Classroom Teachers (10 of which are Special Education Teachers); one Resource Teachers; one Migrant Counselor; seven Counselors; and one MTSS Coordinator. The classified staff includes 81 staff members.

**Vision (from the district)** - Shaping the future by developing skills, abilities, and knowledge to collaborate, communicate, create, think critically, and effectively use technology in order to ensure all students are career and college ready.

**Mission** - We, at Central Union High School, strongly support the premise that our students must each have the opportunity to graduate from this institution with the knowledge and skills necessary to function in an increasingly complex world. To this end, we are committed to the following Expected School Learning Results: We are Sparta!

### **SOCIALLY CONSCIOUS**

Serve in the community

Learn tolerance and be tolerant of others' differences

Demonstrate good citizenship

Utilize appropriate language registers

### **PROBLEM SOLVERS**

Develop and utilize research skills for research presentations/papers

Apply knowledge in classroom assignments, projects, and presentations

Solve complex math problems (including word problems)

### **ACHIEVERS IN ACADEMICS, ARTS, AND EXTRACURRICULAR ACTIVITIES**

Increase literacy (reading, writing, speaking, listening) in all content areas

Utilize functional documents

Increase capabilities in math

Maintain a 2.0 GPA

Score proficient or higher on CST/CMA/CAPA and CAHSEE

Participate in academic challenges and in clubs, sports, or other extra-curricular activities (robotics, science fair, Acadec, Mock Trial, etc.)

### **RESPONSIBLE**

Demonstrate appropriate behavior

Maintain satisfactory attendance

Come prepared for class (assignments, supplies, PE clothes, etc.)

Develop college, career, and life skills

Utilize time effectively

### **TECHNOLOGICALLY LITERATE**

Utilize technology and write research papers with works cited

Collect and analyze data through Internet research

Evaluate the credibility and relevance of research findings

Utilize programs and applications to demonstrate proficiency of word processing and Powerpoint

Monitor and take action based on Student Portal and other school data (current grades, missing assignments, STAR, CAHSEE, and CST/CMA/CAPAsubtest scores)

**ANALYTICAL THINKERS**

Inquire about complex concepts to gain understanding

Use higher order thinking skills to solve problems

Evaluate arguments (claims) of others and support one’s own arguments with clear evidence

Evaluate one’s own work and/or the work of others

Students are also expected to adhere to their PBIS Program where students are SUPER:

Positive

Accountable

Respectful

Confident

Trustworth

CAASP	ELA	46%	Met or Exceeded
	Math	53%	Met or Exceeded
	Science	20%	Met or Exceeded

RFEP 2023 - 99 students

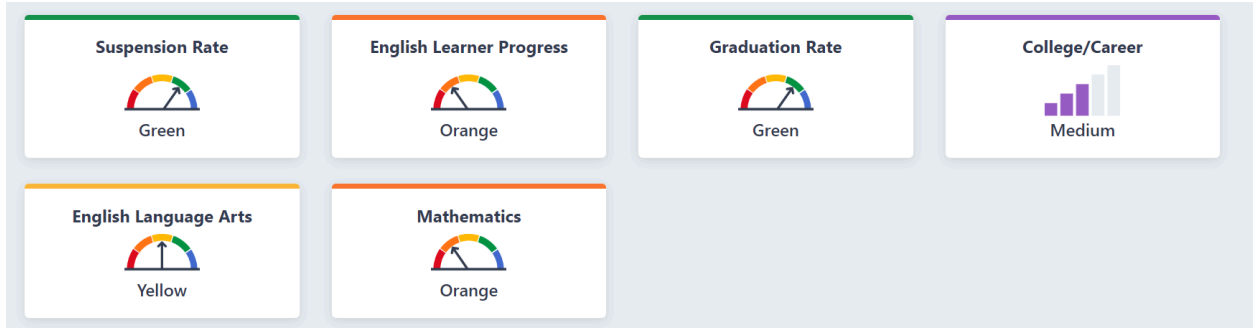
ELPAC	2023	Level 4 - 106
		Level 3 - 168
		Level 2 - 131
		Level 1- 62

AP 2023	428 exams given	265 students attempted	170 pass 3+
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Through analysis of Central Union demographic data, performance data, college and career readiness indicators, attendance data, SLOs baseline data, School Experience Survey and focus group feedback from the self study process, Central Union has identified the following major student learner needs for improvement:

- 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 standard, and the college of 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 according to impact student learning.
- Bringing heightened awareness to students, teachers, parents, and stakeholders about the interventions and opportunities that are available while increasing participation.



[Link to Central Union Dashboard](#)

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: **Highly Effective**    Effective    Somewhat Effective    Ineffective

**Narrative Rationale:**

There is acceptable progress towards understanding school wide learning outcomes and major student learner needs. For example, students understand the ESLRs and they are reinforced during advisory.

*Chapter 3: Quality of the School's Program*

**Based on the school's self-study and visiting committee findings:**

- For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *critierion and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
  - Highlight the areas of strength
  - Highlight the growth areas for continuous improvement
  - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

**Note:** When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

*CATEGORY A: ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES*

**A1: Vision and Purpose**

To what extent a) has the school established a clearly stated vision and purpose reflecting students' needs, current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

To what extent is the school's purpose further defined by schoolwide student goals/graduate profile and the academic standards, supported by the governing board and the district LCAP?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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 and congruent with research, 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.

**Visiting Committee Comments**

Central Union High School demonstrates a strong commitment to its vision, mission and Expected School Learner Results, ensuring alignment with district objectives and a focus on equity and inclusion. However, the Central Union does not have its own vision. Rather they are aligned to the district and use the district's Vision. Through interviews, it was said that the vision and mission need to be updated. By prominently displaying the Expected School Learning Results (ESLRs) throughout the campus, the school emphasizes its dedication to meeting the needs of all students and preparing them for postsecondary success. During group discussion, students were able to articulate the ESLRs and the importance of them. They are also stressed during advisory lessons. Through collaborative processes involving various community members, including faculty, staff, parents, and students, the school regularly updates its School Plan for Student Achievement (SPSA) and schoolwide goals, with a particular emphasis on utilizing Title I funding to address learning needs and close achievement gaps. Nevertheless, there is a recognized need for ongoing development and refinement of the vision and purpose, as well as improved communication strategies to ensure all stakeholders understand and support the school's goals and educational philosophy. Regular updates and revisits of the mission and vision throughout the year are essential to ensure inclusivity and alignment with current educational research and community needs.

**Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner goals/graduate profile and academic standards.**

**Visiting Committee Rating:** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**



Central Union has identified that their vision and mission should be updated. Their vision is not their own but the district's. However, ESLRs are posted throughout campus and students understand what they are and work towards meeting them prior to graduation.

**A2: Governance**

To what extent is school's purpose 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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

Visiting Committee Comments

In the context of governance, the relationship between the governing board and the school community at CUHS is characterized by a mutual recognition of the board's pivotal role in enhancing academic achievement and student well-being. This acknowledgment is evidenced by clear communication channels, with board roles and decision-making processes documented on the district website. Furthermore, board meetings are scheduled well in advance, fostering transparency and enabling the school community to grasp the board's influence on school operations. Collaborative efforts between CUHS administration, the superintendent's office, and board members underscore a concerted focus on reviewing student outcomes and crafting annual goals aimed at advancing both academic performance and emotional welfare. These objectives are prominently featured in professional development workshops at both district and site levels, emphasizing the centrality of data-driven decision-making as outlined in publicly accessible documents like the School Plan for Student Achievement (SPSA) and the Local Control and Accountability Plan (LCAP). Through monthly meetings, faculty and staff engage in systematic discussions to align their efforts with board expectations, fostering a dynamic interplay that continuously evaluates and refines initiatives for the betterment of all stakeholders. It is evident through discussions with district personnel (Superintendent, Board Members, and District administrators) and teachers, that the staff at Central Union feel supported. For example, the district provides professional development on Wednesday Collaboration Days as well as a variety of resources to ensure teachers are successful.

