# Family and Community Engagement Crowdsource

November 13, 2025

# **Outcomes -** Community School/FACE Structures - Our 15 year Journey (Department)

- Dual Capacity Building Framework
  - How is AUHSD building trusting relationships
  - How are staff connecting with families
- Scope & Sequence
- Modality of FACE
  - In-person
  - Hybrid
  - Asynchronous
- Capturing voices and stories
- Student Impact

# FAMILY AND COMMUNITY ENGAGEMENT APPROACH

Together we build the capacity of our community in a welcoming, culturally responsive environment that champions trust, cultivates empathy, and empowers family and community engagement for the UNLIMITED success of our students.

# Our Journey

Empowerment

Family and Community Engagement

Family Engagement

Parent Involvement

# Impact of our collective work

*Snapshot by the numbers:*

*This spring, mobile vision clinics served over 650 students at campuses across the district!*

# Impact of our collective work

*Snapshot by the numbers:*

*Last school year 24/25, our mobile pop-up food pantries already served more households (over 14,000) than they did during the previous year 23/24 (12,558) .*

*These households have included:*

*30,583 adults*

*27,734 children*

*7,151 seniors*

# Impact of our collective work

*Snapshot by the numbers:*

Our permanent food pantries at Gilbert High School and Anaheim High School served a total of 19,609 households in 24/25 school year. This includes:
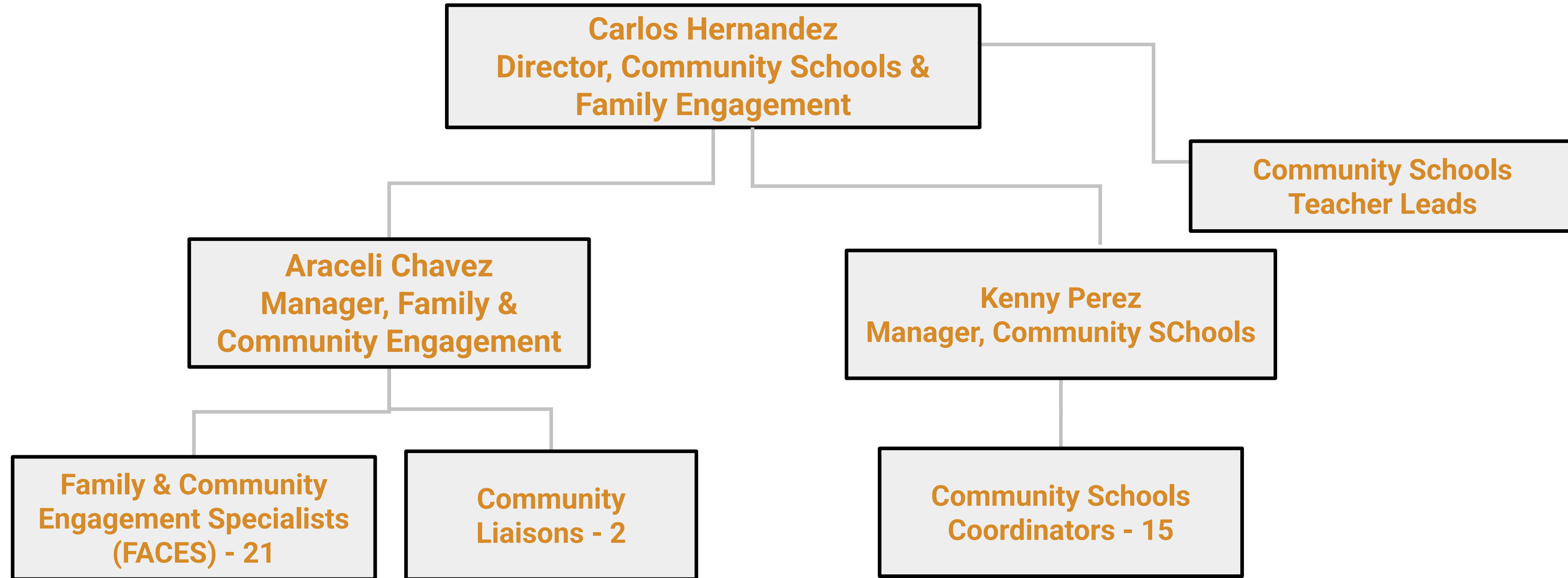
29,978 adults

21,592 children

6,517 seniors

We served a total of 8,573 households in the fall. During the spring, an additional 11,036 households participated in our program. This represents a **29% increase** in spring participation compared to the fall figure. With continued demand and support, we remain committed to expanding access to nutritious food for our families.

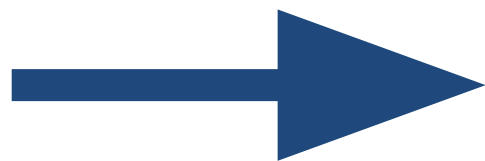# AUHSD Community Schools & FACE Organizational Structure

