



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

31422 Camino Capistrano

San Juan Capistrano, Ca. 92675

Capistrano Unified School District

April 20-22, 2024

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Introduction

Capistrano Union High School, the small school with a big heart, exemplifies a commitment to the success of all students. Located in historic San Juan Capistrano, our school opened as the first comprehensive high school in our district in 1922. Over the next 100 years, the structure of educational programs offered shifted from a comprehensive to a continuation model. As the continuation model was introduced, the school changed its name to Junipero Serra Continuation School, however, in 2021, we have reclaimed the original name of Capistrano Union High School. Union is home quarterly to approximately 140, 10th-12th grade students from all six comprehensive high schools within the Capistrano Unified School District.

Our dedicated staff consists of administrators, classroom teachers, and support staff, including clerical, custodial, and both english and spanish speaking instructional aides. The teaching staff is committed to working as a Professional Learning Community and relish being in an alternative educational setting while dealing with the many challenges that come with serving a population that has struggled at a comprehensive high school. Student success and growth are priorities, and we strive to support students with interventions. While we know from the start that our students face challenges and obstacles for a variety of reasons, we believe Union provides a unique educational setting where they can work towards reaching their full potential with the support of our faculty and staff. With smaller class sizes and a low student to teacher ratio, our staff take advantage of the opportunity to develop meaningful and personal relationships with our students, allowing staff to understand the obstacles each individual has on their journey to achieving their personal success goals.

Union High School and the Capistrano Unified School District have undergone significant changes since our previous self-study. Since our last accreditation, Union has had a principal change and an addition of the new role of assistant principal. Additionally, there have been major changes in district leadership, including a new superintendent, new assistant superintendent, and the creation and implementation of additional roles and structures to support students and staff at the district level.

In the spring of 2023, the UHS community, including teachers, classified staff, parents, and students, began the process of the self-study for 2023-2024 and a record of our progress can be accessed [here](#). All stakeholders, including classified staff, parents, and students, are members of a Focus Group. Our work in these groups has focused on inquiry, analysis, reflection, and planning.

Chapter I: Progress Report

The staff at Union has made significant developments that have had a major impact on the school since the last WASC visit. Union has utilized feedback from the previous visiting committee to guide their schoolwide goals and action plans, focusing on achievement for all students, increased success with matriculation, differentiating instruction, and increasing meaningful parental and community involvement with our school.

Following the Covid-19 pandemic and students returning to school full-time, Union High School has seen a dramatic change in the overall needs of our students. With a significant increase in the number of socio-economically disadvantaged students, from 65% to over 80% of our UHS students in the last 3 years (graph), UHS has been faced with making changes in how we, not only educate our students, but ensure their health and wellness is addressed. Introducing our Health and Wellness centers, we aim to provide resources and support in the areas of mental health, physical health, and personal health. UHS is committed to educating the whole student, and acknowledges many of those walking through our doors must have personal basic needs met in order to grow academically. We have also implemented PBIS strategies to address small victories and encourage repeated positive behavior. With the Five Star Student system, faculty is encouraged to provide immediate feedback in the form of awarding points to any student who shows personal growth; whether that be academically, improving attendance, or character. Students can then use their earned points in our Union Market, another significant change since our last WASC visit.

Visiting Committee Identified Areas for Critical Follow-Up

1. Leadership and faculty will use data as the basis for instructional decisions to increase achievement for all students.

We have worked as a professional learning community to review D and F data, and have increased our processes for addressing those with Ds and Fs throughout the quarter. Our Guidance Tech has recently implemented a weekly “watch list” of any student with a grade below 70%. This list is shared with our entire staff and includes the course, teacher, and number of zeroes each student has accumulated. Staff is committed to checking the list and working with our UHS team to help support and ultimately improve the student grades.

We modified our Study Hall program (previously held on Tuesday/Thursday) to a daily Intervention program to address absences, credit recovery, and failing grades. And, in an effort to address those students earning partial credits due to attendance, we have a “partial list,” monitored by administration with check-ins with students regarding progress weekly.

As aforementioned, UHS has also expanded beyond grades and test scores. Union has committed to addressing the basic needs of all students. We created and introduced the

motto “We are ALL Union” with a focus on school values, school spirit, and building relationships as well as making positive connections. We have increased our number of counselors and schoolwide support to meet the specific needs and struggles of all students, including a multi-tiered system of counseling support ([link here](#)). We have developed a wellness program to address the multi-faceted needs of our students, including social-emotional and physical health and well-being by opening a Wellness Room (Zen Den), Fitness Facility, and Resource Center (clothing, food, hygiene essentials) for student and family use. We have partnered with Second Harvest to provide food and nutrition to our school community and we have implemented PBIS strategies with the “Five Star” system, to provide incentives and positive reinforcement for individual growth (positive attendance, grade improvement, exceptional character).

2. Leadership and faculty will increase the number of students who successfully matriculate, enroll and attend community college or career-oriented programs.

In the 2021-22 school year, the Capistrano Unified School District transitioned all academic advisors to credentialed counselors, ensuring students receive expert guidance tailored to their individual needs. At Union, we continue to utilize the Union grad plan, as an academic planning tool to proactively map out the remainder of their high school academics and align their coursework with their future goals. The counselor at Union High School meets with every student individually to discuss their academic progress, graduation status, and goals for after high school. Additionally, the UHS Guidance Tech provides check-ins quarterly to any student showing interest in returning to their Home School and supports the process and communication between families, students, and their home high school.

Following Covid, Saddleback College stopped providing a weekly counselor specifically for our UHS students, however, starting in February, a Saddleback counselor has joined our Union team again to support students each Thursday. Union continues to offer Career Connect, a course designed for soon-to-be graduates which exposes those enrolled to multiple pathways in both college and career avenues. Our quarterly CTE course offerings have expanded to include music, ceramics, and a CCA Lab (crime scene investigation, pharmaceutical tech, medical tech, fashion design) exposing students to other professional and career options available to them and enhancing our relationship with the College and Career Advantage (CCA) program with field trips to their adult-education facility. Additionally, we have built a successful and growing partnership with Futurology. Our Futurology counselor meets weekly with students on an individual basis, presents monthly to seniors and soon-to-be grads, and hosts parent information nights mapping our pathways to help students be college and/or career ready upon graduation. *(would you like to attach documentation of how we track seniors' future plans?)*

3. Faculty will increase the use of rigorous differentiated instruction to assist all students with high graduation and/or college and career choices.

Need support in writing this area....

Featured in areas of strength, Direct Instruction

Our school accommodates every student with our small class sizes and support of instructional aides. While we continue to build our instructional practices, teachers walk students through each assignment step by step ensuring all students' success.

4. Leadership and faculty will continue to seek opportunities to increase meaningful parent and community involvement, including providing parents with the information they need to support their children in the school setting.

Post Covid-19, we have slowly reintroduced physically welcoming our parents and families back to our campus. In addition to Back to School night, ELAC meetings, School Site Council Opportunities, coffee with the Principal series, and Open House - we have used technology to increase overall communication and outreach. We have added a digital marquee, which displays important information for not only families, but community members. Beyond utilizing Social Media, we also use School Messenger and recently added Talking Points, both which provide text/email information in native languages. We have increased the hours of our Bilingual Community Liaison from 30 hours/week to 40 hours/week, allowing her to be available both before and after school for parent engagement and guidance. We have also implemented a grade-checks and balances system, wherein our Guidance Tech reaches out to parents to touch-base on student progress and schedules conferences with those earning failing grades to create a support plan or update their grad-plan.

We have reintroduced Chatauqua, a day dedicated to featuring successful careers, shared from individuals with inspiring and relatable journeys to their success. Our Mobile School Pantry, held monthly, is also an opportunity for parents and community members to not only engage as a participant, but volunteer to distribute food and supplies through our outreach. As we continue to look for ways to engage with our parents and community, we are in the early stages of working with ASB to increase parent involvement in monthly school wide activities, which are designed and led by our student leaders to focus on school values, school spirit, building relationships, and making positive connections.

Chapter 2: School Profile and Supporting Data and Findings

General Background and History

Capistrano Union High School (Union) is a Model Continuation High School located in the heart of historic San Juan Capistrano, a community halfway between San Diego and Los Angeles counties. Union is bordered by the Santa Ana Freeway (I-5) and the Ortega Highway and nestled between single-family homes, and low income apartment complexes.

As the districts' sole continuation high school, Union serves students from the six comprehensive high schools within the Capistrano Unified School District, which encompassed approximately 200 square miles and serves cities and communities of San Clemente, San Juan Capistrano, Capistrano Beach, Dana Point, Ladera Ranch, Laguna Niguel, Mission Viejo, Coto de Caza, Wagon Wheel, Dove Canyon, Rancho Santa Margarita, Rancho Mission Viejo, and Aliso Viejo. The Capistrano Unified School District is home to approximately 42,754 students, a decrease of about 8,000 enrolled students over the past 6 years.

The student population at Union is composed of 10th-12th graders, however, pregnant 9th grade students are welcome to enroll at Union and take advantage of our Infant and Toddler center on campus. Enrollment trends indicate that although overall enrollment within CUSD schools has decreased by approximately 8,000 students over the past 6 years, Union High School continues to see similar trends in overall enrollment from pre-pandemic dates. ([student enrollment graph](#)).

Community and School

Staff Description - [link to chart](#)

Union High School is home to 11 full-time teachers; 2 part-time CCA instructors; 14 classified staff, both full and part-time; 6 counselors and/or psychologists, both full-time and part-time; and 2 administrators. The UHS classified staff is closely balanced in gender whereas our teaching staff has a higher percentage of females. The demographics of the UHS staff closely resembles our student population, however, many of our staff are bilingual in our student's native language of Spanish.

School Mission, Vision, and Schoolwide Learner Outcomes

Mission:

Union High School is a safe and caring environment where all students experience a second chance to achieve academically and grow socially. The staff at Union High School nurture students, many who have faced personal and academic obstacles, to discover their own resiliency by making good personal choices that will lead to graduating with a high school diploma, successful lifelong learning, and a fulfilling career path.

Vision:

To ensure all students will graduate Union High School being able to forge meaningful relationships, realize academic potential, and become their best selves

Schoolwide Learner Outcomes (SLOs):

Students who graduate from Union High School will be Respectful, Responsible, and Ready to meet the challenges of the 21st century.

Respectful: Students will possess a sense of worth and tolerance for all people, abilities, and values.

Responsible: Students will be accountable for their actions, learning, and decisions as contributing community members.

Ready: Students will demonstrate the willingness, competence, and disposition to be actively engaged in self-discovery, creative problem solving, and critical thinking. Students will be committed to academic achievement.

LCAP - [link](#)

The LCAP provides a description of goals, actions, and services that apply to the school. Parents and the community give input to the process. Also included are the metrics that will measure progress and goals.

Student Performance - [Link to School Performance Overview](#)

The California Department of Education released the 2022-2023 Every Student Succeeds Act Assistance Status and identified Union High School as a low performing school in the areas of English Language Arts, Mathematics, and Suspension rate which resulted in qualifying and being placed on CSI. The area which we continue to find success is our Union HS [graduation rate](#). Union proudly falls within the blue category for our overall graduation rate with above 95% of our students graduating on time.

In addition to the identified CSI indicators, Union looks at multiple measures of student achievement in order to analyze our progress towards school-wide goals including statewide testing, quarterly D and F data, discipline and suspension data, and attendance. As a schoolwide team, we are currently working to address the academic deficits with our SBA scores through monitoring class sizes in the area of English Language Arts and enrolling struggling students in a Math Lab Support class.