**Governance that supports high achievement for all students.**

**Visiting Committee Rating:** Highly Effective    Effective    Somewhat Effective    Ineffective

**Narrative Rationale:**

There is clear evidence that the district supports Central Union through professional development and providing them with resources necessary to being successful.

**A3: Leadership for Learning**

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school’s purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

Visiting Committee Comments

Through a lens of leadership for learning, the school demonstrates a broad-based and collaborative approach to decision-making, with leadership playing a central role in ensuring accountability. Data from various sources, including standardized tests, attendance records, and disciplinary reports, are extensively analyzed to understand student performance comprehensively. This data-driven approach informs resource allocation and support programs aimed at addressing the needs of all students. Faculty and staff utilize daily student achievement data to refine curricula and instruction, with regular collaborations to revise curriculum guides and assessments based on data insights. The school's action plan, correlated directly to student learning, is a product of this data analysis and serves as a roadmap for achieving high achievement and well-being for all students. Leadership fosters shared decision-making and responsibility among staff, facilitating monthly collaborations to address schoolwide needs and initiatives. Furthermore, continuous communication and feedback loops ensure effective use of resources and alignment with student learning goals, supported by ongoing data review and revisions to the school's improvement plans.

**Leadership for Learning that supports high achievement for all students.**

**Visiting Committee Rating:** **Highly Effective**    Effective    Somewhat Effective    Ineffective

**Narrative Rationale:**

Central Union’s SPSA correlates to student learning. The staff does express an ownership in decision making and responsibilities on campus.

**A4: Qualified Staff and Professional Development**

To what extent do 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?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

**Visiting Committee Comments**

Central Union High School District (CUHS) ensures that all faculty and staff are well-equipped to support student success. Staff qualifications are a priority during scheduling, with a focus on hiring and retaining highly qualified teachers to foster a safe and effective learning environment. The district's two-year induction program provides personalized support and mentoring to new teachers, enhancing their professional development and confidence while promoting retention. CUHS employs effective supervision and evaluation procedures to monitor teaching and learning, incorporating weekly walkthroughs and instructional coaching to promote instructional excellence aligned with California Standards for Teaching. Professional development opportunities, aligned with LCAP and SPSA goals, are encouraged and supported, fostering ongoing growth and collaboration among staff. Central Union implemented learning on minimum day Wednesday where teachers receive professional development about teacher clarity. Teachers are also given release time to collaborate to ensure pacing, calibration, and equitable grading practices. Clear communication of school policies and procedures, reinforced through professional development sessions and departmental meetings, ensures a shared understanding and adherence to operational practices, ultimately enhancing the school's effectiveness in serving its students.

<b>Qualified Staff and Professional Development that supports high achievement for all students.</b>			
<b>Visiting Committee Rating:</b>	<b>Highly Effective</b>	Effective	Somewhat Effective
<b>Narrative Rationale:</b>	CUHS has dedicated Minimum Day Wednesday for ongoing professional development. During these days, staff receives PD from the district and it is also time for teachers to collaborate amongst one another. Math and Science are working on a PLC Cycle with a plan for the remaining departments to participate next year. There is clear communication of school procedures.		

**A5: Resources**

To what extent are the human, material, physical, and financial resources 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 standards?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**A5.1 Resource Allocation Decisions:** School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and 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.

**Visiting Committee Comments**

In terms of resource allocation decisions, practices, and procedures at CUHS, it's evident that a collaborative approach involving various stakeholders is emphasized. Input from the community, faculty, and district is sought through public meetings, surveys, and faculty discussions, ensuring transparency and inclusivity in decision-making processes. Staffing needs are addressed through interviews involving site leadership and faculty. Furthermore, the allocation of resources aligns with data-driven goals outlined in the School Plan for Student Achievement (SPSA) and the district Local Control and Accountability Plan (LCAP), with continuous revisions based on new data. This ensures that resources are directed towards improving student outcomes, such as A-G eligibility, CAASPP scores, graduation rates, and college and career readiness. The acquisition of instructional materials, technology, and facilities conducive to learning is efficient and responsive to the needs of students and staff, as evidenced by ample availability of textbooks, widespread access to technology including Chromebooks for students and various tools for teachers, and ongoing facility improvements such as the addition of a STEM building and plans for library remodels and modular replacements. The concern over facilities was brought up during a teacher panel. Teachers are concerned about the older buildings, especially the gym and the upcoming wet bulb requirement. Overall, CUHS demonstrates a commitment to inclusive decision-making and resource allocation practices aimed at enhancing student achievement and well-being.

**Resources that supports high achievement for all students.**

**Visiting Committee Rating:** **Highly Effective**    Effective    Somewhat Effective    Ineffective

**Narrative Rationale:**

The majority of classrooms are equipped with technology. The new STEM Building as well as the plans for updating new facilities provides students with facilities to learn. Students have access to resources, and each student has a Chromebook. The clean campus is filled with murals to elicit pride in their school. There are ample spaces for students to sit and gather, and the grounds are clean. CUHS has several partnerships with local community groups and organizations.

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

**Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

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.

**Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**

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.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Mission, Vision, and ESLRs displayed in every classroom and in public spaces throughout the school.
- The findings, meeting minutes, and presentations centered around the teacher's clarity.
- The majority of classrooms that we visited had displayed the daily learning target, success criteria, and agenda.
- There is a new STEM building and a variety of buildings have been updated with Smart TVs and/or flat screens. Every student has access to Chromebooks. The campus is beautiful, vibrant, decorated, clean, and several areas for students to sit and congregate.
- The school has several partnerships with local groups and organizations

## **CATEGORY B: CURRICULUM**

### **B1: Rigorous and Relevant Standards-Based Curriculum**

To what extent do 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 standards in order to meet graduation requirements?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

#### Visiting Committee Comments

Central Union High School emphasizes a comprehensive curriculum that aligns with district and state standards, offering diverse courses including core subjects, fine arts, career technical education (CTE), and language studies to prepare students for post-secondary endeavors. Collaboration between teachers and the district facilitates the development and adoption of new curriculum and technology. Teacher Clarity is prioritized, ensuring students understand the what, why, and how of their learning, supported by learning targets and success criteria in every classroom. Departments collaborate to create curriculum guides aligned with California State Standards, promoting equity and accessibility. Career Technical Education courses are aligned with local colleges, aiding smooth transitions for students. Collaborative efforts among departments on collaboration days focus on assessing and adapting curriculum based on student performance and changing circumstances, such as the pandemic, reflecting the school's commitment to continuous improvement.

These standards inform syllabi and are communicated to students, supported by rubrics to measure success and guide further instruction. This concerted effort aims to promote equity and accessibility for all students, contributing to the school's overarching academic goals. Teachers submit their syllabi to the administration and it is available to any community member that requests them.

Collaborative efforts among departments, particularly on collaboration days, where discussions revolve around assessing and adapting curriculum based on student performance and changing circumstances, such as the pandemic. Early Wednesdays have been used by the district office to present PD to the faculty. CUHS hope to use this time next year for teacher collaboration time.