**Carlos Hernandez**
**Director, Community Schools &**
**Family Engagement**

**Community Schools**
**Teacher Leads**

**Araceli Chavez**
**Manager, Family &**
**Community Engagement**

**Kenny Perez**
**Manager, Community SChools**

**Family & Community**
**Engagement Specialists**
**(FACES) - 21**

**Community**
**Liaisons - 2**

**Community Schools**
**Coordinators - 15**

# AUHSD FACE Scope & Sequence

| Month/ Themes | Events/Outcomes | Delivery of Programming | Mode of Delivery | Team Members |
|---|---|---|---|---|
| **July** *CS Assets and Needs Assessments, Orientations and Volunteer Recruitment* | **Initiate CS Assets and Needs Assessment Process** <br> Objective: Collect data (surveys, community voice circles, and follow up interviews) that will be used to plan and coordinate delivery of FACE programs/services. (*Note: Evaluation and recommendations for actions to all educational partners will be ongoing throughout the school year.*) | School site | In person Online | *Facilitates:* Community School Coordinators (CSC), Community Schools Teacher Leads (CSTL) <br> *Supports:* Family and Community Engagement Specialist (FACES), School Community liaisons (SCL) |
| | **Recruitment of Parent Volunteers:** <br> Objective: Host station during summer enrollment events that focus on active recruitment of parents for decision-making committees i.e. ELAC, SSC, PTSSA Membership, FACE team, Parent Ambassadors, general volunteer recruitment. Promote use of Family Engagement Key card. | School site | In person and via messaging | *Facilitates:* FACES/CSC <br> *Supports:* SCL, Current Parent Leaders |
| | **Family and Community Engagement Staff Professional Learning** <br> Objective: Provide all staff professional development on best practices for Family and Community Engagement with emphasis on Dual Capacity Framework. Build capacity of all staff on customer service. PD on ParentSquare, eKadence, and effective two-way communication will help build trust with families. <br> Restorative Justice/Circles Training | District/Sites | In person Virtual | *Facilitates:* District Leadership, Admin Team, CSTL, 5C's Coach <br> *Supports:* FACES, CSC, SCL |
| | **CS or FACE Site Team** <br> Objectives: Leads the Collaborative Implementation of the Family and Community Engagement Components within the California Community Schools Framework: Ensures that family and community engagement strategies are implemented collaboratively, bringing together families, students, school staff, and educational partners to co-create and align initiatives that strengthen relationships and support the holistic needs of students. | Site based | In person | *Facilitates:* FACES, CSC & CSTL <br> *Supports:* Admin, other staff |
| **August** *Welcome Back CPSF: 21st Century* | **Parent Orientations (site based)** <br> Objective: Familiarize families with school site systems, get to know staff, and awareness of opportunities for Engagement [Tier 1] <br> Example: Junior High/High School 101 | School site | In person Vistual Hybrid | *Facilitates:* Admin Team <br> *Supports:* FACES, SCL, Counselors, CSC |

# Scope and Sequence at a glance

**Themes** →

| October AUHSD College and Career Fair & Educational Pledge | | | | |
|---|---|---|---|---|
| **Parent Leadership Summit (Anaheim Collaborative)** <br> Conference designed to empower and engage parent leaders, volunteers and ambassadors across AUHSD. | District | In person | *Facilitates:* Anaheim Collaborative <br> *Supports:* FACES/CSC, SCL |
| **AUHSD College and Career Fair Activities** <br> Facilitate parent activities for college week, which align to the student lessons and promotion of college and career fair. | School site (with District support) | In person <br> Vistual <br> Hybrid | *Facilitates:* Admin Team, Counselors, FACES <br> *Supports:*CSC/SCL |
| **PEP Workshops: - Systems of Higher Education & Financial Aid Module** <br> Objective: Awareness on College Applications (UC, CSU, Private) <br> Financial Aid. College and Career Preparation Workshop ex: Systems of Higher Education [Tier 1] | Regional (with support from Anaheim Collaborative partners) <br> Feeder pattern <br> Site based | In person <br> Vistual <br> Hybrid | *Facilitates:*Counselors, FACES <br> *Supports:* SCL |
| **Coffee with the Principal** <br> Objective: Centered and Focused on CPSF Technical Skills.  Updates and feedback facilitated by various parent groups. | School site | Monthly <br> In person <br> Vistual <br> Hybrid | *Facilitates:* Principal <br> *Supports:* FACES, SCL |
| **Wellness Workshops (Mental Health)** <br> Objective: Create awareness to issues surrounding Mental Wellness and connect families to strategies and services that support students. [Tier 1] | Regional | In person <br> Vistual <br> Hybrid | *Facilitates:* AUHSD School Social Worker <br> *Support:* FACES, SCL |
| **Educational Technology Training:** <br> Objective: Provide small group training for Parents of students with multiple at-risk indicators: Multiple F's, Attendance/Truancy [Tier 2&3] | School site | In person <br> Vistual <br> Hybrid | *Facilitates:* SCL/FACES <br> *Supports:* FACES |
| **Parent Leadership Academy** <br> Objective: <br> • To provide parents an opportunity to build their leadership capacity in various roles <br> • to help parents build community with parents from across the district and join forces for a shared vision as parent leaders <br> • to uplift their engagement level to become parent educators who will help co-facilitate the PEP workshops at their sites <br> • to build capacity in parents to better understand their roles ad advocates and co-creators in the district's initiatives | District let | Monthly <br> In person | *Facilitates:* FACE leadership team, FACES, Educational Partners <br> *Supports:* SCL |