SBA - [link to chart](#)

Since 2018, Union's English Language Art scores have fallen at least 60 points below standard. Post-pandemic, our 2022 scores improved slightly from pre-pandemic, however, during 2023, we saw our score dip greatly, indicating we were 99.4 points below standard, the lowest average Union has seen since prior to 2018.

The area of Mathematics has consistently been over 125 points below standard since 2018. We saw our best score in 2018 with only 134.2 points below standard and have slowly increased the gap between Union and overall standard over the past six years; with 2019 scores 152 below, 2022 at 191.3 points below, and 2023 at 196.2 points below. During the pandemic, class options were limited, which resulted in removing a math support course which was previously offered. In an effort to address the consistent decline in school wide math scores, we reinstated offering the Math Lab Support course beginning in the 2022-2023 school year. Targeting those students that have taken and failed Algebra 1A/1B either at their home school or Union on more than one

occasion, our Math Lab Support class provides math review in a smaller setting, many times able to address students 1:1, with the help of our paraeducators. Students enrolled in the Math Lab Support class are also enrolled simultaneously in an Algebra class to ensure skills obtained in the math lab are applied directly to their graduation requirement course.

CAASPP/CAST - [link to charts](#)

Student performance has improved slightly from our pre-pandemic 2019 data to post-pandemic scores, though Union is consistently underperforming statewide and within CUSD in English Language Arts, Mathematics, and Science. Schoolwide student goals and our action plan reflect an ongoing commitment to continuous improvement with respect to state scores.

Suspension Data - [link to Suspension](#)

Historically, the overall percentage of students suspended annually at UHS varies. At Union, we use alternative ways to address lower level offenses, including truancy, tardies, and nicotine usage by providing restorative practices, PBIS strategies, and enrolling in counseling with partnership at the California Youth Services, providing weekly services to UHS students. We rely on the suspension process solely for disciplinary infractions which break the law, including controlled substance/alcohol possession, weapons, and force/fighting.

As a result of our pre-pandemic Suspension Data, Flysense Vape Detectors were placed in each restroom. We also use a radio system to ensure we have our restrooms closely monitored and students use the restroom typically one at a time. Although the overall suspension data percentage does not vary greatly from 2018 to 2023, we have seen an increase in the number of students caught vaping in the restroom post-pandemic due to the vape detectors working 100% of the time and alerting staff to those engaging in the restroom.

D and F Data - [link to D/F data](#)

Our D and F data is reflective of post-pandemic struggles. To address students we have increased our processes for addressing those with Ds and Fs throughout the quarter. Our Guidance Tech has implemented a weekly “watch list” of any student with a grade below 70%. This list is shared with our entire staff and includes the course, teacher, and number of zeroes each student has accumulated. Staff is committed to checking the list and working with our UHS team to help support and ultimately improve the student grades.

Post-pandemic, Union initially saw an increase in overall D/Fs, but as a school have been trending in the right direction over the past year; 20/21 - 24.09%; 21/22 - 25.26%; 22/23 - 19.76%) UHS is addressing the need to focus on lowering our D/Fs by implementing strategies and support systems. These systems include the aforementioned “watch list”, increased communication home, and focusing on improving attendance - a district wide initiative. Additionally, we have implemented a senior intervention class, which is offered during our 4th quarter to help support seniors meet their graduation goals. In this course, students work on credit recovery and current grades and coursework, one-on-one with a teacher or support staff when necessary.

Language Proficiency Numbers - [link to charts](#)

Upon entering the district, families fill out a Home Language Survey; if a home language other than English is indicated, the district and school site coordinate to provide students with an initial exam to determine proficiency. The pandemic and the federal government's standardized testing blanket waiver prevented Union from completing the ELPAC during the 2019-20 school year. District and site attempted to use a placement test from the National Geographic Edge Curriculum to determine proficiency, but a number of factors make that data far less reliable. Union and CUSD are working through numerous obstacles and logistical hurdles to ensure students are tested to determine gains and/or regression.

UHS is committed to meeting the needs of our English Learners (EL). An EL Coordinator works with site administrators and district personnel to ensure that students are receiving support to become proficient in English. All of our current UHS EL students are Hispanic, thus the largest number of EL students speak Spanish. Union High and CUSD committed tremendous efforts to monitor the progress of students who have been redesignated within the last four years with the help of the new Ellevation platform in October 2020 and again in March 2021. The EL Coordinator is working with the district to improve workflow within Ellevation and explore intervention options for students flagged as not making adequate progress. At Union, due to the nature of an ever changing enrollment group, we have a slight challenge, but have committed to working shoulder to shoulder with the district Language Acquisition department, ensuring that we are able to adequately capture and test students that come to us midway through the year or even quarter. Many times, this includes communication with the comprehensive sites to discuss students on a case by case basis.

At Union, the availability of spanish-speaking bilingual staff members is important to support the needs of our English Learner families. We have increased our Bilingual Community Liaison and Paraeducators' hours to full-time and have a full-time bilingual office manager. Additionally, there are multiple bilingual teachers on staff and support staff to provide thorough care in students and families native language. We continue to monitor the progress of our EL students in both coursework and state testing, but recognize there is room for improvement.

ELPAC

The state mandated ELPAC is an essential element in the redesignation process and in student placement in appropriate courses as they move along the EL continuum. The EL Coordinator oversees administration of this test and works with district personnel to interpret the results and ensure proper utilization of the data. The results of the ELPAC are interpreted on an individual basis so that the speaking, reading, writing, and listening skills of all EL students can be assessed and their progress monitored. As the group of students tested changes each year and we receive our students from all 6 comprehensive high schools, the data is not a significant tool to measure the growth of a particular group of students. However, Union will be reclassifying 5 students this year, something which we have not been able to do since pre-pandemic.

School Accountability Report Card - [2021.2022](#) / [2022.2023](#)

Career Technical Education Pathways

Through our partnership with CCA, Union students are able to not only enroll in after school courses held on our 6 comprehensive high schools, but also on our own campus. Union has increased the CTE course offerings to meet the needs of our students and increase exposure to career opportunities beyond high school. Offerings include Commercial Music (known across campus as Rock Band), a course designed to introduce students to beginning music theory, instrument appreciation, and musicianship. Students enrolled in Commercial Music perform quarterly at lunch for our school community, parents, and district representatives.

Drawing/Painting and Ceramics allow students to explore a variety of art techniques and mediums, students enrolled in this course attend field trips to local art museums and have their artwork featured across campus and at the district office. Culinary Arts/Advanced culinary arts coursework provides food handling safety certificates to all enrolled. Those enrolled in Culinary Arts have the opportunity to plan and prepare for school wide events, including our Thanksgiving feast, gingerbread cookie decorating, and for families at Back to School Night and Open House. Our newest CCA/CTE course was adapted from the Crime Scene Investigation course we offered during the 2021-2022 school year. The CTE Lab Wheel is an investigative course exposing students to 3 career pathways each quarter. The pathways include Crime Scene Investigation, Pharmaceutical Tech, Medical Tech, Fashion Design, and our teams are currently in discussions to add courses based on student feedback. The courses offered in the wheel are introductory courses, wherein students are encouraged to enroll in the partnered adult CCA courses following graduation.

Other Local Assessments

Over the last eight years, CUSD has continued to develop Common Interim Assessments (CIAs) for ELA with the assistance of teachers across the district. These tests have been administered at the site level to all students between 5th and 12th grade. After each administration, site level scoring occurs and the data from that scoring is discussed in district committees so that the assessments can be refined and updated accordingly. Teachers and/or course teams at each school site can also utilize the data to reteach or reinforce mastery of the content standards. Similarly, Common Formative Assessments (CFAs) in math have been developed and utilized in math classes across the district for the purpose of monitoring student progress towards the mastery of the content standards. Like ELA teachers, math teachers can use the data to reteach or reinforce specific standards. In social science, teachers use DBQs in much the same way as math and ELA teachers use CIAs and CFAs. All other departments at UHS have developed other common formative and summative assessments, the data from which can be used to drive curriculum refinements as well as changes in instructional practices. The staff at Union work closely to establish systematic data collection and analysis to improve curriculum and instruction not only for individual teachers but also, more importantly, for collaboration within course teams.

Academic Intervention

Our academic intervention (AI) courses are used for credit recovery via an online platform. As our comprehensive high schools enroll credit deficient students in AI through the online Apex platform prior to sending them to us here at Union, many of whom have struggled to be successful and pass those classes, thus resulting in a transfer to Union. To address this, we offer the Imagine Learning Edgenuity program. Currently, we offer 2 AI courses during our regular school schedule. Typically a student will finish remediating 1-2 classes if they work and attend

regularly. In addition, we offer a 1:1 credit recovery program, wherein a subject area teacher is working with the student on independent study coursework. Many of our students enrolled in our 1:1 independent study course have struggled with the online AI program and find more success working with a teacher and using pen and paper. Students are given nine weeks to complete their non A-G class while enrolled in AI.

As we run on positive attendance, students can earn partial credits for classes they do not attend daily. Any student who earns a partial credits, which typically range from .5 (based on 1-4 days of absences not made up) to 1.0 (based on 5-8 days of absences not made up) will have Edgenuity added to their account and must remain in Intervention daily until they have completed their partial credit.

Summary of Profile

1. What are the implications of the data with respect to student performance?

With respect to student performance data, UHS recognizes that we have a need to focus on improved literacy and math achievement on the CAASPP/CAST as our scores have decreased significantly over the past six years. This improvement has already started with a focus on providing released SBAC questions through the testing site in math, English, all subject areas, and collaborating to address our D and F data and work to reduce that number each quarter.

2. Major preliminary student learner needs based on the data:

SLN #1: As measured by the CAASPP and aligned with our district LCAP, students will demonstrate improved literacy and math achievement.

SLN#2: Students will demonstrate an increased understanding of schoolwide rules to decrease suspension rates across campus.

SLN #3: Students will demonstrate a reduction of Ds and Fs from previous quarters/years.

SLN #4: Students and staff will demonstrate an increased understanding of health and wellness, self-regulation, trauma informed learning, and cultural dynamics to increase individual well being and decrease microaggressions.

With respect to our SLN #4, all staff need to continue analyzing the experiences of students of color, diverse backgrounds, and past traumas to determine how their connections to UHS affects their learning.

3. List important questions that have been raised by the analysis of student performance, demographics, and perception data.

- A. How is UHS responding to the increased probability of suspension for our students?
- B. How is UHS responding to our decline in CAASPP scores?

- C. How can UHS continue to support our English Learner and socioeconomically disadvantaged students, and special education students on campus beyond academics to also address social-emotional and personal well being?

Chapter 3: WASC Criteria and Indicators

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

Criterion A1: Vision and Purpose

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

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

Union High School is proficient in the establishment of a clear [mission and vision](#). Our mission “Union High School is a safe and caring environment where all students experience a second chance to achieve academically and grow socially. The staff at Union High School nurture students, many who have faced personal and academic obstacles, to discover their own resiliency by making good personal choices that will lead to graduation with a high school diploma, successful lifelong learning, and a fulfilling career path.” Our vision, “To ensure ALL students will graduate Union High School being able to forge meaningful relationships, realize academic potential, and become their best selves.” To support the mission and vision, Union High School has developed student learner outcomes, being respectful, “students will possess a sense of worth and tolerance for all people, abilities, and values;” responsible, “students will be accountable for their actions, learning, and decisions as contributing community members;” and ready, “student will demonstrate the willingness, competence, and disposition to be actively engaged in self-discovery, creative problem solving, and critical thinking. Students will be committed to academic achievement.” Union’s mission, vision, and SLOs were drafted by the UHS staff following the previous WASC visitation.