Central Union High School (CUHS) leadership and faculty are increasingly prioritizing the alignment of educational standards, learner objectives, and college and career readiness,

driven by the emphasis on Teacher Clarity. This shift is reflected in various practices, including revisiting curriculum maps, identifying key standards, and ensuring effective teaching and assessment of essential concepts and skills. Collaboration Wednesdays facilitate content team meetings where course pacing guides, curricula, and assessments are crafted, integrating Teacher Clarity principles into the process. Analysis of common assessment data guides placement decisions for English Learners, highlighting language proficiency alongside GPA and ELPAC scores. These efforts underscore a focus on learner outcomes, moving away from rote textbook comprehension towards a more tailored and effective educational approach at CUHS.

CUHS employs various strategies to assist teachers in implementing new curriculum and technology. Teachers engage in a structured process of curriculum adoption, which involves assessing alignment with counseling standards and addressing the needs of diverse learners, including English language learners (ELD) and special education students. In the ELD curriculum, a multi-faceted approach is employed to support English language learners at different proficiency levels. Programs like EDGE, English 3D, and Rosetta Stone serve as foundational tools, supplemented by resources such as Newsela and Listenwise to enhance learning experiences. For students at lower proficiency levels (L1 and L2), designated ELD classes utilize programs like ELD Companion, tailored specifically for English learner programs. As students progress to higher proficiency levels (L3 and L4), designated supports within the curriculum are utilized to further support their development and transition. This comprehensive approach ensures targeted support and enrichment for English language learners throughout their educational journey.

Professional development opportunities, such as pull-out days, shadowing, and short lessons, enable educators to familiarize themselves with new curriculum and technology. Additionally, coaches provide ongoing support through sessions during prep periods, known as "hot tips," where teachers can learn about new tools and approaches. The district and external organizations also offer support, including informational sessions and training, to ensure teachers are equipped to effectively integrate new programs and technologies into their instruction. Collaboration and communication are fostered through mechanisms like email notifications to parents regarding curriculum adoption, inviting them to review materials, and ensuring compliance with mandated procedures.

Across various subject departments, including math, science, English, and social studies, a common thread exists in the approach to curriculum alignment and collaboration. In math and science, teachers utilize shared documents outlining learning targets and success criteria, allowing for flexibility in instructional methods while maintaining alignment with departmental goals. Similarly, in English and social studies, content teams and departmental meetings provide opportunities to establish and refine focus standards and essential information, fostering consistency in teaching objectives. Collaborative efforts within and across departments ensure that educators are working towards common learning targets and success criteria, enhancing coherence and effectiveness in curriculum delivery.

The Curriculum at CUHS is designed to ensure college and career readiness through a comprehensive approach that includes academic standards and A-G requirements. Despite a current A-G completion rate of 29%, below the state average of 44%, the school acknowledges the unique challenges faced by students, such as language barriers, literacy issues, homelessness, learning disabilities, and socioeconomic disadvantages. To address these challenges, the school

has implemented various support programs like ELD/ELL programs, Advisory, Schoolwide Writing Practices, Link Crew, SEL teams, and special education initiatives including Tips.

The academic year 2023-24, CUHS expanded student support by hiring a sixth counselor, resulting in positive trends evidenced by yearly increases in longitudinal data. These efforts reflect CUHS's commitment to fostering academic success and providing comprehensive support for all students in achieving their educational goals. Additionally, the recent addition of a sixth counselor has allowed for more personalized support for students, including classroom presentations and assistance with academic planning, such as understanding A-G requirements. These efforts extend to advisory classes, where students receive guidance on academic goals, GPA calculation, and strategies for success. This has been a push by staff at CUHS to address the A-G completion rate.

There is a focus on providing inclusive instructional approaches, such as bilingual classes and modified curriculum for special education students, ensuring that all learners have access to the curriculum. There is at least one bilingual class offered in each subject area. There is a concerted effort to address the varied needs of students, particularly those in special education. Recognizing the importance of providing adequate support while fostering inclusion, the district is exploring models like co-teaching to better serve students who can thrive with additional assistance in general education settings. The emphasis is on effective implementation, acknowledging that successful co-teaching requires training, collaboration, and clear guidelines for both special education and general education teachers. As the district moves towards piloting this approach, there's a focus on leveraging prior experience and expertise, with a particular emphasis on subjects like math and science where additional support can significantly impact students' academic trajectories, including their progress towards A-G requirements. Coordination efforts, such as reviewing the master schedule and conducting transition meetings with middle schools, aim to ensure a smooth and comprehensive approach to meeting the diverse needs of students during this transitional period. This is currently a work in progress.

At CUHS, the Law Academy stands out as a prime illustration of curricular integration, bringing together teachers from diverse disciplines such as Legal studies, English, Social Studies, and Science to form a cohesive academic unit. This collaborative effort aims to support students comprehensively while establishing common expectations across subjects. Integration standards are evident, notably in courses like Banking and Financial Algebra, fostering interdisciplinary connections. Furthermore, History and English courses intertwine writing concepts with historical events, enriching students' understanding. Chemistry and Financial Algebra collaborate, exploring topics and data graphing related to spending.

Schoolwide there is a concerted effort within the social studies department to enhance writing skills, focusing on structured writing using formats like RACE (Restate, Answer, Cite, Explain). Peer editing and ongoing evaluation help students build confidence and refine their writing abilities. Collaboration extends beyond the department, with teachers from various disciplines providing feedback on prompts and rubrics, fostering improvement across the board. Similarly, the math department has embraced common write-ups, incorporating the RACE format to bolster student comprehension and application of mathematical concepts. Other departments, including physical education and science, have also adopted the RACE format, leveraging its effectiveness in aiding student understanding and articulation of ideas. The widespread adoption of this format reflects a commitment to consistency and student support in



writing across multiple subject areas. Staff are hoping that Short Wednesdays will be utilized more for collaboration time instead of district PD.

CUHS involves community parents, including feeder schools, and fosters relationships with local colleges and universities. Parents have the opportunity to look at any curriculum or text adoption through the school district. The close-knit community within the school district facilitates a seamless transition for students moving between feeder schools. Teachers are familiar with the curriculum from various feeder schools, allowing for continuity and collaboration in instructional approaches. For example, in English, there's open communication between teachers and parents regarding curriculum expectations, ensuring alignment and support for students transitioning between schools. Similarly, the math department implements targeted programs like Agile Minds to provide additional support for students at specific proficiency levels, enhancing understanding and success in algebra. The effectiveness of partnerships with post-secondary institutions, such as junior colleges, is measured through data on student enrollment and credit attainment. While the curriculum for dual enrollment courses is determined by the college, instructors often teach on campus, utilizing school facilities to deliver courses during regular school hours or evenings. This collaboration extends to teachers who have experience with the college curriculum, enabling them to offer similar courses and prepare students for college-level work and credit attainment.

***Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.***

**Visiting Committee Rating:** **Highly Effective**    Effective    Somewhat Effective    Ineffective

**Narrative Rationale:**

Central Union High School (CUHS) emphasizes a comprehensive curriculum aligned with district and state standards, offering diverse courses to prepare students for post-secondary endeavors. Collaboration between teachers and the district facilitates development and adoption of new curriculum, prioritizing Teacher Clarity to ensure student understanding.

## **B2: Equity and Access to Curriculum**

To what extent do all students have equal access to the school's entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do 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?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

**Visiting Committee Comments**

At CUHS, students are supported in crafting their educational journey towards college, career, or other goals through comprehensive guidance and program offerings. Pre-enrollment, counselors engage with feeder school students, emphasizing the importance of early planning. Campus tours and showcases of Career Technical Education (CTE) programs aid in informed decision-making. From freshman year, students explore career options via Interest Inventory Surveys, with a focus on postsecondary education and CTE pathways.