# Scope and Sequence at a glance (cont.)

**Events/Outcomes**

| December<br>*AUHSD 6 Year Plans* | **Campus Tours**<br>Objective: Provide opportunities for incoming families to become familiar with AUHSD Exclusive Pathways, CPSF, and FACE systems of support | School site | In person | *Facilitates*: FACES, Admin Team, 5Cs Coach<br>*Supports*: SCL |
|---|---|---|---|---|
| | **Coffee with the Principal**<br>Objective: Provide parents with information regarding 6 Year plans and upcoming course selection procedures. Pledge Matrix | School site | Monthly<br>In person<br>Vistual<br>Hybrid | *Facilitates*: Counselors, FACES<br>*Supports*: SCL |
| | **Wellness Workshops (Mental Health)**<br>Objective: Create awareness to issues surrounding Mental Wellness and connect families to strategies and services that support students. [Tier 1] | Regional | In person<br>Vistual<br>Hybrid | *Facilitates*: AUHSD School Social Worker<br>*Support*: FACES, SCL, Community Partners/Agencies |
| | **PEP Workshops**<br>Objective: Targeted support of EL, SWD and FY students focused on 6 Year Plan [Tier 2& 3] | School site | In person<br>Vistual<br>Hybrid | *Facilitates*: FACES<br>*Supports*: SCL |
| | **Educational Technology Training:**<br>Objective: Provide small group training for Parents of students with multiple at-risk indicators: Multiple F's, Attendance/Truancy [Tier 2 & 3] | School site | In person<br>Vistual<br>Hybrid | *Facilitates*: SCL/FACES<br>*Supports*: FACES |

# Scope and Sequence at a glance (cont.)

| November CPSF Technical Skills | | | | |
|---|---|---|---|---|
| | **Parent Learning Walk**<br>Objective: To help parents<br>• foster the growth of the 5Cs at home<br>• increase their awareness of the 21st century classroom<br>• increase their understanding of the rigorous standards and expectations of today's education<br>• identify tools to support the high expectations set for their students<br>• be empowered to advocate for their children | School site | <u>Quarterly</u><br>In person | *Facilitates:* Principals<br>*Supports:* FACES, 5 Cs Coach, Community Liaisons, Title 1 Coordinator, Counselors |
| | **Positive Discipline Workshops and/or Love and Logic**<br>Objective: Empower parents whose students met the following criteria the previous school year: earned two or more F's, poor attendance, and behavior referrals. Use 1st quarter and student progress reports to identify families<br>[Tier 1] | Regional | In person<br>Vistual<br>Hybrid | *Facilitates:* FACES, NOCE, Community Partners<br>*Supports:* SCL |
| | **Wellness Workshops (Mental Health)**<br>Objective: Create awareness to issues surrounding Mental Wellness and connect families to strategies and services that support students. [Tier 1] | Regional | In person<br>Vistual<br>Hybrid | *Facilitates:* AUHSD School Social Worker<br>*Support:* FACES, SCL, Community Partners/Agencies |
| | **Coffee with the Principal**<br>Objective: Centered and Focused on CPSF Technical Skills. Updates and feedback facilitated by various parent groups. | School site | <u>Monthly</u><br>In person<br>Vistual<br>Hybrid | *Facilitates:* Principal<br>*Supports:* FACES, SCL |
| | **Parent Leadership Academy**<br>Objective:<br>• To provide parents an opportunity to build their leadership capacity in various | District led | | *Facilitates:* FACE leadership team, FACES, Educational Partners<br>*Supports:* SCL |
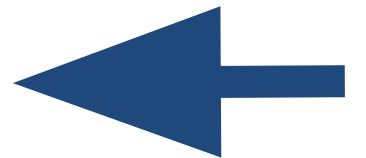
Team Members

# Modality of FACE Events

| In-person | Virtual | Hybrid | Asynchronous |
|---|---|---|---|
| Coffee with the Principal | Coffee with the Principal | Coffee with the Principal | Coffee with the Principal |
| Parent Workshops | Parent Workshops | Parent Workshops | Parent Workshops |
| LCAP Sessions & Debriefs | | LCAP Sessions & Debriefs | |
| Google Certificate Courses | Google Certificate Courses | Google Certificate Courses | Google Certificate Courses |
| Parent Learning Walks | Parent Learning Walks | Parent Learning Walks | |

# The Dual Capacity-Building Framework for Family-School Partnerships
## (Version 2)

## The Challenge

### Educators
- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets

### Families
- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and unvalued

## Essential Conditions

### Process conditions
- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

### Organizational conditions
- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

## Policy and Program Goals

Build and enhance the capacity of educators and families in the "4 C" areas:

- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

## Capacity Outcomes

### Educators are empowered to:
- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures

### Families engage in diverse roles:
- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models

Effective partnerships that support student and school improvement

# Essential Conditions:
## The day-to-day elements of effective practice

### Process conditions

- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

### Organizational conditions

- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
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## Process conditions

- Relational: built on mutual trust

- Linked to learning and development

- Asset-based

- Culturally responsive and respectful

- Collaborative

- Interactive

# 4 Factors of Trust

**1** Respect

Genuinely listening and valuing the opinions of others during social discourse that takes place across the school community.

**2** Competence

Execution of an individual's formal responsibilities. There is recognition of the interdependence of our roles in attaining the desired outcome. When negligence or incompetence is allowed to persist in any one role in the school, it undermines trust.

**3** Integrity

Consistency between what a person says and does. Others believe and perceive that a moral-ethical perspective guides one's work.

**4** Personal Regard

The willingness of members of a school community to extend themselves beyond what their role might formally require in any given situation. Actions are made in an effort to reduce others' sense of vulnerability.

**Center family cultural wealth:** Prioritize the rich cultural assets families bring to the learning process (Yosso's Model) as a foundation for instruction.
*Example: Books are created from families' stories and are shared during Literacy Night.*

**Embrace family knowledge:** Recognize and celebrate the existing cultural knowledge and experiences families possess as valuable resources in the classroom.
*Example: Parents in Pio Pico provide lessons around their culture (e.g., food, gardening, etc.)*

**Integrate into the classroom:** Find ways to weave these family practices into your teaching to create a more culturally responsive environment.