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

Through the realization of our mission and vision, several new programs have been implemented. In order to support students effectively, Union has implemented a school-wide study hall program to address attendance, grades, and credit recovery called Intervention. An evolution of our existing Study Hall model, Intervention is a 28-minute period four times per week, during which students attend their period by period class on assigned days for extra help and support.

We have worked as a professional learning community to review D and F data, and have increased our processes for addressing those with Ds and Fs throughout the quarter by implementing a weekly “watch list” of any student with a grade below 70%. This list is shared

with our entire staff and includes the course, teacher, and number of zeroes each student has accumulated. Staff is committed to checking the list and working with our UHS team to help support and ultimately improve the student grades.

To serve our economically disadvantaged and culturally diverse students, Union is proficient in its support by offering outreach through McKinney Vento site-specific liaisons, paraeducators, and a full-time bilingual community liaison. Through partnerships supported by use of Title I and CSI funds, we have increased our number of counselors and schoolwide support to meet the specific needs and struggles of all students, including a multi-tiered system of counseling support ([link here](#)). We have developed a wellness program to address the multi-faceted needs of our students, including social-emotional and physical health and well-being by opening a Wellness Room (Zen Den), Fitness Facility, and Resource Center (clothing, food, hygiene essentials) for student and family use and have partnered with Second Harvest to provide food and nutrition to those in need. To support our economically disadvantaged students, UHS staff organize donations for students in need, in addition to securing free caps and gowns for graduation, outfits for prom, and holiday meals. The state of California also supports students with two free meals per day for all students while at school.

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.

For the development of the mission, vision and SLOs, Union involved its entire site staff to garner feedback. Teachers, staff, paraeducators, classified employees and school site council community members gave feedback about our school wide values. The mission, vision, and SLOs were then created using the feedback gathered from all stakeholders.

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.

Messaging about our mission, vision, and SLOs can be found within each classroom on campus, the school website, shared at quarterly parents and student orientations, and included in our monthly staff meeting agendas. Our SLOs are also distributed to our comprehensive feeder high schools in both [English](#) and [Spanish](#) in the form of a publicity trifold, sharing our school wide purpose and application process districtwide.

To that, we are committed to exploring ways to continuously improve the manner in which we communicate our SLOs across campus for all students. Our new students are provided information when they arrive, but working in refreshers or reminders for enrolled students to address all facets of the mission, vision, and student learner outcomes will be a benefit for our students.

Criterion A2: Governance

The school's purpose is aligned with governing board goals and policies and focused on student

achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

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

Due to our size, UHS prides itself on an open line of communication and collaborative efforts. Union HS is proficient in its communication to the community about our school's actions and achievements. Staff work collaboratively to discuss areas of concern through weekly collaboration sessions and can communicate with their department chairs and the Union site representative if necessary.

School achievements are shared to the community through messaging, which is sent to families of students via email and text in their primary language. Parents and community members are invited to attend meetings such as SSC for collaboration and discussion. Union is also proficient in using social media, primarily Instagram, to maintain community outreach and highlight school achievements.

Criterion A3: Leadership for Learning

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

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

Union teachers and staff employ a comprehensive approach to assess student needs, implement intervention strategies, and closely monitor the results to foster continuous improvement for all students. Our data-driven process encompasses several key elements. Our proficiency in assessing student needs begins with an analysis of grade data. This analysis enables us to identify students who may require additional support and intervention.

Teachers take a proactive approach to student intervention by precisely targeting those who need it by using data, particularly focusing on students with D and F grades, to make informed decisions. This data is received and reviewed in our weekly Just Kids meetings. Teachers and staff meet every Monday to discuss students' progress. Students are selected at random to be interviewed and featured each week. As a staff, we review that students progress and discuss additional support needs if necessary. Additionally, staff uses data gathered from our discussion surrounding students of concern and those doing well - selected as a Student of the Week, our weekly recognition of any student that the staff collectively sees being successful, including

good grades, perfect attendance for that week, and a positive attitude. Furthermore, as aforementioned, at Just Kids Meetings, staff discuss students of concern. These students are those that may be failing a class, missing school, or just having a bad day. Collectively, the staff creates an action plan to try and improve the overall experience and outcome for the student. Our Just Kids meeting ensures no student will ever be lost in the shuffle. It also provides staff time to collaborate ideas on ways to help all students' success. To further enhance our intervention strategies, teachers collaborate closely with our Guidance Team. They receive grade data and can also schedule students into specific classes or programs tailored to their needs; much of this is completed within the Just kids setting, but also one-on-one during teacher conferences and planning sessions.

Union teachers and staff believe in keeping parents informed about their children's progress. To achieve this, our school site communicates regularly with parents, alerting them to their students' grades. Parents are also encouraged to sign up as parent observers in Canvas to monitor their students' grades. This open communication ensures that parents are involved in the process of fostering improvement.

Our approach to assessing student needs and implementing intervention strategies is grounded in data analysis, targeted enrichment, close collaboration with counselors, and active communication across all parties. This comprehensive framework ensures that teachers and staff foster continuous improvement in all our students, addressing their unique needs and promoting academic growth.

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.

Union staff is a close knit, open, and mutually respectful and responsible group of professionals. Due to our small size, we are able to collaborate and communicate informally, as well as in more formal, structured settings. Ensuring that all stakeholders actively participate in shaping and implementing practices, programs, actions, and services that support student learning is a fundamental aspect of our approach to educational excellence. We use email as a primary tool for internal communication of business and planning and have multiple additional means of communication schoolwide.

Union faculty and staff utilize weekly Just Kids as a forum for open dialogue and to plan and resolve concerns surrounding our students. Our monthly PLC staff meetings, and bi-weekly department meetings encourage all staff to participate in the planning of upcoming events, collaborate on policy development or revision, discuss budget expenditures, data, and/or instructional issues. Leadership seeks input from various groups, including parents, teachers, students, and community members to address school wide concerns, staffing issues, and other administrative and programming subjects, bringing findings to all staff for consensus. This input-gathering process is essential for understanding concerns, preferences, and priorities of the school community.

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.

Our school's alignment between our SPSA and all funding received is an essential aspect of our financial strategy and directly correlated to the analysis of student need. All expenditures, either from general or categorical budgets, including Title I and CSI funds, are based on student need and evaluated and approved by the School Site Council (SCC), which is made up of teachers, students, administration, support staff and parents. Spending decisions regarding instructional resources are made in collaboration with staff and teacher input. All purchased resources directly tie into increasing student academic achievement, college and career readiness, facilitating standards-based instruction, and attaining the SLOs. Our SCC approves the SPSA based on review of the School Accountability Report Card (SARC) and up to date testing data.

Criterion A4: Qualified Staff and Professional Development

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

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

Union's small staff and specific need to support students is thoroughly planned and executed through collaboration with the district. Teachers are placed in appropriate positions based on their background and preparation. The school district and site staff understand the importance of placing teachers and staff who are qualified and certificated to perform their roles and responsibilities. Although it does not occur frequently, due to minimal turnover of staff members, a rigorous interview process and on-site training for new employees is provided to ensure that all students learn from a credentialed teacher and have support from qualified and certificated support staff. Based on student need and courses offered each quarter, a teacher may be assigned to cover a non-academic class outside of their credential area; in these cases, the district approves the coverage and parents are notified.

The supervisory procedures for individual employee evaluation differ depending on the union or department in which the employee is involved. Teachers are evaluated annually using a schedule that is agreed upon by the contract. Some teachers are on a more or less frequent formal evaluation based on the number of years they have been teaching and the quality of their last evaluation. Performance Goals are developed by staff and reviewed by administrators. Performance feedback is used in future evaluation cycles to help drive the professional growth of the staff member. Our school counselor, guidance tech, campus supervisor, paraeducators, and office support staff are evaluated annually by the school administrators. Other employees, such as custodial, food services, and our school nurse are evaluated by a district manager on a

schedule set by their respective unions or departments and feedback is provided by Union administration.

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.

Each year our staff focus on an area of professional learning at our staff meetings to address schoolwide learner goals. In 2021-2022, the staff focused on incorporating academic language and rigor into the classroom with support by the Leverage Learning Group. In 2022-2023, the staff focused on strategies to improve ELL Learners success with support of our District Director II of Language Acquisition and the district TOSA, EL Instruction Coach K-12 to review Ellevation. This school year 2023-2024, the staff focuses on the emotional and social well being of our students with lessons provided by our school psychologist, Tara Sieling and a contracted LMFT, Brenda Crary.

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.

Administration and faculty share google documents, forms, presentations, and spreadsheets outlining operational practices, administrator duties, staff responsibilities, and decision trees related to progressive discipline, facilities work order requests, counseling referrals, attendance policies, etc via our school handbook located online. Other documents related to policies and procedures are given by email directly from administration or office manager. Approaches to shared decision making include attempts to reach out to staff to elicit feedback and comments through staff meetings, Just Kids, and department small group meetings. This accordion-like mode of decision making, also known as flat power structure, ensures that decisions are staff-derived as opposed to top down management.

For students, the district has a [uniform policy for discipline](#), which can be accessed on the school's website. Policies and practices for students are sent by school messenger emails and texts as well as posted on Canvas for access by students and parents. Teachers also distribute guidelines to students, such as syllabi and course handbooks.

Criterion A5: Resources

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

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

All expenditures either from general or categorical budgets are based on student need and evaluated by the School Site Council made up of teachers, students, administrators, support staff, and parents; therefore, all resources purchased directly tie into increasing student academic achievement, college and career readiness, facilitating standards-based instruction and attaining the SLOs. Since Union is a Title I funded school, all large purchases require SCC approval. The SCC also approves the Single Plan for Student Achievement (SPSA) based on a review of the School Accountability Report Card (SARC) and up to date testing data. Spending decisions are made in collaboration with the staff. The school budget, specifically purchasing of instructional resources, as done with teacher input based on student need. The School Site Council approves expenditures involving Title I funds.

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.

The school follows all district budgeting and guidelines in developing a spending plan for the year. School administration is in communication with district officials when making spending decisions for the school. Each month, the principal meets with district administrators who monitor state and deferral programs to ensure appropriate procedures are being followed for all categorical expenditures. The district conducts appropriate audits to ensure that funds are being spent in accordance with school financial law. The School Site Council oversees the spending of Title I funds in accordance with federal guidelines.

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. [Link to IMC](#)

While textbook adoption policies and procedures are in place districtwide, there is some disagreement about the effectiveness of this procedure. For instance, when the district has teachers pilot textbooks and then the teachers inform the district of the book they want to be adopted, the district has often disregarded the teachers' request and adopted the textbook that is the cheapest. This is the reflection of a public entity prioritizing the lowest bidder.

Due to Union's size, we do not have a library clerk or media tech on staff. Textbooks remain within the classroom and can be utilized during each period. Annually, the district Librarian communicates with our Office Manager to ensure we have enough textbooks to provide to each student enrolled. Although students do not check-out books at Union, those coming to us from the comprehensive schools are required to pay for any lost or damaged books prior to enrolling.

Union students are all issued a Chromebook which is essential in today's education system and they are required to bring with them to school daily. Student's consistently bringing a charged Chromebook with them daily is an area of concern which we are working to improve with informal check-ins and incentivised schoolwide Chromebook checks. There are two Chromebook loaners per class, which, on any given day is inadequate and may not be enough for the number of students that do not bring them to school. Our office staff and assistant principal work together to identify students that have lost or damaged their Chromebook and rectify the issue in an efficient manner using a [detailed spreadsheet](#).