There is insight into the process of class allocation and scheduling, which relies on a program that initially assigns students to classes, with subsequent adjustments made based on various factors. While the majority of the allocations are reportedly accurate, there's a small percentage that requires manipulation and reallocation due to unforeseen circumstances. Teachers generally don't have the autonomy to choose their classes but may suggest new courses based on student interest, with final decisions made by the administration. Class offerings, including Advanced Placement (AP) courses, are determined by factors like student interest, teacher availability, and prerequisites, ensuring alignment with student needs and curriculum standards. The decision to switch from AP European History to AP World History is attributed to fluctuations in student interest, reflecting the dynamic nature of course offerings to meet evolving student needs and preferences. In science, AP courses are typically offered based on historical interest and enrollment trends, with adjustments made as needed to accommodate student demand and resource availability. Overall, the curriculum selection process prioritizes student interest, teacher expertise, and logistical considerations to optimize learning opportunities for all students.

The availability of elective courses, such as music and art, is impacted by various factors, including space constraints and student demand. Students, including those with special education needs, may face challenges in accessing certain electives due to limited resources and prioritization of core subjects. Efforts are made to accommodate students' interests and needs, but constraints such as limited space and staffing can pose challenges, leading to high demand for popular electives like art and music. Despite efforts to expand offerings, such as hiring additional art teachers, elective classes remain highly sought after, reflecting their importance in the curriculum and students' educational experiences.

At CUHS, the curriculum goes beyond core subjects, offering students a well-rounded education. In addition to core classes, students can choose from a variety of CTE, AP, Fine Arts, and elective courses tailored to their interests and practical needs. With eight CTE pathways, thirteen AP courses, and a range of elective options, students have many chances to pursue their passions. Enrollment is open, allowing students to select classes based on their interests, with few prerequisites. CUHS also focuses on preparing students for college and careers through initiatives like dual enrollment with Imperial Valley College and organized field trips to higher education institutions. Departments like Counseling, Special Education, AVID, and English Language Development support students in exploring their future paths.

Curriculum planning and student course selection at our school involve collaboration among teachers, counselors, and parents to meet student needs. Teachers provide insights on student progress and course recommendations, which are then discussed in meetings with counselors and parents. In special education, decisions on classroom placement for the next year involve input from all stakeholders. Similarly, in social studies, teachers may suggest different course levels for students and discuss options with counselors and students. The science

department actively engages with students to assess readiness for advanced courses like accelerated geometry or freshman chemistry and works with counselors to place students in appropriate classes. This teamwork ensures students receive personalized guidance in choosing courses that suit their academic goals and abilities.

CUHS prioritizes creating a sense of belonging within the school community through its curriculum-focused initiatives. This commitment is evident in their emphasis on communication channels between the school and home, facilitating collaboration with families to develop personalized learning plans tailored to students' needs and goals. Events like Welcome Nights and Back to School Night provide opportunities for students and parents to familiarize themselves with the curriculum, programs, and faculty, fostering connections and engagement. Additionally, counselors actively engage with freshmen and parents to provide information on academic planning and elective options, ensuring informed decision-making regarding students' educational paths within the curriculum framework. Even with these initiatives parent participation is still very low.

CUHS employs a comprehensive approach to monitoring the success of its Career Technical Education (CTE) programs within the curriculum framework. Through surveys and ongoing communication, the school gathers post-graduation experiences to assess the effectiveness of the CTE curriculum. Various interventions and support mechanisms, including after-school assistance and career-related activities, are integrated into the curriculum to help students achieve their academic and career goals. Initiatives such as the 10-year plan and success skill sets course further enhance students' readiness for future endeavors, aligning with the school's commitment to holistic student development within the curriculum context.

Transitioning into high school involves comprehensive planning and support for students, particularly those with special education needs. Transition meetings are held with counselors, special education staff, and families to determine students' needs and develop individualized plans. While there are general transition activities like the Link Crew, efforts are made to provide personalized support, including private tours for students with disabilities and their families. Freshmen and sophomores focus on college and career awareness, with activities tailored to their interests and goals. Junior and senior years involve further college preparation and agency linkage, with counselors assisting in areas like financial aid and applications. Despite efforts to provide personalized attention, challenges remain, such as limited elective options for students with special needs, highlighting the ongoing need for support and advocacy in curriculum planning.

***Equity and Access to Curriculum* that supports high achievement for all students.**

**Visiting Committee Rating:** Highly Effective    **Effective**    Somewhat Effective    Ineffective

**Narrative Rationale:**  
 Central Union offers a variety of programs that also include real world experiences for both college and career pathways. Most students have access to a curriculum that will help them achieve their long term goals.

## **CATEGORY B: CURRICULUM**

### **Areas of Strength for Curriculum:**

1. Central Union High School (CUHS) offers a rigorous, relevant, and cohesive standards-based curriculum designed to support the achievement of schoolwide learner goals/graduate profile, academic standards, and college and career readiness indicators, ultimately meeting graduation requirements.
2. Alongside a robust core A-G curriculum, diverse CTE pathways, and AP classes, Central Union High School (CUHS) provides fully funded IVC/CUHS dual enrollment classes to eligible students, ensuring readiness for both college and career opportunities.
3. The school collaborates with community partners and utilizes local resources, maintaining regular articulation with feeder schools, nearby colleges and universities, as well as technical institutions.
4. Multiple CTE Pathways are made accessible to all students, offering real-world experience and strengthening their readiness for future careers through practical skills and knowledge gained in Career and Technical Education programs.

### **Growth Areas for Continuous Improvement for Curriculum:**

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.

### **Additional Area of Growth**

3. Foster inclusive education by providing accessibility of core class curriculum through co-teaching

### **Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Curriculum aligned with district and state standards, covering core subjects, fine arts, career technical education (CTE)
- Collaboration between teachers and the district is highlighted as facilitating the development and adoption of new curriculum and technology.
- Teacher Clarity, ensuring students understand the what, why, and how of their learning through clear learning targets and success criteria in almost all classrooms.
- The hiring of a sixth counselor and the implementation of various support programs, such as ELD/ELL programs and special education initiatives has helped support students
- Challenges in accessing certain electives for students. .
- SPED students are supported by teachers and staff but more access to electives and more comprehensive rigorous curriculum is needed.
- Providing a rigorous curriculum for all students.
- continuing to try to get parent involvement in supporting student achievement.

## **CATEGORY C: LEARNING AND TEACHING**

### **C1: Student Engagement in Challenging and Relevant Learning Experiences**

To what extent do all students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college- and career-readiness indicators?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

#### **Visiting Committee Comments**

Students at Central Union High School have access to a wide variety of courses which include Advanced Placement, Dual Enrollment, CTE, AVID, and Extended Summer School. Teachers provide an equity-centered learning environment that significantly impacts student engagement and well-being through the implementation of MTSS, SEL, and PBIS. The SEL monthly and daily tips, quotes, and activities have strengthened student agency, communication, and community. To prioritize inclusivity, teachers are provided with detailed reports on their EL, SPED (IEPs), and other special populations (504s) within the Aeries Portal and Ed Modified to assist in providing necessary accommodations and differentiated instruction. Interviews with parents and staff reveal that the SPED department meets with new students before the opening of the school year to provide customized support and ensure a smooth transition to the school year.