**Partner with families:** Work together with families to learn from them and honor their contributions to their children's education.
*Example: During Back to School, families share about themselves and how they can support their child at home.*

**Community Cultural Wealth**

**Resistance Capital**
Knowledge and skills fostered through oppositional behavior that challenges inequality.

**Aspirational Capital**
Ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers.

**Navigational Capital**
Skills of maneuvering through social institutions by utilizing inner resources, social competencies, and cultural strategies.

**Linguistic Capital**
Intellectual and social skills attained through communication experiences in more than one language and/or style.

**Social Capital**
Networks of people and community resources (historically, BIPOC people have utilized to attain education, legal justice, employment, healthcare)

**Familial Capital**
Cultural knowledge nurtured among familia (kin) that carry a sense of community history, memory, and cultural intuition.

# Family and Community Engagement in AUHSD



FAMILY AND COMMUNITY ENGAGEMENT

## Cultural Wealth

**Social Capital**

Networks of people and community resources (historically, BIPOC people have utilized to attain education, legal justice, employment, healthcare)

**Familial Capital**

Cultural knowledge nurtured among familia (kin) that carry a sense of community history, memory, and cultural intuition.

**Linguistic Capital**

Intellectual and social skills attained through communication experiences in more than one language and/or style

Teaching Channel

| Family Engagement Activity | Description |
|---|---|
| Parent Empowerment Program (PEP) | Stand-alone workshops designed to inform parents on a variety of topics, such as technology, education system, financial aid, college/career readiness, dual enrollment, etc. |
| Parent Learning Walks | An opportunity for parents to come into the classrooms and observe 21st Century skills, learn about instruction and learning, while looking out for the 5 Cs in action. To identify tools and resources that they can use as parents to support learning at home and set high expectations for their students. |
| Parent Leadership Academy | A district led effort to create a cohort of parent leaders who can assume leadership roles back at their sites and become parent ambassadors and mentors to other parents. |
| Google Certificates | An effort to upskill parents in our community by offering an opportunity for them to enroll in the Google Coursera platform to complete courses in areas such as Project Management and Data Analysis. Light support is provided to assist parents with the learning platform. |
| Family Summits | A coordination of efforts between members of the Anaheim Collaborative to bring families together for a day of learning about post secondary options and exchanging ideas with parents from AUHSD and AESD. Parents are able to better understand the various pathways for their students. |
| Superintendent's Parent Advisory Committee (SPAC) | A space for representatives from every school to meet with our superintendent and discuss topics that impact our district. A platform for parents to ask questions and bring information back to their sites. |
| Community Schools Steering Committee | A committee made up of educators, district admin, students, parents, and community partners, in which community schools strategies and funding are regularly reviewed to help create sustainability and accountability. It offers a space for all these partners to engage in important conversations and collectively develop goals in an equitable consensus-building way that ensures all voices are present. |
| LCAP Meetings | Families, community members, students, and staff come together to review the Local Control Accountability Plan annually. The purpose of these meetings are to review data and see if goals were met, while also making recommendations on future action items. |

| Family Engagement Activity | Description |
|---|---|
| Coffee with the Principal | An opportunity for families to get face time with the principals to build trusting relationships with families, discuss important topics that impact the school community, allow families to ask questions, and provide resources for families. |
| Parent Ambassador Program | A leadership program that incentivizes parents to volunteer and attend events at the schools. Parents build their capacity to become parent mentors to other parents in the school community and beyond. |
| Parent Field Trips | Families have an opportunity to go on a variety of field trips, such as college campus tours, museums, nature walks, etc. These spaces provide for families to build community with each other while learning about how they can further support their children. |
| Adult ESL Classes | Through a partnership with NOCE, families are able to learn English by attending ESL classes in the evenings at various AUHSD campuses. |
| Lunch with a Loved One | A community building event in which families get to visit their children during the lunch hour and enjoy a meal with them at the school campus. |
| District English Learner Advisory Committee (DELAC) - District Level | A committee run by parents of English Learners (EL) where data is analyzed and recommendations are made on programs and services that can better support our EL students to close the educational gap. |
| English Learner Advisory Committee (ELAC) - Site Level | A committee run by parents of English Learners (EL) where data is analyzed and recommendations are made on programs and services that can better support our EL students to close the educational gap. |