Union follows district policy and procedures for acquiring and maintaining technology. The technology staff assigned to the school site helps students and teachers with technology needs. RADAR (our district wide IT helpdesk) can be reached by phone or through an online ticket for technological problems.

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.

As our main building is over 100 years old, portions of it would benefit from being replaced or renovated. Our custodial staff, including grounds workers and morning and evening custodian, work diligently to clean our campus effectively and keep it as safe as possible, given their resources and personnel. Work orders are available online for all staff to indicate any facilities that have been damaged and/or in need of repair. Work orders are processed by our school site if applicable, but most work orders are handled by district maintenance and operations. An onsite campus supervisor patrol and support students, Lock Blocks are used to ensure student safety in classrooms, an exterior fence surrounds the entirety of the campus, vape detectors are located in student restrooms, and cameras cover both indoor and outdoor locations.

Classroom furniture has been recently updated for both students and staff. Due to the age of our site, there is no central HVAC system, meaning classrooms within the main building do not have access to air conditioning. We would benefit from adding a usable HVAC system in order to improve our "safe and supportive" learning environment, however, we understand there are limits to what is available at a district and state level. Our instructional staff is extremely adaptable when/if temperature control, aging classrooms and portables, gutters, and HVAC systems cause damage to instructional areas, bringing in fans, dehumidifiers, and buckets to ensure a safer learning environment.

ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

- 1.
- 2.
- 3.

Areas of Growth

- 1.
- 2.
- 3.

Category B: Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

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

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

Union uses current best practices in teaching rigorous curriculum in all subject matters. We have adopted and use the current common core text from the district that aligns with what the comprehensive sites use. A department chair from each subject area attends regular district meetings bringing back pacing guides and strategies in which we adjusted to meet our unique schedule and student needs.

The Math Department uses Pearson Algebra 1 Common Core and Geometry Common Core as well as the Dave Ramsey curriculum for Foundations in Personal Finance. In order to supplement the curriculum we use IXL, a standard based, online resource which helps students practice a variety of skills. A member of the math departments is currently being trained in the Irvine Project's hands-on, research-based professional development. It has provided standards-based curriculum guides and unit plans aligned to the Common Core. These strategies are used in Algebra and in the Math Lab to help build skills. Teachers also create and find their own resources that engage our student body.

The English Department uses a hybrid of following ERWC and district approved novels per grade level. ELD uses the Get Ready Program (print & online) and iReady Reading (online).

The Social Studies Department uses the district provided DBQ's writing regularly. Students have to use multiple sources to answer district provided DBQ questions. DBQs become school wide/district wide CFAs. Social Studies textbooks are Pearsons. Teachers also create and find their own resources, such as supplemental work from the Stanford History Education Group.

The Science Department follows the National Generation Science Standards. CUSD has implemented the Next Generation Science Standards NGSS aligned science curriculum across the district. NGSS uses Crosscutting Concepts to help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design. When these concepts, such as "cause and effect", are made explicit for students, they can help students develop a coherent and scientifically-based view of the world around

At Union HS we use the following textbooks: Conceptual Physics by Prentice Hall , and Active Physics: A Project Based Inquiry Approach- that incorporates phenomena first exploration activities for students to self-discover the basic laws and theories of the physical and biological world. In our Biology course we use Miller and Levine's Experience Biology along with the

Savvas hands on experimental kits provided by the publisher that incorporate lab work with data collection and analysis. We also augment this with McDougal Littell's Biology for more enrichment.

Our science classroom was relocated to allow for the addition of running water within the class, providing a wider breadth of experiment and hands-on lessons. Hands-on labs with the addition of instructional materials, provided by Title 1 for both physical and biological sciences.

Union also offers Music, Culinary Arts, Drawing and Painting, Ceramics, ASB and a CCA/CTE wheel which includes Crime Scene Investigation, Pharmaceutical Tech, Fashion and Medical Assistance. These courses are offered to nurture the whole student and give students opportunities to experience different fields, areas of interest and to elevate their own areas of interest and expertise. The food department follows the National Restaurant Association's ServSafe Food Handler program and testing. CCA/CTE students are able to articulate specific courses to our neighboring community college, earning college credit for their high school coursework.

All staff members have gone through the Leverage Learning program gaining mentors and one-on-one instruction in improving our own teaching practices. As a whole, there is a continued commitment to using the Direct Instruction model, including a focus on Great First Instruction.

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.

Union High School offers a College and Career class twice a year during 2nd and 3rd quarters. The class focuses on ensuring students are registered, matriculated, and prepared to start the college of their choice upon graduation. This includes FAFSA workshops for parents and students to ensure students have financial aid as they begin their next steps toward higher education. This also applies to students who are on a vocational track and would like to begin taking classes in the many vocational certification programs offered by the local community colleges. Guest speakers and field trips to local colleges and programs are an integral part of this class, and are open to all students who are graduating...not just those enrolled in the class, as it may not fit into a student's schedule. Field trips include tours of Saddleback, Orange Coast College, Irvine Valley College, and the College and Career Advantage facility (CCA) which houses Vocational Adult Education, and offers a full-time class, free of charge for students in the district, which leads to an internship and certification in Pharmacy Technician, Emergency Medical Technician, Dental Technician, Medical Assisting and many other fields. Additionally, TPP/Workability is offered to students with IEP's and 504's.

The district provides a Bilingual Community Liaison, and Union Title 1 Funds have extended that position to full-time, allowing additional support to families after school and during evening workshops.

Union High School has a partnership with Saddleback College which provides Saddleback

counselor services such as enrollment and financial aid support. A Futurology counselor is also a member of the Union team, providing additional support for the services mentioned above.

In order to meet our school-wide outcomes regarding being ready (SLO) for college, we offer direct and online instruction for College and Career Prep courses, which include the Edgenuity program as well as the College and Career class mentioned above. These classes help prepare students to make the best choices for their post-secondary education and future professions by analyzing the demands of the workforce, the learning offered by universities, and the different ways to finance their academic pathways. The Bilingual Community Liaison as well as the counselors offered by Sadelback and Futurology work with students and parents to offer college events, opportunities, and support.

Our courses help teach students to be responsible (SLO) for their learning, by maintaining high standards, requiring students to have materials brought to class, and ensuring students are responsible for their chromebooks and computers.

The development of a strict attendance policy with a mandatory intervention if a student is absent or tardy also helps students take responsibility for completing all the requirements to graduate. The students know they need to put in the time and effort it takes to graduate high school.

Teachers are provided the necessary training (Leverage Learning Group) to continue to ensure they maintain high standards, while making the curriculum accessible to all students.

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.

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Teachers are provided the necessary training (Leverage Learning) to continue to ensure they

maintain high standards, while making the curriculum accessible to all students.

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

Union High School departments meet monthly to review areas of study and integrate academic standards across all levels. In addition, there is cross-discipline integration among Social Science and English classes. Social Science teachers use writing rubrics created by the English department, and provide SBA sample questions to help improve ELA test scores.

Furthermore, our elective courses integrate to provide high academic standards and college and career readiness. Academic Intervention class includes all disciplines and is supported by the use of Edgenuity, an online platform aligned to Common Core Standards. Our vocational courses like culinary art, and music are articulated with Saddleback Community College and offer college credit for transferring high school students. The CCA/CTE elective wheel offers an introduction to a variety of career paths for students post high school.

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.

While Union's courses have not been submitted for A-G approval, the courses cover the same content standards as courses at the comprehensive high schools and are transferable to any district high school. Students are held to the same course requirements in all content areas, but are able to waive six semesters of elective credit.

Union High School is committed to help students make a smooth transition to and from their home schools. We host quarterly orientations, Coffee with the Principal, ELAC meetings, Open House, and Back to School Night to ensure success.

Our school site counselor and Guidance Tech work closely together to help students devise a fluid plan to meet their academic goals. Staff meets regularly with students and parents to adjust plans and make sure students are on track.

Union HS offers a College and Career course in which students have the opportunity to explore not only college but career technical options, too. The teacher works with our local Community College and Futurology to provide on-site matriculation and support for financial aid such as FAFSA and the Dream Act so that students can fully take advantage of early enrollment opportunities post-graduation. The class goes on field trips to explore different departments on Saddleback Community College campus and the college will send a rep to our site once a week in the spring semester. Futurology offers a variety of workshops such as resume building and career interest.

In the Spring, we host Chautauqua, a guest speaker day where individuals from various backgrounds and careers come and talk to our students. This is not simply a career day, but rather a way to show students that no matter their background or challenges, that people can and

do overcome personal challenges and grow.

Union HS is using Title I funds to add hours to our bilingual liaison's position, whose responsibility is to provide a bridge between our students, their families and the community at large through ELAC meetings, available resources, and outreach.

Criterion B2. Equity and Access to Curriculum

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

B2.1 Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

All students at Union are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Our school provides for career exploration, preparation for postsecondary education, and career technical options for all students. Students are provided to enroll in college and/or vocational programs with support by our futurology counselor and Saddleback counselor. In addition, students are provided the opportunity of dual enrollment at Saddleback College while they continue their high school education at Union.

College Credit - Articulated Courses

Articulated courses offer high school students the opportunity to earn both college credit and high school graduation credit while meeting the requirement for introductory-level college courses. The Articulation agreements define courses which are comparable to, or acceptable in lieu of, courses at the community college thereby allowing students to bypass said prerequisite course once enrolled. These agreements assure students that specified Career Technical Education coursework completed in high school will transfer and can satisfy lower requirements at the transfer institution.

Students must earn an A or B to receive articulation credit.

Articulation for CCA courses is completed through either an automatic (CATEMA) or manual articulation process. Each community college has a unique process for obtaining a college transcript once an articulated course is completed. Please reference the "Obtaining College Credit" folder for additional instructions on how students obtain a community college transcript.

College and Career Advantage articulates with Saddleback College, Irvine Valley College, Coastline College and Santa Ana College.

Saddleback College Enrollment

At Union students are helped step by step through matriculation and applying for Financial Aid for community college enrollment. With the support of our 12th grade Career Connect teacher, interested students discuss the process: application, matriculation, registration and including completing the federal financial aid application FAFSA. Our Career Connect class also visits Saddleback annually to familiarize students with programs and the campus. They meet college counselors, financial aid staff and professors.

We are fortunate to also have a Futurology counselor on campus every Tuesday and beginning in February, have a counselor from Saddleback College also on campus every Thursday to provide individual college and career counseling to students and parents.

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.

All students have the opportunity to enroll in a variety of elective courses that provide real world applications. The culinary program provides students the opportunity to acquire a food handler's permit, which is a requirement to work at any restaurant in the state of California. The CTE Lab Wheel courses are taught by professionals who have work experience in the following fields: Crime Scene Investigation, Pharmaceutical Technician, Medical Assisting, and Fashion Design. The Career Connect course provides guest speakers and field trips based on students' career interests. Furthermore, our core curriculum courses such as Economics and Personal Finance offer students real world applications in investments, banking, and business.

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.

Students and parents attend a mandatory orientation for Union High School prior to the first day of class. Orientation explains school policies, curriculum, and school culture. At this meeting, the principal reviews graduation requirements, school culture, and student expectations.

Due to a shift in the school counselor's role at a district-level, Union HS counselor now manages both academic and social emotional support for all students. Our school counselor creates a graduation plan based on their academic needs, communicating any information regarding the graduation plan with families.

Canvas and Aeries is used to provide updated grades and academic progress to families. Families are also provided opportunities to meet with college counselors and attend FAFSA workshops to prepare for college.

ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Variety of course that provide career exploration, real world applications, and curriculum aligned with district standards
2. Enrollment opportunities to Saddleback College, the College and Career Advantage Program, and other community colleges and trade schools
3. One on one counseling for graduation plans and educational goals

Areas of Growth

1. Tracking student progress after they graduate
2. Providing more internship/job opportunities for students
3. Encourage more parent involvement in student success

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

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

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

Based on classroom observations and analysis of student performance related data, such as grades, Graduation Status Reports and Transcripts, district-wide Common Interim Assessments (CIA), Common Formative Assessments (CFA), and ELPAC scores, we have found that students are receiving challenging and relevant, equity-centered instruction which addresses our school wide goals and academic standards while preparing them for post-secondary college and career opportunities in the following ways:

State-Wide Standards & Approved Curricular Materials - All classroom instruction on our site aligns with the state-wide standards of that subject matter. Students utilize the same textbooks, novels, and supplemental instructional materials aligned with these courses on comprehensive high school sites.

20:1 ratio - As we consistently maintain a 20:1, or less, depending on enrollment and needs in our classes, we can evaluate the degree of involvement of students with diverse backgrounds and abilities fairly easily. Teachers know their students one on one, as does the administrative and support staff, and we can provide additional support based on personal interactions/observations, as well as evidence from the high number of A's and B's in a quarter along with the low number of F's.

Equitable Access to Technology - Our students each have access to individual Chromebooks checked out to them specifically. Each classroom is equipped with two spare Chromebooks and chargers, as well. Our school has recently purchased Newline Smart Boards which teachers can use to enhance their instruction, encourage student participation within lessons, and support flexible seating options. Teachers were initially trained on the Newline technology in early January with installation and delivery scheduled in Spring. Two teachers (Ashly Smith and Ryan Talafus) were provided "demo boards" in the fall and have fully incorporated the technology within their classrooms. They will take the lead in troubleshooting and supporting staff as they navigate the new equipment throughout the remainder of the year.

Engagement, Instruction, Differentiation, & Additional Supports - Given the smaller class sizes, teachers have the opportunity to become better aware of and familiar with the needs of their students, as well as how students are progressing towards mastery of the content level standards and learning objectives. As a result, teachers can readily intervene, as needed to re-teach and provide targeted instruction to a student or group of students.

In some cases students work independently to formulate narratives and arguments in writing, as

well as creating multimedia presentations such as Google slides, Google docs, and PowerPoint presentations. Students also work in pairs or small groups to accomplish tasks such as math equations, social science projects, and science experiments. Whether a tactile activity, a lab, an essay, or use of technology, students are engaged in challenging learning to achieve the standards. The use of different types of technology, instructional practices, and teaching strategies helps to maintain student engagement, as well as meet the needs of different learning styles.

To meet the needs of diverse learners, our site also offers courses for English language learners, students with IEPs, and students struggling with Math content in the form of an ELD English course, Direct English, and Math Lab. Our site also employs two paraprofessionals - one to work with and support students with IEPs within their core, content classes and another to work with and support students who are English language learners within their core, content classes. These paraprofessionals offer additional instructional support within the classroom, as well as one on one, individualized instruction outside of the classroom as needed.

Different online learning programs are utilized on our site to promote student learning, remediation of skills and concepts, specialized and individualized instruction in a given content area, and credit recovery. The iReady reading program is used to remediate and provide individualized instruction to students in both the areas of decoding and reading comprehension. iXL is used to promote student learning in the area of Mathematics while also providing them with individualized instruction in the remediation of math skills. Get Ready is a program that can be accessed both online and in print which provides Newcomer and Level 1 English language learners with direct instruction in the speaking, listening, reading, and writing of the English language. Edgenuity is used on our site to assist students with credit recovery in the courses outlined for high school graduation as they work towards graduation either on our site or upon returning to their comprehensive, home high school.

Additional instructional support is provided to students who have missed school, need to complete partial credits via Edgenuity as a result of poor attendance in a previous quarter, and/or who are failing certain courses via our Intervention classes held Monday through Thursday from 1:02-1:30. During this time period, students can receive additional assistance, clarification, and instruction support from teachers and other staff. In regards to partial credits from previous quarters, if a student has partial credits that need to be completed via Edgenuity, they are required to remain on-campus daily until their partial credit is completed.

Lastly, we offer students an on-site opportunity for an Independent Study Program to further assist them in recovering credits and meeting their goals towards graduation. Our Bilingual Independent Study Teacher is on site three days a week and meets with students at least once weekly to track their progress and assess their learning. When students are pulled by this teacher, they receive one on one instruction in the assigned content area.

College/Career Readiness - On our site, students have the opportunity to participate in CCA courses which will better prepare them for career opportunities following high school, such as Commercial Music, Pharmacy Technician, Medical careers, Fashion and Design, and Forensics/Crime Scene Investigation. Our site also hosts a Culinary Arts program where students

are able to learn the skills and tools of the trade while also acquiring their Food Handler's Permit making them employable within restaurant settings. The Career Connect course is offered for students to assist them with both career exploration opportunities via guest speakers and also access and assist with the matriculation process to our local community colleges. Similarly, during these classes students also have the opportunity to participate in multiple field trips which provide them with access to job sites and information surrounding the different certificate programs offered at our local community colleges and CCA program. Utilizing updated and relevant technological tools, such as 1:1 Chromebooks and Newline interactive boards within our classrooms and during our instruction also provides students with the necessary background and technology-based skills for the workplace.

Social & Emotional Wellbeing - Our site meets once weekly during our Just Kids meetings to discuss selected students, as well as students of concern and Students of the Week. During this time, referrals for additional resources and supports are often made, including our on site counselor, MTSS counselor, contracted counselor, and outside agencies (i.e. CYS, JADE). Depending on specific student needs, our students are seen regularly by additional support staff both within and outside of the district to meet social/emotional needs including counseling, drug/alcohol counseling, and WrapAround services between school and home. This school year, we have recently opened an additional room on campus, the Zen Den, which can be utilized by students as a place to decompress, self-regulate, and employ appropriate and healthy coping strategies, as needed, so that students can access their learning brain, be prepared to re-enter classrooms, and actively engage with and participate in classroom instruction. We've recently added a fitness facility and resource center to help maintain the wellbeing of our students.

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.

Prior to beginning their enrollment at Union High School, students and guardians are all required to attend an Orientation meeting where overall school expectations are presented to families and students, including the areas of attendance, academics, graduation requirements, conduct, and resources available to students and their families.

At the beginning of each course, students are provided with a syllabus which covers student expectations for specific courses, including conduct, student preparedness, necessary learning materials, grading policies, and academic coursework for the quarter.

When students enter each classroom, content topics, standards, and objectives are posted either in the form of a daily agenda and/or content and language objectives so that students are aware of what material and content will be covered in class daily, as well as what they are working towards moving forward including expectations for performance (i.e. how students will be expected to demonstrate their knowledge or proficiency of the given academic standard).

Within Canvas, our online learning platform and grade database, students can obtain access to online academic standards and objectives, assignments, learning resources, and their grades

within each individual course to track their progress. Additionally, this online learning platform and the knowledge of how to utilize this platform helps prepare students for post-secondary education as it is the same platform students will utilize when attending our local community colleges.

During instructional time and coursework, academic content and standards are explicitly shared with students both verbally and posted in the room. Prior to beginning academic tasks, both performance and otherwise, requirements and expectations for students are clearly defined and outlined. This can be done verbally, in writing, and via rubrics so that students are aware of the requirements and performance standards for each assigned task. Similarly, at least once a semester students participate in district-wide Common Formative Assessments (CFA) in multiple subject areas, Common Interim Writing Assessments (CIA) in English courses, and Document Based Question (DBQ) units in Social Science courses where student expectations and performance are directly related and connected back to academic standards for each course. Likewise, the skills within these performance tasks, such as analyzing informational text and infographics and then providing a written response to a given prompt using academic language, content specific vocabulary, and within the discipline specific domain writing format helps to prepare students for the academic standards they will encounter at the post-secondary level.

Much of the instructional delivery and assigned academic tasks including direct instruction, collaboration amongst students and their peers, incorporating relevant technology (e.g. online learning platforms, access to Chromebooks, Newline Smart Boards), hands-on learning experiences (e.g. labs, CCA courses), project based assessments, guest speakers, field trips, and student visits to job sites build relevancy between academic learning and the outside world for students, as well as assists with preparation for both post-secondary educational and career opportunities.

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

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

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

ELD Staff Development & Strategies - Ellevate strategies, Stanford Project strategies
Direct English courses

Instructional strategies - direct instruction, collaboration, curriculum based assessments, socratic seminars, writing strategies (Writing Windows, Stronger/Clearer)

Checks for Understanding - entrance/exit tickets, thumbs up/thumbs down, white boards, Kahoot, Quizlet, Gizmo online labs

Teachers utilize an assortment of instructional techniques designed to deliver their curriculum. TOSA's (Teachers on Special Assignment) and district leadership train teachers in the current instructional methods and programs such as ELD strategies and social-emotional techniques. All classrooms and students are supplied with Google Chromebooks, allowing students to have direct access to their assignments and grades through Canvas. Students have the ability to create various multimedia presentations including Google Slides projects, Google Documents and Powerpoint presentations. The teachers at Union now use a Newline Smart Board to present topics, lessons and related content. Math teachers engage students with the use of a software program called IXL, Estimation 180, and WODB ("which one doesn't belong"), which makes the curriculum more accessible. Social Science teachers take advantage of the project based learning strategies, while English teachers use speeches, essays, debates, and multimedia presentations. Science teachers use hands-on experiments combined with a consistent use of Chromebooks and Gizmo online labs.

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.

Students have opportunities to participate in leadership at Union by joining ASB, School Site Council, and Office Aides. When meeting with the counselor to discuss their educational goals, students have a say if they prefer to make up courses through our online program edgenuity or take independent study. Thus allowing students options in regards to content covered while focusing on identified academic skills.

Teachers at Union High School create a climate of safety, equity and tolerance. This is reflected in the way students feel comfortable to approach any staff member at any time for assistance including a variety of counselors. During Just Kids, student's have an opportunity to share a video getting to know each of them individually. Within these videos, students are asked their motivators, interesting information about, and favorite subjects. Members of our Union High School ASB survey UHS students to collect an entire campus voice regarding activities, themes, and events. The student voice is encouraged within the classroom as teachers provide an opportunity for the student voice using an end of the quarter course evaluation opportunities; wherein students are encouraged to share sections of the class that they felt most beneficial. A student intake is also conducted by our senior teacher to help collect data on post- high school interest, setting the tone for quarterly guest speakers and senior field trips.

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.

Technology has been an integral part of the curriculum at Union and continues to grow in each discipline. Union has long been a big advocate of incorporating technology into the classroom. Each Union High School student has been provided a district issued Chromebook for daily use.

Students use Edgenuity, an online credit recovery platform to learn concepts taught in a general education setting, and complete additional credits while at Union. Students can complete the modules at their own pace and on their time, if applicable.

Students utilize software programs in math to assist in learning difficult concepts. Some examples include IXL which helps students use math skills taught in class to reiterate class methods, concepts, and processes; Estimation 180, and WODB. Students practice what they learn in class on a daily basis and use these programs to reteach themselves how to perform the process of solving a problem. Students in Social Science classes use Chromebooks to access original source documents, research topics for their debates, create timelines of historical events, create visual aids for their debates, and conduct research for various projects. Students in English class use Chromebooks to research speech topics, research papers, essays, and create multimedia presentations to support their research. Science class uses Gizmo online science labs to provide equal access to the entire campus, and allow for students to engage with activities from home if necessary.

Our teachers were also introduced to a variety of AI supported and run sites during a departmental inservice, including QuestionWell.org, an AI based site to help our teachers create multi-faceted lesson plans with built in scaffolding and support and ChatGTP for expanding content and resources.