To provide students with adequate access to the curriculum and learning goals, teachers are trained and coached by district instructional leaders and school leaders to provide engaging, academically rigorous, and differentiated instruction. Additionally, teachers strive to provide students with real-life simulations, hands-on activities, and collaborative projects to deepen and demonstrate learning in all academic areas. For example, students explore topics of student interest from genetic disorders to world energy farms, English connects themes in literature to students' personal lives, and social studies works to connect history to the present day. Teachers regularly utilize frequent formative assessments, peer collaboration, and student self-assessment to adjust instruction. Teachers provide students access to Google Classroom to express expectations and outcomes but also to deepen engagement and provide better access to the curriculum and teaching for absent students. As evidenced in classroom observations, Central Union High School's Teacher Clarity training has enabled teachers to provide all students in all classes with posted daily learning targets, success criteria, and agendas to clarify expectations, maintain a focus on learning, and reach performance standards. Teachers in many courses provide students with real-world connections in the classroom to make the content more relevant to learning. Students report that most courses are rigorous and teachers check for understanding, provide scaffolding, differentiate instruction, and use modeling and chunking of information through guided notes and other means of support. Students report high homework demands in their classes, which increase as they move up in grade levels. Teachers have self-identified they would like more training in MTSS and other support programs to provide more resources for students in need. Teachers have expressed a need for clarity regarding whom to contact within

the administration and elsewhere at the school when faced with specific problems, which has been compounded by the frequent changes in roles.

The CTE program at Central Union High School enhances the bridge between classroom learning and future careers by providing work-based learning opportunities and real-life professional experiences. Students have many opportunities to extend their learning beyond the classroom through guest speakers, college fairs, military presentations, local community partners, industry tours, mock interviews, certification, and the development of soft skills. Students, parents, and school staff agree the CTE pathways and Law Academy are frequently the reason students choose to attend CUHS because they provide well-developed and robust learning experiences.

**Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.**

Visiting Committee Rating: **Highly Effective**    Effective    Somewhat Effective    Ineffective

**Narrative Rationale:**

During classroom observations, almost every single classroom at Central Union High School included evidence of the Teacher Clarity training which provides all students with posted daily learning targets, success criteria, and agendas to clarify expectations and maintain a focus on learning. Teachers provide equitable access to the rigorous and relevant curriculum,

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

To what extent do 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 skills, problem-solving, and application of learning?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**C2.1 Teachers Facilitate Learning:** Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

**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.

### **Visiting Committee Comments**

Central Union High School teachers implement various evidence-based instructional strategies to facilitate student learning and promote student agency. As observed in classroom visits, many teachers utilize digital tools like Quizizz, YouTube, Edpuzzle, Kahoot, and others to reinforce lessons, prepare for tests, and complete assigned homework. Real-world problems are incorporated into most classes to establish connections between classroom material and practical examples. During brief classroom visits, the committee observed most classrooms are dominated by teacher-led direct instruction; however, Biomedical Science and the courses in the Arts are student-centered. As reported by students and staff, some teachers individually encourage

students to provide feedback on their learning, and lessons, units, and assessments are adjusted accordingly. Additionally, accommodations such as purposeful seating arrangements, extended deadlines, and modified assignments are provided to ensure equitable access for all students. Digital learning tools are integrated into classrooms, with all teachers maintaining Google Classroom and utilizing Chromebooks and programs such as Reading Plus to enhance literacy skills and problem-solving abilities. Foreign Language classes rely heavily on digital interactive tools but would benefit from more student interactions and verbal practice. Many classrooms are equipped with interactive flat-panel displays, but few teachers utilize the equipment to facilitate teaching and learning in a meaningful way. Cross-curricular collaboration occurs by chance, and teachers expressed a willingness and desire to work together across departments to create meaningful learning experiences.

Central Union’s priority is elevating student voice and agency to encourage student-centered learning through collaborative projects, peer assessment, tutoring, and group work. It is evident that the school as a whole deeply values the voices of all stakeholders (students, parents, and staff). The instructional approaches are designed to foster a mostly student-centered environment where students can participate in decision-making about their learning. Teachers also incorporate technology tools like Quizizz, Edpuzzles, Booklet, and Kahoot to engage students and provide immediate feedback on their understanding. Furthermore, Central Union High School emphasizes career preparedness and applied learning in predominantly CTE and Science courses, with teachers creating projects that connect classroom material to real-world scenarios. Currently, SPED classes provided are designated as Basic (RSP) and Essential (SDC), and the school will be piloting the co-teaching model in Math and Science in the 24-25 school year to help students meet UC/CSU A-G requirements and provide the least restrictive environment to students. The committee appreciates the value of implementing the co-teaching model with fidelity and thoughtfulness rather than as a rushed bandaid. Overall, the school is committed to providing learning opportunities that extend beyond traditional textbooks, deepen students' knowledge, and prepare them for success in college and careers. Student successes in the classroom are celebrated all over campus and on social media, which clearly inspires students to excel. As the committee did not find much evidence that measures are in place to monitor and assess the effectiveness of the instructional strategies and student-centered approaches implemented, all stakeholders would benefit from a formalized plan to elicit feedback from students about their classroom learning experiences.

In the 2023-24 school year, CUHS implemented a targeted advisory program to support struggling students in math, science, and study skills. Teachers identify students in need of additional support and report them to the Advisory Coordinator who, in turn, places students in advisory classes designed to assist students in improving their skills, reaching learning targets, and meeting performance outcomes. These classes include peer tutors who work one-on-one with students for four-week periods during advisory to re-teach and re-learn. Teachers report the program has been particularly successful in science and students surveyed indicate they are engaged in the advisory program.

***Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.***

**Visiting Committee Rating:** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Most teachers use a variety of evidence-based instructional methodologies and encourage some student agency within an equity-centered environment. While it is evident that all students have voice and agency and they are empowered to be meaningfully engaged in decision-making about their school as a whole, this same practice should be evident in the classrooms. Teachers use technology and digital learning tools to enhance and support most student learning and help most students solve real-world problems. Teachers provide learning opportunities that extend beyond the textbook and classroom, deepening students' depth of knowledge, and preparing them for college and careers.

## **CATEGORY C: LEARNING AND TEACHING**

### **Areas of Strength for Learning and Teaching:**

- Clarity in expectations and outcomes: The school prioritizes clarity in expectations through programs like the Teacher's Clarity Program, ensuring that students understand performance standards and learning targets, which fosters a transparent learning environment.
- Integration of digital learning tools: The school effectively integrates digital learning tools such as Google Classroom, Chromebooks, and programs like Reading Plus to enhance literacy skills and problem-solving abilities.
- Career preparedness emphasis: Central Union High School's Career and Technical Education Department effectively prepares students for real-life professional environments through work-based learning opportunities and engagement with various community partners.
- Dedicated Socio-Emotional Learning (SEL) team provides resources and strategies for socio-emotional learning needs.