# Community & Cultural Knowledge: Amplifying Community Voice
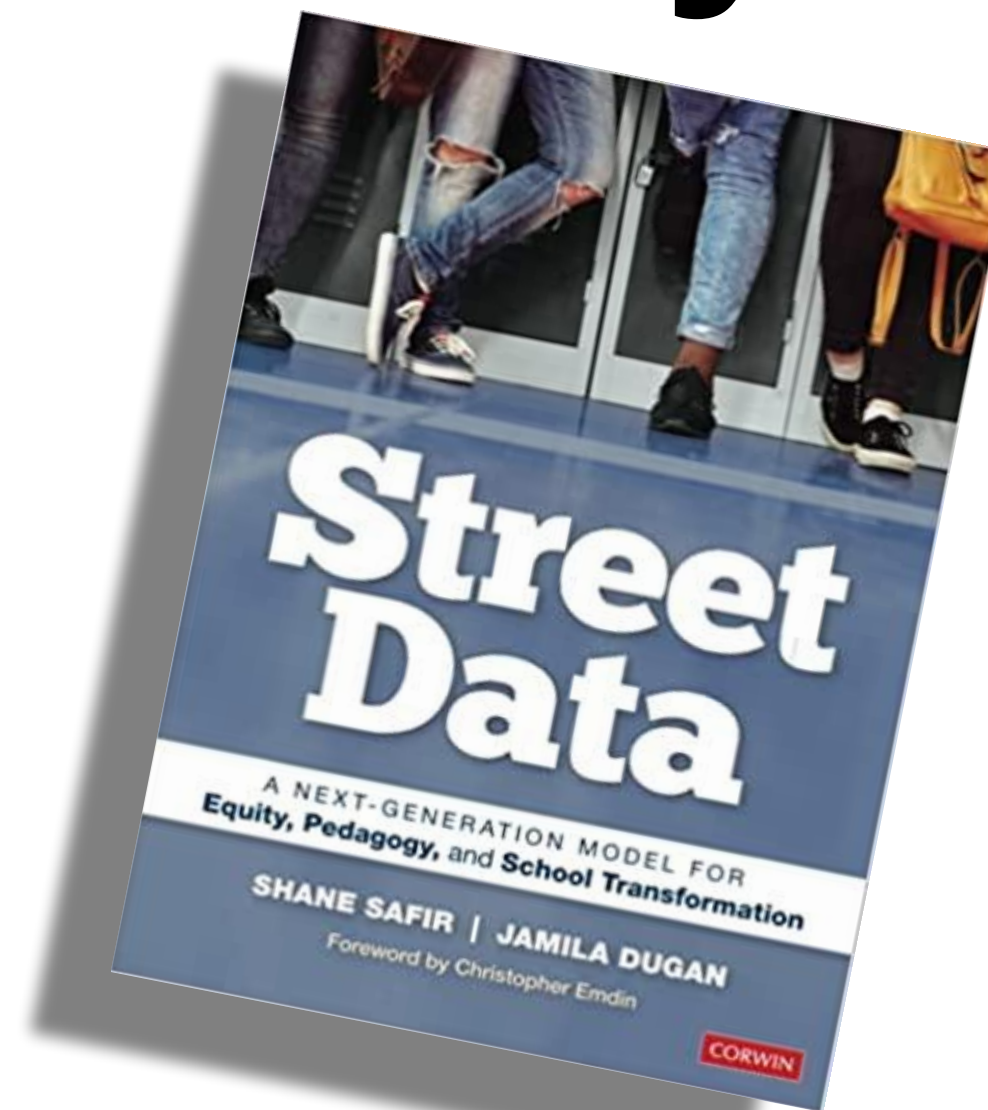
# The assets and needs assessment process is *foundational* in ensuring we are uplifting the voices of our students and families.

It is a **relationship-centered, inclusive** process that **uplifts the voices of historically marginalized groups** to build new relationships while honoring existing ones. The assessment process identifies what needs and assets exist within the school community and uses them to create dynamic, community-connected classroom instruction; family support programs; systems and structures that will be the focus for sustainable change efforts!

"Street data zooms in on the human experience in our schools, capturing the stories, dreams, voices, and strengths of our students and communities."
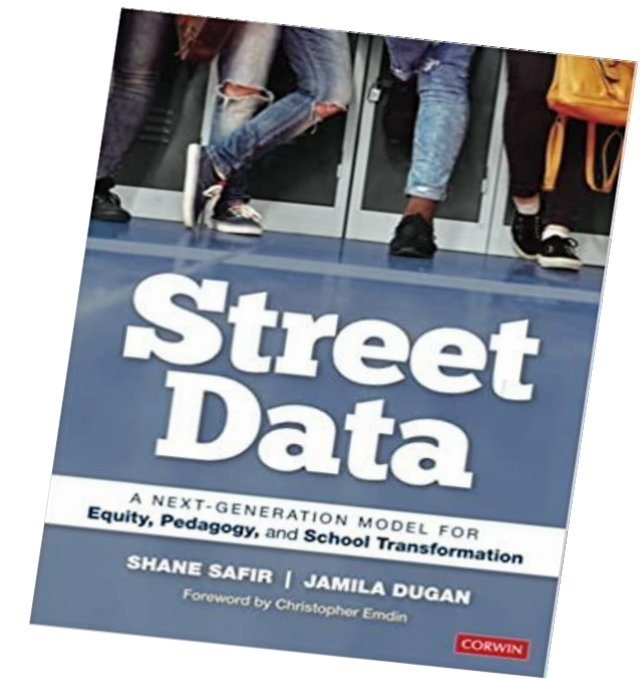
# The Approach: AUHSD Community School's Cycle of Continuous Improvement

**Listen**
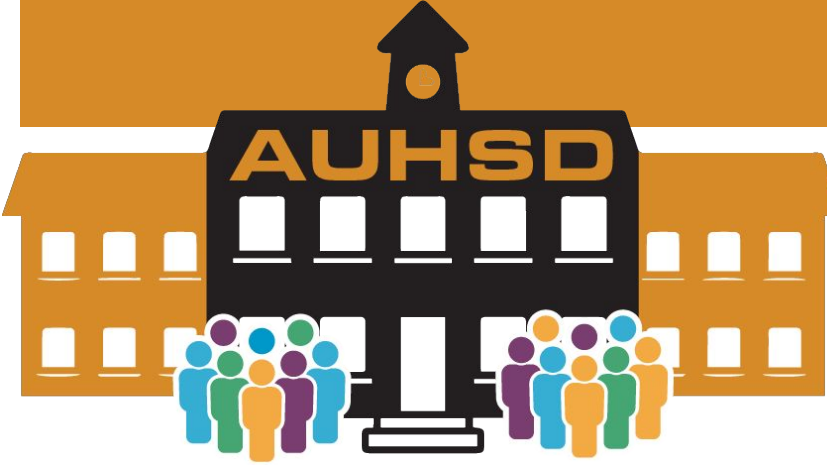
- Surveys
- Community Mapping
- Community Voice Circles
- Empathy Interviews
- Hopes and Dreams Home Visits