Our school has recently purchased Newline Smart Boards which teachers can use to enhance their instruction, encourage student participation within lessons, and support flexible seating options. Teachers were initially trained on the Newline technology in early January with installation and delivery scheduled in Spring. Two teachers (Ashly Smith and Ryan Talafus) were provided “demo boards” in the fall and have fully incorporated the technology within their classrooms. They will take the lead in troubleshooting and supporting staff as they navigate the new equipment throughout the remainder of the year.

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.

CCA Courses such as Crime Scene Investigation, Pharmacy Tech and Med Tech are some of the options available for students and provide them opportunities to learn what interests them as a career after graduation. Students have the option to take CCA classes during the traditional bell or enroll in after school courses offered at neighboring comprehensive high schools.

Twice a year a Career Connect course is offered for students to assist them with both career exploration opportunities via guest speakers and also access and assist with the matriculation process to our local community colleges, and for finding information about the DREAM Act and scholarship opportunity for the school to use later in college.

Students attend field trips throughout the year, like the Museum of Tolerance in Los Angeles, for life beyond the classroom. Many students define the museum as an out of body experience, viewing life for people living in a world that is ever changing. Additional outside of the classroom opportunities include trips to local museums, learning a variety of job and career opportunities through the artistic lens.

In Senior English, students participate in a resume and interview skills unit, which allows them to create a resume that they can then present to possible employers. They receive professional interviewing skills and participate in mock interviews as well. Our economics and personal finance classes provide students with the opportunity to learn how to live on their own after high school and can create a small business plan for themselves to use later in life, if they choose. The class uses aspects of budgeting, costs, and taxes and how they affect them upon graduation.

ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Use of CIAs and DBQs
2. Bell to bell direct instruction
3. Small classes (20:1)
4. Use of scaffolding strategies
5. Ongoing training in research-based instructional practices
6. Multi-modal instruction
7. Real-world learning opportunities
8. Differentiated instruction for struggling students, students on IEP's, and with 504 plans
9. Frequent comprehension checks
10. Technology in every classroom
11. Student of the Week

Areas of Growth

1. Ensuring the needs of Special Populations - ELD, Special Education
2. Differentiated instruction for high achieving students
3. Increase intervention strategies for habitual absences causing failing grades and/or partial credit

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

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

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

Union High School uses many forms of assessment in order to make appropriate and productive decisions for our students. These assessments range from authentic or work integrated diagnostic assessments to dynamic, criterion referenced assessments as well as formative and summative assessments.

Union staff analyze data in a variety of ways to make program improvements. This data is available for all staff members to analyze to ultimately help and support student learning and leads to appropriate placement, curriculum offerings and supports building the master schedule. Administration, counselor and guidance tech meet regularly during Just Kids with teachers to measure and discuss data results in order to make best-informed educational decisions on behalf of each student.

Data obtained through CELDT, Edgenuity, Canvas, Healthy Kids Survey, CAASPP, District Benchmarks, etc. is vital information available to parents, teachers, staff, administrators and counselors to support student goals and outcomes.

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.

Union High School has effective procedures for keeping all shareholders informed of student progress toward achieving the academic standards and the Schoolwide Learner Outcomes (SLO's). School-wide SBAC test results are made available to the community through the CUSD website, web-based reports published on the internet by the California Department of Education, Aeries parent portal, and through the School Accountability Report Card published by the school district. Families use Canvas and Aeries for reliable and real-time access to grades, assignments, attendance records, and contacting teachers by email. Official report cards are mailed home at the end of each quarter, and teachers, guidance team, administration, and support staff communicate academic and overall progress with families via phone, email, messenger, texts, and face to face conferences throughout the quarter.

Union High School is dedicated to academic achievement and success for all students. Consistent school attendance is a critical part of that process and is monitored closely by all school stakeholders. Union, in partnership with the district participate in the School Attendance Review

Board process, wherein SARB letters #1, # 2 and #3 are sent to parents of students who have attendance infractions. Throughout the year, Union offers multiple parent/guardian meetings such as BTSN, ELAC, Open House, SSC, and Coffee with the Principal/Guidance Team/Office Staff.

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.

All new students and parents/guardians admitted into Union High School are required to attend a new student orientation. As many of those attending Union High School have had previous academic and credit struggles, grades are collected and reviewed weekly by administration and the guidance team, and support is offered to teachers to support any students showing academic concern. Student grades and academic progress is monitored closely, with mid-quarter progress reporting by all staff, and a weekly watch list report completed by our Guidance tech to assess the students with D's and F's. .

Students take the SBAC and CAASPP test to measure student achievement in both Math and English. State practice tests are used in both Math, English, and Social Science classes throughout the year to familiarize the students with the format of the test as well as the critical thinking they need. Since state testing does not provide timely feedback, staff carefully analyzes local measures of student success including grades, pass rate, attendance, progress towards graduation, success in academic intervention and district measures to monitor progress.

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.

Students are provided with multiple opportunities to participate in a variety of formative and summative assessment strategies to assess their progress towards identified learning goals and content standards. These strategies include, but are not limited to the use of multiple choice assessments, short answer prompts, essay prompts, project based learning, oral presentations, technology-based assessments, debates, and portfolio reviews. Assessment strategies and methods are planned and developed to provide students with the opportunity to best demonstrate their knowledge and mastery towards identified learning goals and content standards while also allowing for the opportunity to participate in assessment processes and strategies in manners which build upon their learning strengths and/or preferences, that provide for real world application, demonstrate relevance to real life, and prepare students to become college and career ready. The data and results of student performance on assessments are then evaluated and analyzed by staff to further refine and drive instructional practices based on student needs. Parents and students have access to assessment results as they occur through Canvas.

Union High School has added intervention strategies based on assessment results. A math lab course was implemented to help improve math skills of struggling students. Struggling students are placed in the course while taking Algebra to help meet graduation requirements. Union has also created a daily intervention after school. All students with D's and F's in classes are required

to stay during intervention with their teacher to obtain additional support needed to improve grades to pass.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

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

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

Union High School implements many techniques and strategies that support the students and the effectiveness of the program. Union staff meets regularly during PLC time and Just Kids to assess student performance and results. Our staff collaborates and analyzes data for each student with the intent of preventing students from falling through the cracks. This collective information tells us of further modifications and adjustments to the curriculum that may be necessary and vital to student success.

Summative and formative assessments have been created and implemented across the curriculum in all classes and continue to be utilized schoolwide. Teachers use additional assessments such as: entrance/exit tickets, graphic organizers, group/individual projects, whiteboard comprehension checks, Kahoot, and Quizlt. Data will continue to be analyzed each coming year and will be used to continue modifications for those students who may need it.

Union also has the support of district provided Teachers on Special Assignment (TOSA) and counselors for all content areas who attend staff meetings periodically to present updated assessment practices being used throughout the district. CUSD collects and compares assessment results within departments across schools and the results are discussed at department chair meetings. This enables Union teachers to see how their students are doing compared to peers at other sites. In the case of the district writing prompts, all Social Studies and English teachers participate in the grading of the assignments so that they are aware of the students' strengths and weaknesses that can be supported across content areas.

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.

One of the most beneficial aspects of maintaining a 20:1 class size is the level of student-teacher interaction it affords us. Every teacher makes a concerted effort to get to know students on a level that leaves the students feeling comfortable and safe. This interaction allows the staff to ascertain how the student is doing, what additional interventions/services they may need, and provide those as necessary. The weekly "Just Kids" meeting starts off with a video of each

student scheduled to be covered on that particular day. These videos, as simple as they may be, often give us more insight into how a student is feeling about school, themselves, and life in general. They provide an invaluable tool in assessing how students are doing both academically and emotionally. We often say that no student can slip through the cracks at Union, and the smaller class sizes and “Just Kids” meeting are hugely responsible for that.

With a focus on Great First Instruction, it is the expectation that content and language standards are posted and reviewed with students daily so that they are aware of what they are expected to learn in class. In the classroom, teachers use a variety of formative and summative assessments to gauge how students are comprehending the material. This allows teachers to go back and re-teach any material that was not understood before moving on to the next concept.

Our principal meets regularly with parents both formally and informally. There is a “Coffee with the Principal” get together that occurs, as well as parent meetings when a student is missing Intervention, incurring too many absences, not being “themselves,” etc. These meetings allow the administrative staff to receive parent and student feedback and provide the necessary interventions/program changes that will allow the student to reach their full potential.

The principal also meets with every student and their parents at the mandatory orientation prior to being enrolled at Union. Parents often provide feedback about how our school is preparing the students to meet Union’s expectations and requirements. Back to School Night allows parents and students to mingle with staff in an informal setting, and feedback by both the parents and their students is plentiful at these events.

Teachers often utilize evaluations at the end of each quarter, allowing the students to share what they enjoyed about the class, and what they would like to see change. This feedback gives the teachers an opportunity to adjust their curriculum to better meet the students’ needs.

Student grades are constantly being monitored by teachers, administrative staff, and the Guidance Tech. When students receive one or more F’s on a progress report, they meet with the Guidance Team to discuss what additional support they may need to be more successful. Parents are involved in these meetings and provide valuable feedback, along with the students.

All students are enrolled in Canvas and have the ability to check their updated grades on a daily basis. Students are shown how to access their Canvas accounts and check their grades as well as any missing assignments. Canvas provides them with the ability to stay informed on their grades and performance. Parents are also involved in the process of Canvas and encouraged to check their grades on a regular basis.

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

District personnel analyze and monitor SBAC data as it comes from the state agencies that provide the results. They pass this information down to our principal and counselor who then disseminate the results to teachers and parents. District staff also monitor the results of district assessments such as DBQs, writing assessments and CIAs (benchmarks).

The CUSD Board of Trustees provides leadership and oversight functions. They determine policies and procedures to guide schools that will benefit CUSD schools and the district's objectives.

Teachers and staff implement the assessment activities that are involved in collecting data and monitoring student progress, and provide these results to students in a meaningful fashion with the goal of helping students understand how it affects their future plans. Teachers and staff also communicate regularly with parents and Canvas is utilized to indicate student progress.

Parent/Teacher conferences are convened when other interventions have proven unsuccessful. The student, parents, teachers, administrators, and counselor meet to determine a plan of action to improve a student's progress. Students are held responsible for monitoring their progress via Canvas. They can not only monitor their grades, but also their attendance and Interventions served and owed, thus allowing them to constantly be aware of their progress in every class at all times. Parents are made aware of assessment results by way of Canvas, conferences, phone calls, progress reports and report cards which are mailed home at the midway point and end of the quarter.

ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Union has a professional development plan that is aligned with district focus of providing universal access to curriculum to all students, especially EL and Special Education students.
2. Use of a variety of summative and formative assessments to determine student knowledge.
3. Incorporation of Math support class for students to refresh their skills
4. Use of a variety of teaching strategies, scaffolding, and other tools to increase student understanding.
5. Use of Canvas and Aries for improved access to students' grades, attendance, and study halls
6. Just Kids meetings to discuss every student during the year.
7. Daily intervention for students absences and/or with grades of D's and F's

Areas of Growth

1. Congruence between classroom grades and standardized test scores
2. Increase the rigor to support student readiness in post-graduation enrollment in higher learning institutions.
3. Improve attendance of students that are habitually absent

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

Criterion E1: Family and Community Involvement

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

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

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

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

On our 100th anniversary, in 2021, Capistrano Unified School District decided to rename Junipero Serra High School. After serious consideration with the school site, community, and board members, it was decided to return to its original name Capistrano Union High School. Union has made huge efforts to rebrand itself as a school dedicated to helping students regain their balance with their education and social emotional health so they can either return to their home high school to graduate or graduate with us.