### **Growth Areas for Continuous Improvement for Learning and Teaching:**

- Consistent student input: While efforts are made to increase student voice through instructional approaches, there's room for developing a schoolwide strategic method to incorporate student feedback into decision-making processes regarding curriculum, teaching, learning, and assessments.
- Enhanced collaboration between teachers across disciplines: While there have been meaningful collaborations among teachers, there's room for further collaboration between teachers in planning, implementing, and assessing learning experiences to ensure a truly student-driven and relevant educational environment.
- Continued professional development: While programs like Teacher Clarity and Learning Walks have been developed and implemented, professional development for teachers and staff should be continued for MTSS, student agency and engagement, literacy across all content areas, AVID strategies, designated and integrated ELD, and use of technology for instruction.
- Improved student-centered instruction: While teachers have willing and compliant students, it is easy to rely on teacher-led instruction in core classes, and student engagement would increase with more student-centered instruction.
- Ensuring Universal Access: While accommodations like purposeful seating chart modifications and extended deadlines are provided, ensuring equitable access for SPED



and EL students in CTE programs and UC/CSU A-G courses may require further strategies or resources.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Interviews with staff, students, and community members
- A caring, cohesive, and dedicated staff and community
- Embedded SEL in advisory classes
- Targeted advisory program
- CTE Pathways and the Law Academy
- Learning targets, success criteria, and agendas

## **CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**

### **D1: Reporting and Accountability Process**

To what extent do the school leadership and instructional staff use effective and equitable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders/educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

#### Visiting Committee Comments

CUHS utilizes various tools and methods to evaluate student progress and tailor instruction accordingly. The implementation of Illuminate DNA, along with other data analysis tools like spreadsheets and Google Sheets, aids teachers in assessing student performance across subjects. The district-wide common assessments, including those for core subjects and English language proficiency, provide a standardized measure to identify strengths and weaknesses. Additionally, tools like Reading Plus are integrated to improve reading skills, with data analysis informing instructional decisions and identifying correlations between academic performance and student behavior. This comprehensive approach underscores the commitment to data-driven decision-making and personalized instruction to support student success.

There exists a structured approach to analyzing data within some departments and across some subjects. Teachers collaborate to calibrate rubrics and scrutinize student performance data to identify areas of strength and weakness. Protocols for data analysis involve dissecting assessment results, discussing teaching methodologies, and adjusting instruction to meet student needs. While some departments like math and science employ common assessments and standardized testing protocols, others departments base their approach on teacher preference. Collaboration among educators facilitates the sharing of best practices and fosters continuous improvement in instructional delivery. A protocol for all departments to utilize, needs to be developed.

There's a notable emphasis on refining the analysis of student work across disciplines. In subjects like history, there's a desire for more comprehensive training on evaluating student essays and identifying learning gaps school-wide. While some departments, like those following Project Lead the Way curriculum, have their own assessments and processes, there's a commitment to ensuring students have opportunities for improvement, including retakes in some

departments and additional support sessions; tutorials and advisory period. However, the challenge remains in establishing consistent school-wide protocols for providing detailed feedback and addressing individual learning needs, reflecting a continuous effort towards enhancing instructional practices and student outcomes.

Central Union High School (CUHS), there is a focus on continuous monitoring of student understanding to prevent large-scale failure rates. This approach involves implementing various formative assessment strategies such as quick quizzes, exit tickets, and retakes, along with providing opportunities for individualized support and clarification during advisory periods. Additionally, the school has utilized tutors trained through AVID to offer academic assistance to students. Teachers also incorporate scaffolded assignments, like pre-writing activities, to gradually build up to final assessments, ensuring students are adequately prepared and supported throughout their learning journey. This monitoring of student success looks different in each department/subject.

In terms of grading practices within the classroom, there's a focus on individualized assessment and calibration of rubrics to ensure fair and consistent evaluation of student work. Most but not all departments collaborate during collaborative sessions to refine rubrics, making them specific and quantifiable to guide students effectively. While larger projects may have detailed rubrics, adjustments are made for smaller activities to maintain clarity and alignment with grading expectations. Consideration is also given to accommodate diverse student needs, including English learners and students with special education needs, reflecting a commitment to equity and inclusivity in assessment practices. Additionally, there's an emphasis on regular grade updates, typically every two weeks, to provide timely feedback and support student progress. Science and math departments have led the efforts to align grading categories and weights to maintain consistency in expectations and experiences for students, ensuring a seamless transition between classrooms. This is still a work in progress, and teachers are excited to continue growing in grading practices.

The district is proactive in providing access to student data, with platforms like Aries housing information such as past ELPAC, CAST and CAASPP scores. Educators reflect on the evolution of data accessibility, noting historical practices of receiving student data in formats like rosters and color-coded reports. But there is no systematic process of evaluating this data as a staff.

**Reporting and Accountability Process that supports high achievement for all students.**

**Visiting Committee Rating:** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

At CUHS, school leadership prioritizes assessment and accountability practices, including quarterly common assessments stored in DNA and regular updates on Aeries Gradebooks to communicate academic performance. Collaboration Wednesdays facilitate data analysis and professional development, with a focus on tailoring instruction based on assessment results. While some departments have structured protocols for data analysis and grading practices, efforts continue to establish consistent school-wide approaches, emphasizing personalized instruction and continuous improvement to support student success.

## D2. Using Student Assessment Strategies to Monitor and Modify Learning Progress

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

### Visiting Committee Comments

CUHS teachers consistently engage in ongoing formative and summative assessments to monitor student progress toward graduation requirements, academic standards, and post-secondary expectations. These assessments encompass a variety of methods, including think-pair-share, PearDeck responses, discussions, entry/exit tickets, and student self-reflection/self-assessment, alongside projects, presentations, performance-based tasks, writing, and tests. Through regular grade book updates and the use of advisory periods, teachers ensure timely intervention and support, including retesting and extra help opportunities. Specific and descriptive feedback is provided to students, often facilitated by frequent checks for understanding and collaborative discussions. Technology is integrated for formative assessments, immediate feedback, and tracking progress through platforms like Google Classroom and Aeries portal. Analysis of assessment data informs instructional adjustments and curriculum development, supported by dedicated time for collaboration and professional development. The English Department utilizes Reading Plus benchmark assessments to monitor literacy growth among students, emphasizing a comprehensive approach to assessment and accountability throughout the school.

Google Classroom serves as a central platform for learning and feedback, with tools like Google Forms used for assessments and immediate feedback. Teachers utilize features such as commenting on assignments to provide personalized guidance, fostering student engagement and accountability. Parents can access assignments and communicate with teachers through various channels, including email and Google Classroom. The platform's flexibility allows for adaptation to different instructional needs, with features like quizzes and games enhancing student participation and understanding. Additionally, the shift towards in-person assessments addresses concerns about academic integrity, ensuring a more reliable assessment process. Feedback is inconsistent throughout the school in how and when it is offered to students.

***Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.***

**Visiting Committee Rating:** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

At CUHS, teachers employ diverse assessment methods, including technology integration and frequent feedback, to monitor student progress and ensure alignment with academic standards and post-secondary expectations. The use of platforms like Google Classroom facilitates personalized guidance and communication between teachers, students, and parents, enhancing engagement and accountability. However, inconsistencies in the provision of data analysis across the school

## **CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**

### **Areas of Strength for Assessment and Accountability:**

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, 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.

### **Growth Areas for Continuous Improvement for Assessment and Accountability:**

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.

### **Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Collaboration among instructional staff, facilitating consistency in grading criteria, sharing of best practices, and continuous improvement in instructional delivery.
- Comprehensive approach to data analysis, utilizing tools like Illuminate DNA and Aeries Gradebooks to tailor instruction and support student success.
- Regular grade updates.
- Google Classroom and the Aeries portal, enhancing instructional effectiveness and tracking student progress.