**Uncover**

- Data Analysis
- Reporting

Voice to Action Cycle

**Move**

**Reimagine**
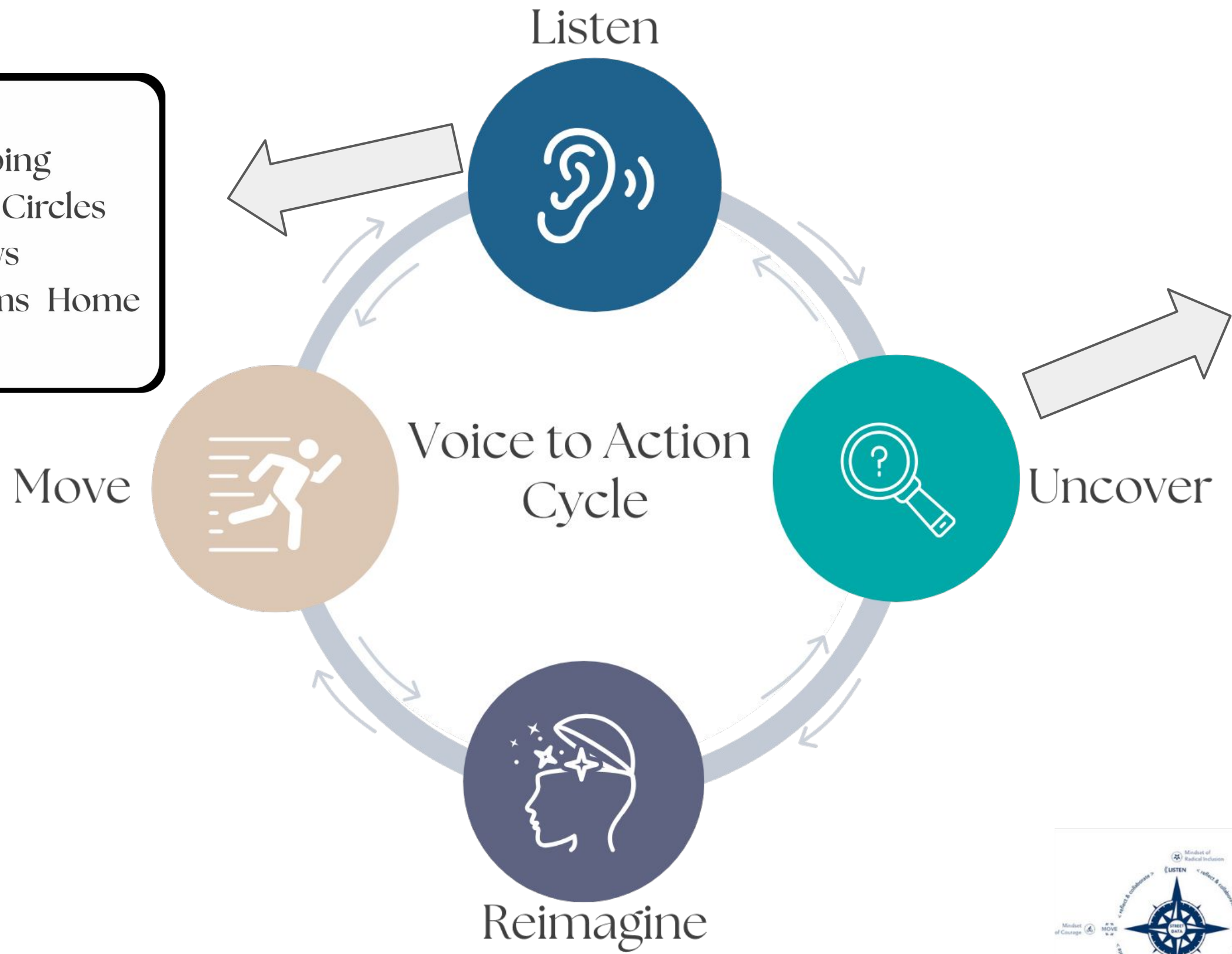
# Levels of Data Collected Towards an Equitable School
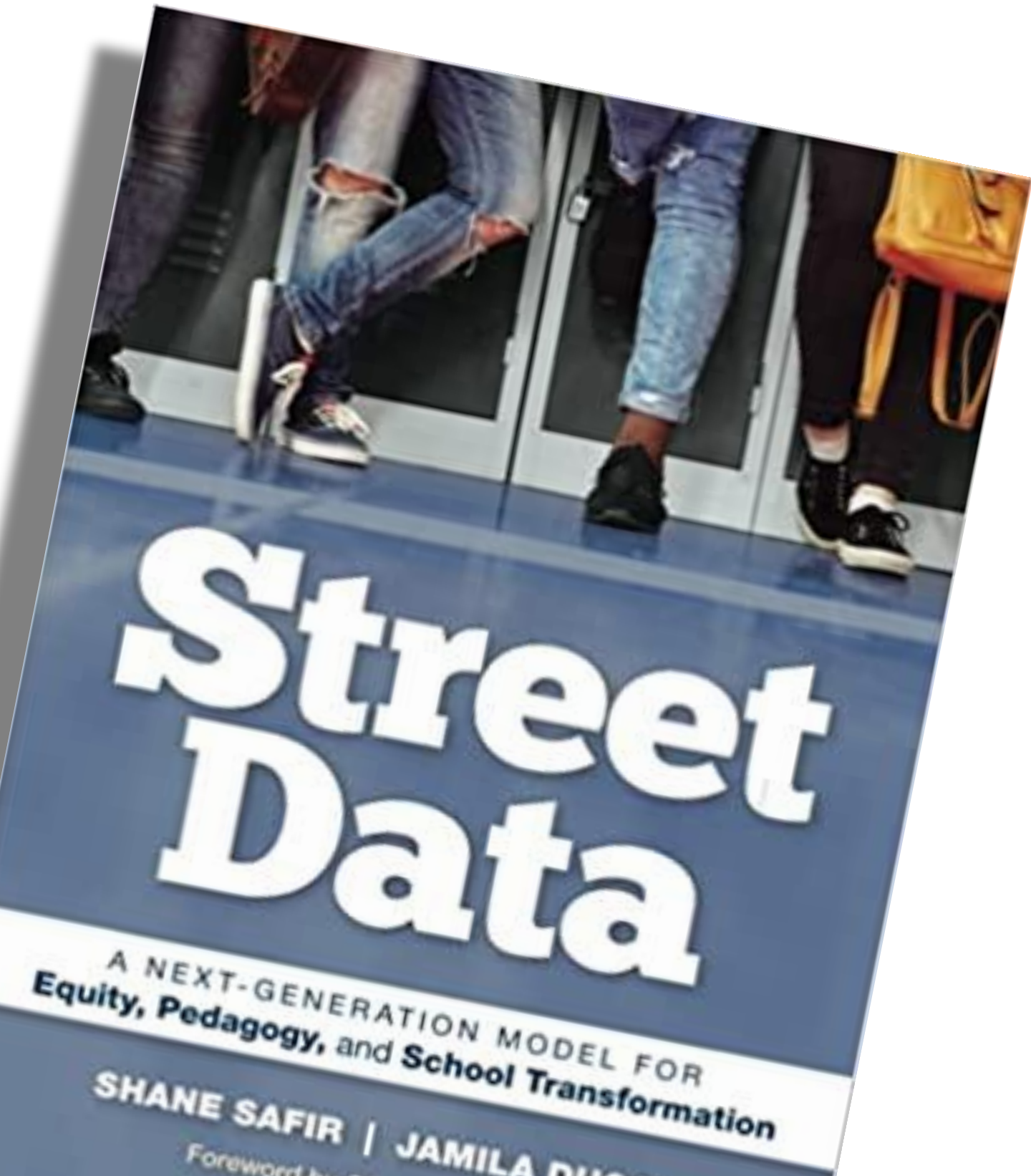