Union has multiple programs and formats by which we reach out to the community and to parents of Union students. Before being admitted to Union, new students and their parents/guardians attend an orientation with the principal. While the orientation is given in English, Spanish-speaking parents have the option of listening to a simultaneous translation through headphones that is translated by our bilingual office staff. The orientation includes an introduction to the school's mission and vision, the SLOs, policies and practices to promote student achievement, graduation and credit requirements, and support available for students and families. Families also tour the school and ask questions specific to their students. In the fall, Union hosts a back-to-school night which is open to parents and students. The school's culinary teacher and student helpers prepare and serve desserts and beverages for all in attendance, creating an atmosphere that is welcoming and non-intimidating to parents who are new to the school.

ELAC meetings for our Spanish speaking parents with agenda items provided by the district EL department as well as school-specific and parent-driven agenda items. Informal meet and greets with our administration, guidance teams, and/or office are provided for an opportunity for parents or community members to meet with, ask questions, or provide feedback once the quarter is up and running and they know a bit more about how the school runs.

Union has an on-site daycare program to support students who have had babies and are opting to continue their education. There is also an opportunity for student exploration in the field of child development.

The community here in South Orange County is very generous to the Union students, providing them with scholarship opportunities annually. Union also receives food donations to provide nutritional support for our school community and their families through Helping Hands Worldwide and Second Harvest, community outreach programs. These donations are the foundation of Union's outstanding culinary program and Student of the Quarter Breakfast/Lunch (prepared by Administration and students once a quarter).

Supporting our focus on overall health and wellness and meeting the needs of all students, the counselor speaks to all 10th and 11th grade students in a classroom setting about the signs of suicide and cultural awareness and how it impacts their lives. We are in the process of fully opening our Union Resource Center, which provides a location for students and families to visit in times of need. Our Resource Center includes non-perishable food items, a free washing and drying facility, to allow those in need of cleaning their daily clothes to do that at school, and a clothing area, which includes gently used clothing and household items.

Union has a strong relationship with our local community and invites members to participate in the annual Chautauqua day: a day of speakers for inspiration and career information for all students. Our partnership with local community colleges includes matriculation support each quarter, yearly general tours and Senior Day hosted by Saddleback College. The students also take field trips to explore specific programs such as: Cosmetology, Medical/Dental, EMT, Automotive, Collision and Auto Repair, Culinary and Fashion Design. For interested students Union also has a College and Career Class to help students apply for college and financial aid. Additionally, with our CCA partnership, Union offers a variety of college and career pathways many of which align with the College and Career Advantage adult program.

School leadership develops rapport and trust with students by standing out in front of the school and making sure to greet them daily, by knowing their names, by approaching them when they are having an off day and giving them a supportive and safe place to get through their difficult moments. We want every student to feel comfortable at Union and to know they matter to us.

Criterion E2: School Culture and Environment

Criterion E2: School Culture and Environment Criterion

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

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

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

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

The culture of Union High School is to allow for students to have educational and social

emotional growth. It is extremely important to the staff for the students to feel welcomed, heard, loved and appreciated. Some of our students don't receive support or encouragement outside of school, so it is important for them to feel it here. Students find their voice while at Union. They participate in class more than they ever did at their home high schools, evidenced by raising their hand, by reading out loud, by answering the teacher's questions, by participating in school events, and by attending school regularly. They are so much more involved and many open to sharing that sentiment.

Knowing food is the great connector, our culinary program does a wonderful job of bringing our staff and students together. Thanksgiving is celebrated a week early here at Union by all students, faculty and staff. The culinary arts classes prepare and serve a full Thanksgiving Feast from scratch. Students who may not have ever enjoyed a traditional Thanksgiving meal can experience turkey and all the fixings! It is the number one thing that culinary students love doing. To introduce the year's prom theme, the culinary classes also put on an event we call "Putting on the Ritz" which features fancy appetizers and dips served on Ritz crackers along with a chocolate fountain with all sorts of fruits and treats to dip! And for some holiday fun, the culinary classes bake hundreds of gingerbread cookies and whip up a gallon of icing for students to decorate before winter break. Last year featured gingerbread men and reindeer cut-outs.

Union has a small but active Associated Student Body (ASB) which is open to any student and does not require being elected. ASB plans activities for the school throughout the year. There are spirit days, activities and contests in the quad, fun field trips to reward students for attendance goals, and more. There are other activities throughout the year to create the sense of school community including Red Ribbon Week, fundraisers like Pennies for Patients, be kind activities, ASB announcements which recognize student birthdays and advertise upcoming events, blood drives, and student-created yearbooks.

Staff and teachers have gone out of their way to invite both internal and outside trainers to the school for training and implementation of inclusive and caring school policies and procedures. The trainers include: Julia Pool (Burn-In Coaching), Jason Willoughby (Leverage Learning), Brenda Crary, LMFT (Trauma Informed Practice), and Rowena Mak/Kim Hanley(ELL Strategies for All Classrooms).The school has formed business relationships, as well as directed resources to update facilities and tools to make Union High School not only an emotionally safe place, but a physically safe environment for our students. This is evidenced by all of the training we as staff participate in every year. They may include: Orientation and Gender Identity in Schools training, Mandated Reporter Training, Students Experiencing Housing Insecurity Training, Bloodborne Pathogen Exposure Prevention Training, and Integrated Pest Management Training. Staff and teachers train early each year in procedures to respond to medically fragile students on campus, proactively acting instead of reacting to the needs of our students. If students are struggling with addiction, Union has Drug and Alcohol counseling provided to students all year through CYS (Child Youth Services).

Criterion E3: Academic, Social-Emotional, and Multi-tiered Supports

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports

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

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

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

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

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

The staff at Union deeply cares about the emotional wellbeing of our students and consider it our job to foster an environment where students feel safe, heard, valued and appreciated at the small school with a BIG heart. In order to create this environment, Union uses a variety of strategies to provide positive reinforcement and intervention when needed.

Union has a robust multi-tiered system of support for all of our students. At the first level are universal supports for all students that include our Zen Den and Fitness Facility, our Mobile School Pantry, 5 Star, school counselor seeing students individually or in groups, individualized graduation planning, school resource officer, and Say Something. Our second level of support focuses on 504 accommodations, California Youth Services Counseling, bilingual paraeducator, homeless/foster youth liaison, ELAC parent meetings and support classes, FST counseling, and credit recovery. And our third level of support, which is the most intensive support, focuses on IEPs, LMFT counseling, TPP/Workability, SPED paraeducator support and academic support program.

Our counselor and school psychologist provide staff with training on supporting our students, including those who are particularly challenged because of obstacles they are dealing with in their lives. The school psychologist has also implemented a DBT (Dialectical Behavior Therapy) curriculum with all Union students. Our Psychologist teaches lessons to students quarterly, with input/support from the intervention specialists, counselors and teachers. The curriculum focus is coping skills training for emotional problem solving for adolescents, with the four following lesson topics taught to each student: mindfulness, emotional regulation, distress tolerance skills, and interpersonal effectiveness skills.

The school has an attendance program to reduce the number of absences and tardies by our student population. By tying student attendance to credits earned, and increasing the student and parent contact for those that fail to improve their attendance. The policy focuses on a positive approach to attendance, rewarding students who are at school regularly with the opportunity to

leave early from Intervention. Rather than the traditional approach at the large high schools that punishes truancy with detention, Saturday school and suspension, Union rewards students by letting them leave early if their attendance justifies it (i.e. no intervention).

The school also focuses on positive reinforcement to increase student expectations by honoring students with academic excellence, and also providing extra-curricular activities incorporated into the basic fabric of the campus and class schedule. Students specifically requested the opportunity to have fun field trips for students who earn it, and have enjoyed trips to local amusement parks and museums as a result of their request.

Union High School provides a small, alternative setting to the six large comprehensive high schools within CUSD. One of our greatest assets is the number of adults who are available to support our teens. Our staffing ratio of 20:1 means smaller classes in all subject areas. In addition, Union has a full-time counselor to help students develop graduation plans and ensure appropriate scheduling. We have a guidance tech who has taken on the role of monitoring every student who is currently receiving an F and has student meetings with each of them as well as parent/teacher meetings when needed (Support/Watch List). We have an instructional assistant who helps our ELL students and a bilingual community liaison to assist parents and students connect with resources in the community including Saddleback College. Our independent study teacher meets weekly with students to make up credits in English, history, science and electives, as needed.

Academic Intervention class is available to students who have failed a class or have partial credits in a class and would like to make it up online. Edgenuity is the program used in AI. Independent study is a one-on-one program which provides students individual classes outside of their regular schedule so students can catch up more quickly. Students are placed in this class by consultation between existing teachers, the school counselor and the school Principal. Union also noted that some of our students were not being successful in the district-run summer intervention program and found that participants were more successful in our own summer school program so we will continue that practice this summer.

Union's master schedule is designed to provide every student with the classes they need to meet graduation requirements and prepare for college or a career. Students are not leveled in classes. Every class is open to all students with the exception of direct English (SpEd) and ELD English (EL). However, students in either of those classes take all their other classes with the rest of the student body. Union's school counselor creates quarterly master schedules based on all student needs and class enrollments. All students are given the opportunity to attend summer school to make up for lost credits. Intervention is provided Monday through Thursday to provide students with additional appropriate classroom time with their individual teachers within their subject area.

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Student - centered campus with opportunities for fun events in addition to regular academics
2. The support of counselors, guidance tech, bilingual community liaison and EL instructional aides to provide additional support.
3. Counseling for students specifically struggling with dependency and other issues

Areas of Growth

1. More outreach to parents to include them in the educational preparation of their children
2. More outreach to support mental/emotional well-being and challenges students face outside of school.
3. Stronger attendance at intervention to show that students care about earning the credits needed and passing classes.

Prioritized Areas of Growth Needs from Categories A through E

- Increase intervention strategies for habitual absences (low grades and partials earned)
- Ensuring the needs of Special Populations - ELD, Special Education, high achieving
- More outreach to support mental/emotional well-being and challenges students face outside of school (guest speakers)
- Improve attendance of students that are habitually absent
- Stronger attendance at intervention
- Encourage more parent involvement in student success
 - More outreach to include them in the educational preparation of their children
- Increase rigor within classrooms that will support student readiness to return to their home high schools and/or pursue higher education and workability post-graduation
- Increasing the variety and frequency of formal and informal assessments, including SBA-style questions used during instruction to guide teaching and learning
- Tracking student progress after they graduate

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

Prioritizes Areas of Strength

- **Graduation Rate**

95.7% - [California Dashboard](#)

- **Just Kids Meetings**

Teachers and staff meet every Monday to discuss students' progress. Students are selected at random to be interviewed and featured each week. As a staff, we review that students progress and discuss additional support needs if necessary. Additionally, staff uses data gathered from our discussion surrounding students of concern and those doing well - selected as a Student of the Week, our weekly recognition of any student that the staff collectively sees being successful, including good grades, perfect attendance for that week, and a positive attitude. Furthermore, as aforementioned, at Just Kids Meetings, staff discuss students of concern. These students are those that may be failing a class, missing school, or just having a bad day. Collectively, the staff creates an action plan to try and improve the overall experience and outcome for the student. Our Just Kids meeting ensures no student will ever be lost in the shuffle. It also provides staff time to collaborate ideas on ways to help all students' success.