- Use of Reading Plus benchmark assessments in the English Department to monitor literacy growth among students
- Space constraints and limited resources, particularly impacting students with special education needs.
- Elective classes like art and music remain highly sought after, potentially indicating insufficient availability to meet student demand.
- Establishing consistent school-wide protocols for providing detailed feedback.
- Teachers need more time to collaborate
- Teachers agree that there is a need/want for cross curricular collaboration to enhance learning across campus.
- Some departments are working toward common grading practice but some are just starting the process.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

### **E1: Family and Community Involvement**

To what extent does the school leadership employ a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

#### Visiting Committee Comments

CUHS values clear and consistent communication with all stakeholders. Parents/guardians have access to student data via AERIES and are kept up to date on all school events, workshops, and meetings through Parent Square. CUHS also utilizes social media channels, including Facebook, Instagram, and Google Classroom to communicate with students and families. It is regular practice to provide translation in multiple languages, ensuring access to all information and opportunities for all stakeholders. The school website is easy to navigate and offers translation options in 18 languages. Parents and students shared that the communication from CUHS is consistent and they feel that they are well informed of events. CUHS fosters community partnerships and parents/guardians stated that there are many parents/guardians who continue to volunteer their time to help with programs, such as band, even after their student(s) have graduated. Parents/guardians are part of committees, including ELAC, and attend parent sessions, like Wake Cup, to learn and also provide input to the school.

CUHS provides support to students and their families through proactive practices such as onboarding workshops for incoming 9<sup>th</sup> graders. Parent workshops cover topics such as A-G and graduation requirements, navigating AERIES, the importance of parent engagement and student well-being. Additionally, CUHS hosts Parent-Teacher Night, ELAC meetings, and provides information for the Parent University program through Fresno State. The success of Parent University is seen by teachers who have found themselves answering fewer parent questions about how to use tech and/or access the school systems.

Students receive support through the LINK crew, the advisory support program, tutoring, and extracurricular activities. CUHS celebrates diversity through school sponsored events that celebrate Hispanic Heritage Month, Black History Month, and Indigenous Peoples Month. School groups, including Band, Drill Team, Chorus, and Tall Flags participate in community events. Cultural education and celebration is embedded in classroom activities and projects, which then are displayed around campus.

The Community Liaison and Attendance Specialist also support students and families by working with students to help solve problems affecting attendance before the student gets to a

SART meeting. This includes connecting the student/family with resources and providing accountability through the check-in/check-out program, which operates on a 6-8 week cycle.

The staff has received professional development to ensure all students are recognized and respected. The counseling team monitors academic achievement and student well-being. The Counselor of the Day model allows for a counselor to be available to students every day of the week and this counselor can help when students are struggling or experiencing a crisis. Students have access to The Well, a calming room in the library where they can do Yoga, read, work on puzzles, or just sit quietly.

**Family and Community Involvement that supports high achievement for all students.**  
**Visiting Committee Rating:** Highly Effective **Effective** Somewhat Effective Ineffective  
**Narrative Rationale:**  
 CUHS is an inclusive campus where all students and their families are valued as individuals with diverse backgrounds. Recognition of additional cultural groups would increase cultural awareness and understanding.

**E2. School Culture and Environment**

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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.

**Visiting Committee Comments**

CUHS’s campus is kept safe through systems, procedures, and policies. The front gate is shut during first period, and any visitors must check in at the kiosk. A posted sign reminds parents/guardians/visitors that no deliveries (including food, bags, clothes, etc.) will be accepted for delivery to students. CUHS has a comprehensive school safety plan and safety procedures include advisory teachers reviewing protocols for lockdowns, evacuations, and unauthorized persons on campus. Advisory teachers also review with students how to use Catapult for incident reports. Reviewing these procedures at the start of each semester ensures students will be familiar with them. Internet safety is bolstered with the use of GoGuardian, which allows teachers the ability to monitor students’ online activity while at school. Internet safety is reviewed by Counseling in workshops at the start of the year, and teachers incorporate lessons on internet safety, including setting expectations for internet use and teaching the students how to use it. The campus is clean; it is visibly well maintained by the custodial staff, but also through the efforts of the rest of the staff and students. Students were observed picking up trash that



wasn't their own to throw it away. The staff and student leaders model care for the campus and also remind students to take care of their space.

CUHS' ESLRs and PBIS posters are displayed throughout the school. PBIS posters are tailored to each subject matter classroom, as well as overall school expectations. Students have a wide array of extracurricular activities available including athletics, clubs, and student activities. Students have academic support available in the form of tutoring (in person or online through Paper) and through the advisory support program wherein students are pulled from their advisory class to attend an academic intervention in math, science, or study skills. Students attend the intervention in 4 week cycles and teachers determine who will benefit. SEL is a focus at CUHS with SEL presentations during advisory. SEL presentations, activities, and calendar are developed by the SEL team. Students also have the support of the counseling team, Community Liaison, and Attendance Specialist. SST meetings are held for students who are struggling academically or behaviorally.

CUHS has the Circle of Friends Club, where general education and special education students do activities together, including eating lunch together. This shows CUHS's commitment to honoring student differences and fosters stronger connections between all students. The students in Circle of Friends work together during advisory. Students have also been introduced to journaling through advisory. Journals and prompts, as well as training on how to journal were provided to students. Prior to engaging in journaling, students' attitudes about journaling were ambivalent but once they had engaged in journaling, student attitudes were positive. One unexpected outcome was stronger trust from the students who were surprised to learn that the teachers had kept their word and did not read the journals, as promised. Students are also more willing to open up after engaging in journaling.

CUHS is a positive, unified school campus, which has strong support from the community. Teachers are responsive to parents/guardians and CUHS communicates school events and important information. Students feel that they have at least one trusted adult on campus. School spirit is evident through the number of students who wear school spirit wear and the posters for school events, such as Games of the Week. Spirit shirts are provided for freshmen to help them feel included in the school environment. Mindful Mondays provide students with access to outside organizations that support mental health and LGBTQ students. Tables are set-up during both lunches for students to gather information and speak to the representatives. Additionally, each CTE pathway has student ambassadors who lead the middle school tours. Parents were very complimentary about the level of professionalism the ambassadors exhibit by being well prepared. Parents/guardians and students have shared that they feel the staff is supportive and responsive.

Closet X is an on-campus thrift store where students can get clothes, backpacks, shoes, scarfs, and necessities like shampoo, toothpaste, and deodorant. All items are free and each student may take up to three clothing items each visit; there is no limit on necessities. Closet X is open on minimum Wednesdays, but any Counselor can bring a student at any time. Students have consistently shared that they have at least one trusted adult on campus they can go to. Parents/guardians, students, and staff have stated that CUHS offers something for everyone to be involved and connect.

The first Lip Sync Battle since the COVID-19 pandemic was held on February 29, 2024, and the event raised \$5,000. There were approximately 850 people who attended the event to cheer on the students and staff who participated. This is one additional example of the culture

that has been fostered at CUHS. CUHS is a school of people who genuinely care about each other and show up to cheer each other on.

***School Culture and Environment that supports high achievement for all students.***

**Visiting Committee Rating:** **Highly Effective**    Effective    Somewhat Effective    Ineffective

**Narrative Rationale:**

CUHS has a strong, positive school culture. Students feel a sense of belonging and have at least one trusted adult on campus. The campus is clean and safe.

### **E3. Academic, Social-Emotional, and Multi-tiered Supports**

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at the school and in the community?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**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 implements and 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.

#### **Visiting Committee Comments**

CUHS supports all students academically and social-emotionally. IEPs, 504s, and Health Plans are easily accessible to teachers through Education Modified. All students have access to academic support through tutoring, which is offered in person and online via Paper. Additionally, teachers identify students to participate in advisory support, which operates on a four-week cycle. Students can receive support in math, science, and study skills. The advisory support classes are kept small and student tutors are available to help their peers. CUHS also utilizes programs, such as Cyber High, Acellus, and IXL, to support students in their academic goals. Reading PLUS has been implemented schoolwide and students work on the program in advisory and English class.