**SATELLITE DATA**
Test Scores // Attendance // Graduation
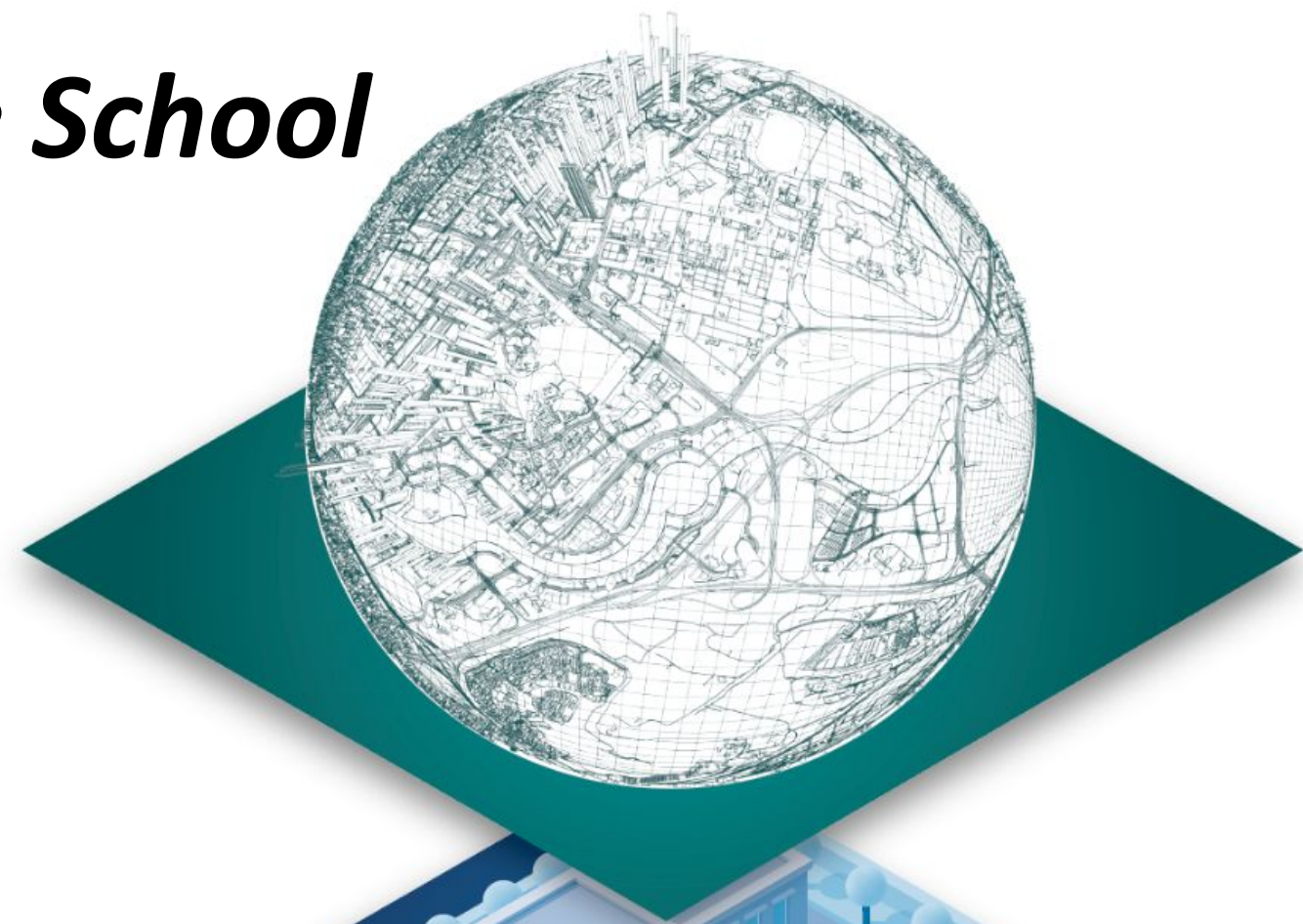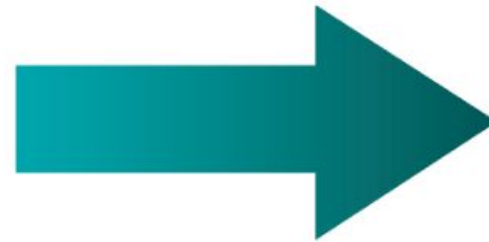
**MAP DATA**
District Level Gaps
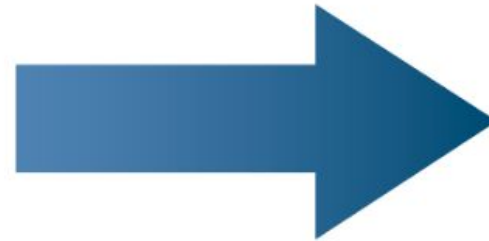
**STREET DATA**
Cultural and Community Wealth