- **Staff Communication**

All Union Staff respect each other's opinions and work to find a consensus. Staff is always communicating. Whether it is during Just Kids, staff meetings, or email, the teachers and staff actively communicate with each other beyond a daily basis, sometimes period to period and hour to hour. Concerns and positives are discussed as a collaborative staff in an effort to ensure no student is missed. "We are ALL Union," and make an effort to keep all hands on deck for the betterment of our school community.

- **Connections with Students**

The staff care and support each student to the fullest extent possible. We make personal connections/relationships with students. Kids are seen at Union. They do not fall through the cracks. They are genuinely cared about. In addition, nearly every student finds a teacher to connect with. Furthermore, the staff make students believe in themselves so that they can change poor habits and be successful academically. We build students' confidence that encourages them to attend college or trade schools post high school graduation.

- **Teachers Adaptability**

Union Teachers are always willing to try new things if it is for the betterment of the students. Union staff has changed intervention schedules and offered new electives to better support our students such as, math lab, Academic Intervention classes, power walking, and Career Connect.

- **Culture & Environment**

Union creates a nurturing environment where kids that have felt ostracized, ridiculed or just plain forgotten have a sense of identity here. We provide a safe environment where kids do not fear others or fear being attacked. We foster a community of kindness, and are open minded towards change and differentiating in the heterogeneous population. While we do need to improve the attendance of some, the majority of the population is coming to school every day, and enjoying it. Union High School is a fun place to be. ASB creates activities to unify the population with fun events such as our Welcome New Students

Carnival, Annual Thanksgiving Feast, and class competitions. In addition, Union has offered many field trips to support school unity such as Defy Trampoline Park and Knott's Berry Farm. We have also had great educational field trips such as Laguna Beach Art Museum, Saddleback College Campus Tours, and the Museum of Tolerance.

- **Resources for students well-being and academic success**

We provide an abundance of materials to meet the needs of all students. Every student is provided a Chromebook and charger to use at school and at home. We offer school supplies such as notebooks, folders, pen and pencils, bus passes and other supplies. Students receive free breakfast and lunch five days a week. In addition, Union High School has a food pantry service monthly where students and members of the community may receive free groceries. Furthermore, Union has a resource center for students offering a place where they can do laundry and receive clothes donated by the local community. Lastly, Union High School has recently opened a fitness center and Zen Den for relaxation. Students are allowed to use these facilities during lunch and/or after school with supervision by staff.

- **Direct Instruction**

Our school accommodates every student with our small class sizes and support of instructional aides. While we continue to build our instructional practices, teachers walk students through each assignment step by step ensuring all students' success.

- **Elective classes**

We offer a variety of electives from Art, Ceramics, Culinary, the Wheel Career Advantage, Music class, Child Development (baby room aides), Academic Intervention, Power Walking, ASB, and Career Connect.

Prioritized Growth Areas

- **Attendance** (to address SLN #3)

This is a districtwide concern, which is being looked at closely on an internal district Dashboard, tracking attendance. Many of our students at Union are repeat offenders, earning partial credits due to a lack of consistent attendance multiple quarters. Poor attendance affects our overall D and F data. As a school, we will work on encouraging stronger attendance to our Intervention classes; and develop a more structured plan to address students that do not attend Intervention.

- **Accountability** (to address SLN #1, SLN #2)

Post-Covid, our students are easily distracted, addicted to cell phone use, fail to come to school prepared with a district provided Chromebook daily, and need frequent reminders of schoolwide expectations and responsibilities. Academically, we are investigating ways to increase rigor within classrooms that will support student readiness to return to their home high schools and/or pursue higher education and workability post-graduation by increasing the variety and frequency of formal and informal assessments, including SBA-style questions used during instruction to guide teaching and learning and differentiating instruction for ELD, Special Education and high achieving students.

- **Self-Regulation** (to address SLN #1, SLN#2, SLN #3, SLN#4)

Supporting social/emotional needs and developing resilience, perseverance, and appropriate coping strategies. Provide more guest speakers to support mental/emotional

well-being and challenges students face both in and out of school.

- **Parent Involvement** (to address SLN #4)

Increasing outreach to parents to include them in the educational preparation of their children, by offering multiple opportunities to have them on campus and provide a variety of support in their native language to learn about not only their students' current school goals, but on opportunities post high school (Promise Program). Additionally, increase the opportunities for parents to be a part of the school community and increase their overall attendance and involvement within our school community.

Union High School major student learner needs are improvement in attendance, accountability, self regulation, and parent involvement. Students that are successful at Union High School attend regularly. Union High School needs to continue to strive to improve attendance rates, thus improving academic success. In addition, accountability for the student to come prepared ready to learn daily. Students need to continue to build resilience and have stamina to maintain focus. Furthermore, educators need to continue to create rigor in their lesson plans in order to close the gap between standardized tests and classroom grades. Finally, Union needs to encourage more parent involvement to maintain the success of students.

Chapter 5: Schoolwide Action Plan

The process for monitoring student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan entails a concerted effort of not only the administration but each and every member of the Union High School community. Our meetings continue to focus on our prioritized growth areas including exposure to SBA format and rigor connected to each teacher's content area, an understanding and implementation of use of our Health and Wellness centers, improvement of overall attendance and grades.

Schoolwide ELA Goal: 100% of Union teachers will provide one exposure each quarter (2-4) to SBA format and rigor connected to their current content.			
Admin ELA Action Steps:	● Hold staff meeting on SBA practice ● Discuss implications for Union ● Develop the “why” for staff ● Review expectations of goals and how you will support ● Provide teachers a sample IPG they could use to support this work ● Ask teachers to provide dates they will be administering ● Attend content team data discussions to provide clarification ● Explanation to students - “the why”	School ELA Action Steps:	● All teachers, but math, will take the ELA interim ● English teachers will work as a team to decide who is doing which interim ● History, Science, VAPA teachers will take/examine a practice interim to familiarize themselves with the style, format, and rigor ● All teachers will administer interims and analyze data in content teams ● All teachers will determine three instructional practices they will incorporate throughout the year to support students' areas of growth on the interim assessment (content, format, and rigor level)
Admin Success Indicators:	● Staff meeting on SBA practices held to discuss the need to address improvement of SBA scores in English and Mathematics ● Reflection for staff to discuss implications for Union	School Success Indicators:	● Staff meeting dedicated to taking SBA and discussion and takeaways and school site plan reviewed and they leave meeting knowing their expectations for implementation in their

	● Goals and expectations reviewed ● Support provided when needed ● Provide teachers an optional sample IPG they could use to support this work ● Ask teachers to provide dates they will be administering ● Attend content team data discussions ● Review assessments designed prior to being given for HSS, science and VAPA and provide feedback ● Collaboration with admin team, guidance, and staff to explain the why for students		classrooms ● Observation or evidence of completed interims (walkthrough, review of data, teaching planning, getting dates from teachers) ● Teachers identify instructional and format practices and bring into their regular classroom, based upon students' needs for growth ● Examine sample 11th grade students over 3 quarters ● Multiple exposures to the format and rigor of SBA-styled practice will reduce fear and anxiety related to participating in a test of that magnitude and overall participation increases
Schoolwide Math Goal: 100% of Union math teachers will provide one exposure each quarter (2-4) using the premade SBA interims.			
Admin Math Action Steps:	● Hold staff meeting on SBA practice ● Discuss implications for Union ● Develop the “why” for staff ● Review expectations of goals and how you will support ● Provide teachers a sample IPG they could use to support this work ● Ask teachers to provide dates they will be administering ● Attend content team data discussions to provide clarification ● Explanation to students - “the why”	School Math Action Steps:	● Math teachers will take an online math interim ● Math teachers will work as a team to decide who is doing which online interims ● Math teachers will administer interims and analyze data ● Math teachers will determine three instructional practices they will incorporate through the year to support students' areas for growth on the interim assessment (content, format, rigor level)

Admin Success Indicators:	● Staff meeting on SBA practices held to discuss the need to address improvement of SBA scores in English and Mathematics ● Reflection for staff to discuss implications for Union ● Goals and expectations reviewed ● Support provided when needed ● Provide teachers an optional sample IPG they could use to support this work ● Ask teachers to provide dates they will be administering ● Attend content team data discussions ● Review assessments designed prior to being given for HSS, science and VAPA and provide feedback ● Collaboration with admin team, guidance, and staff to explain the why for students	School Success Indicators:	● Staff meeting dedicated to taking SBA and discussion and takeaways and school site plan reviewed and they leave meeting knowing their expectations for implementation in their classrooms ● Observation or evidence of completed interims (walkthrough, review of data, teaching planning, getting dates from teachers) ● Teachers identify instructional and format practices and bring into their regular classroom, based upon students' needs for growth ● Examine sample 11th grade students over 3 quarters ● Multiple exposures to the format and rigor of SBA-styled practice will reduce fear and anxiety related to participating in a test of that magnitude and overall participation increases
Schoolwide Well-Being, Cultural Proficiency (CP), Attendance/D & F Goals A. Student Well-Being: 100% of Union staff will understand the purpose of the health and wellness rooms and support and encourage student use. B. Cultural Proficiency: 100% of students and staff will understand the why behind We are ALL Union campaign C. Attendance: Increase attendance by 1% D. D/F Goals: Decrease annual D/F data by 3%.			
Admin SEL/CP Action Steps:	● Purchase supplies, furniture, plan grand opening ● Contract consultant for mental health	Schoolwide SEL/CP Action Steps:	● Create Health and Wellness Rooms ○ Zen Den ○ Fitness Facility

	● Contract consultant for physical health ● Create We are All Union graphics ● Assign staff to run reports on students ideal for Union ● Present Union enrollment and graduation trends at HS and Guidance AP meeting ● Create system of D/F check with Guidance Tech that is manageable and sustainable ● Discuss attendance incentives through 5 STAR		● Schedule and complete Grand Openings ● Review use protocols with staff ● Collect data on use through end of year survey ● Post graphics to support We are All Union ● Share data at HS principal and HS Guidance AP meetings on ideal students ● Provide lists of eligible students to high schools twice a year ● Collect data for students with Ds/Fs ○ Guidance Tech “Watch List” ○ 3-week/6-week checks ○ Staff support for students falling behind ○ D/F due to ABSENCES??? ● District Attendance campaign ○ Communication with families ○ Incentives ○ Announcements ○ Teacher/staff outreach to students, “you were missed.” ○ Talking Points ○ Conferences/Calls
Admin Success Indicators:	● Note trends in attendance ● Address attendance with families ● Support staff with D/F “watch list” ● Counsel students falling behind ○ Alternative options ○ Schedule modifications ○ Grad plans ● Incentivise punctuality	School Success Indicators:	● Students in need are being identified and referred appropriately to available counselors and agencies ● No vandalism on “We are ALL Union” signage ● Increased appropriate transfers from high schools ● Improved process of seniors

	• Hire consultants		transferring back to home school • Counsel students falling behind ○ Alternative options ○ Schedule modifications ○ Grad plans • Provide weekly data students with Ds/Fs • Review and address weekly D/F data • Discuss absences affecting achievement • Increase in attendance communication, incentives, and percentages
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Include hyperlinks to relevant evidence:

- A. Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website; provide link
- B. California School Dashboard Summary performance indicators
- C. Results of student questionnaire/interviews
- D. Results of parent/community questionnaire/interviews
- E. The most recent California Healthy Kids Survey Summary Results
- F. Master schedule
- G. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- H. UC A–G approved course list: <https://doorways.ucop.edu/list/app/home/>
- I. Additional details of school programs, e.g., online instruction, college and career readiness programs, partnership academies, IB, AVID
- J. School accountability report card (SARC)
- K. Graduation requirements
- L. Summary of School Budget
- M. Glossary of terms unique to the school
- N. Any additional local data.