Counselors meet with all students, starting with freshmen, as soon as first semester grades come out. Any student who is deemed at risk due to credits or GPA meets with their counselor and parent/guardian. They discuss the student's at risk status and develop a plan to get back on track. Summer school is offered if needed. Counseling is also able to collect data to determine if an SST is needed and/or can refer student to attendance. Teachers can also refer students for an SST

Self-advocacy is a focus in AVID and EL classes, where students are taught the skills necessary to contact and follow-up with college admissions and financial aid offices. Students

can participate in Spartan Senate as a representative from their advisory period. This provides students a voice in the school. Students with IEPs and 504s are encouraged to self-advocate and it is discussed in their IEP meetings. In the migrant program, students are taught how to approach teachers and learn to be proactive. All students at CUHS are encouraged to practice self-advocacy and it is a skill that is taught in the study skills advisory. Students are taught how to advocate and the appropriate etiquette for approaching teachers. The biggest way the staff teaches self-advocacy is by having clear expectations so students know what to do and can better identify when they need support.

CUHS has an SEL committee that develops activities for teachers to use in advisory or regular classroom instruction. Students have various support available to them throughout the day. They can see the Counselor of the Day, who is available to meet with any student who walks in needing support. The Well is a quiet space that is available to students who need some time to self-regulate. A counselor will check in with the student after 5 – 10 minutes to see how they’re doing. Student groups, including ASB, Pawsitivity Club, and Link Crew, also support SEL through activities and ice breakers to help develop and promote social skills and relationship building.

ARC is an after-school program students can attend every day. It’s a place to hang out and different activities are available for students, including weightlifting, gaming, and homework help. The atmosphere is very welcoming and both students and parents/guardians spoke to the positive environment.

***Academic, Social-Emotional, and Multi-tiered Supports that supports high achievement for all students.***  
**Visiting Committee Rating:** Highly Effective **Effective** Somewhat Effective Ineffective  
**Narrative Rationale:**  
 CUHS offers many effective supports for students, especially with SEL. Students are involved and have many extracurricular options. More work is needed in MTSS, ensuring all staff understand the tiers, the process and how to access it.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

**Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:**

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.

**Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic 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.
4. Strengthening cultural awareness and understanding by recognizing additional cultural groups.

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

Areas of Strength:

- CUHS has a well developed, comprehensive school safety plan.
  - Internet safety is taught through counseling workshops and teacher lessons
  - Student training on lockdown and evacuations are reviewed at the start of every semester
  - Students are trained on how to use Catapult to report incidents
  - Students report having at least one trusted adult on campus who they can go to for support.
- Multiple curricular and extracurricular opportunities for students to develop and strengthen interests and passions
  - CTE pathways in Biomedical, Engineering, Construction, Photography, Financial Services, Computer Science, and Law Academy
  - Athletics teams
  - Mock Trial
  - ASB supports the school, highlighting all teams, clubs, and school events. Creating videos and keeping the school community updated via social media.
  - ARC after school program provides opportunities for students to do homework or engage in activities.
- Abundant SEL supports
  - Counselor of the Day who can see any student on a walk in basis
  - The Well calming room
  - SEL committee designs SEL activities for advisory period
  - Community Liaison and Attendance Specialist connect students and families with resources to help improve student attendance.
  - Journaling in advisory
- Closet X supports students who need clothing, school supplies, or toiletries
- At promise meetings with counselor, student, and parent to help students get back on track for graduation and/or A-G.
- Onboarding for incoming 9th graders
- CTE tours for incoming 9th graders
- Advisory is a key component to much of the student support at CUHS, both academically and social-emotionally.
  - Study Skills
  - Math and Biology support
  - SEL lessons

- Specialized advisory groups (ASB, Link Crew, etc.) can meet regularly and support students through the advisory period.
- Freshman activities with Link Crew
- ESLRs and PBIS posters are displayed throughout the campus.
  - PBIS posters are customized for each department and are of the school.

#### Areas of Growth:

- CUHS should continue to communicate and provide opportunities for parents/guardians as it works to improve parent/guardian involvement.
  - Wake Cup
  - ELAC
  - At promise meetings
- Provide opportunities to learn about and recognition for additional cultural groups throughout the year.
  - Some big events are recognized schoolwide (Hispanic Heritage Month, Black History Month) but beyond that, it is up to teachers to incorporate into the classroom.
- CUHS effectively communicates intervention and opportunities to students and the community, so continuing to push out information via social media, the school website, and through Parent Square will help to increase participation and awareness.

### *Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement*

#### **Schoolwide Strengths**

**The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. Be sure that these can be documented by other sections of the report.**

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide 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.

### Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas for continuous growth and list numerically. *Be sure that these can be documented by other sections of the report.*

- Ensure that all Growth Areas have a “who,” “what,” and a “why” in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below.

- 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.
- 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.
- 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.
- 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.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

- Teachers should continue professional development on teacher clarity. There should focus on student engagement to increase student success in the classroom.
- The math and science department collaborate to discuss common assessments, analyze data, and review pacing. Other departments would benefit from following a PLC Cycle because it will enhance teaching practices and improve student success.
- Curriculum is widely available across departments; however, access to comprehensive aligned curriculum is needed for EL and students with disabilities. Allowing access to curriculum for all students would benefit the two targeted populations.
- The staff has access to data from their own grades and Aeries. A specific protocol for data analysis will allow teachers to inform instruction.
- Teachers are working on teacher clarity with learning targets, success criteria, and student engagement. A strategic system for student feedback incorporated into instructional practices will include students in the learning practice giving them ownership of their learning.

**Chapter 5: Ongoing School Improvement**

- **Include a brief summary of the schoolwide action plan/SPSA**
- **Evaluate the school improvement issues:**
  - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
  - **The level of commitment to accomplish the action plan/SPSA, schoolwide and systemwide**
  - **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
  - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan/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.

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.

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.

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.

<b>The alignment of a long-range schoolwide action plan/SPSA to the school’s areas of greatest need to support high achievement for all students.</b>				
<b>Visiting Committee Rating:</b>	<b>Highly Effective</b>	Effective	Somewhat Effective	Ineffective
<b>Narrative Rationale:</b>				
Central Union’s greatest areas of need are in the action plan with the focus on utilizing data to drive student support and improvement.				

<b>The capacity to implement and monitor the schoolwide action plan/SPSA.</b>				
<b>Visiting Committee Rating:</b>	<b>Highly Effective</b>	Effective	Somewhat Effective	Ineffective



**Narrative Rationale:**

The school has the resources necessary to implement the action plan, the only obstacle would be if there were any budget cuts to the programs and changes in administration.

**Accreditation Status Factors Summary**

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned schoolwide prioritized areas of strength and growth.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.		X		
Acceptable progress by all students	X			
Vision and Purpose (A1)		X		
Governance (A2)	X			
Leadership for Learning (A3)	X			
Qualified Staff and Professional Development (A4)	X			
Resources (A5)	X			
Rigorous and Relevant Standards-Based Curriculum (B1)	X			
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)	X			
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Process (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning Progress (D2)		X		
Family and Community Engagement (E1)		X		
School Culture and Environment (E2)	X			
Multi-tiered Personal, Social-emotional, and Academic Support (E3)		X		
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need	X			
The capacity to implement and monitor the schoolwide action plan/SPSA	X			