Street Data

A NEXT-GENERATION MODEL FOR
Equity, Pedagogy, and School Transformation

SHANE SAFIR | JAMILA DU

# Types of Data
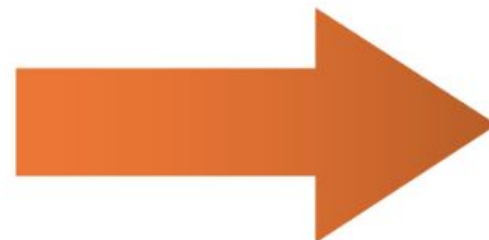
|  SATELLITE DATA |  MAP DATA |  STREET DATA |
|---|---|---|
| Grading Data<br>A-G Completion Rates<br>Credit Completion Rates<br>Graduation Rates<br>Attendance Rates<br>ELPAC | Community School Surveys<br>LCAP Survey Data<br>Other local surveys<br>Parent Participation Rates | Community Voice Circles<br>Empathy Interviews<br>Community Reflective Walk<br>Reflections from Learning Walks<br>(parent and teacher)<br>Capstone<br>Student Reflection<br>Hopes and Dreams Home Visits<br>Site Mapping |

AUHSD.US/COMMUNITYSCHOOLS

#AUHSDCOMMUNITYSCHOOLS

# 2024 AUHSD CS Assets/Needs Results



https://bit.ly/AUHSDDashboard
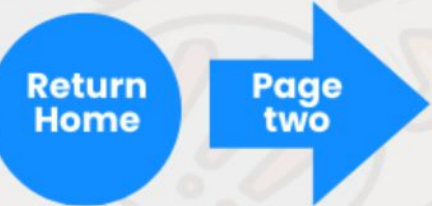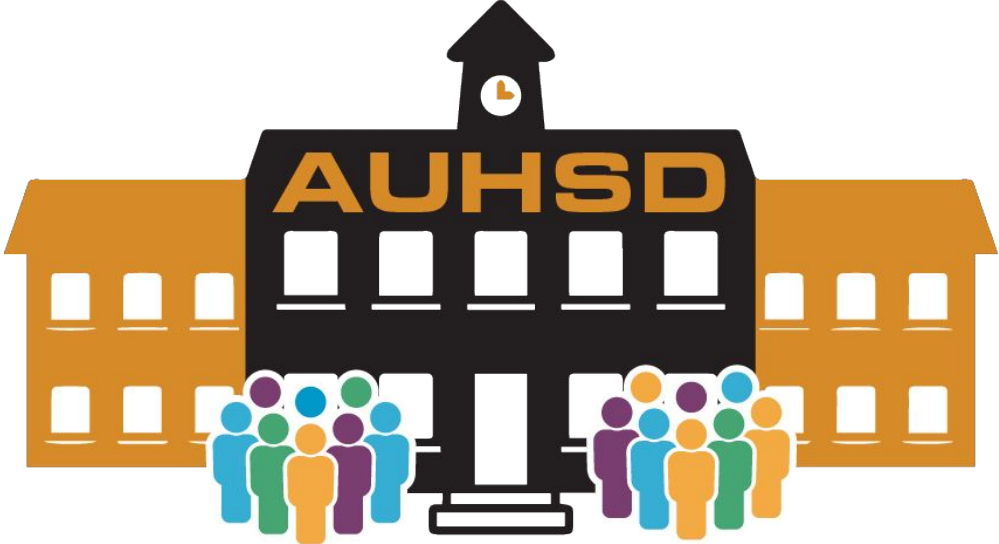
# Sharing Assets and Needs with our Community
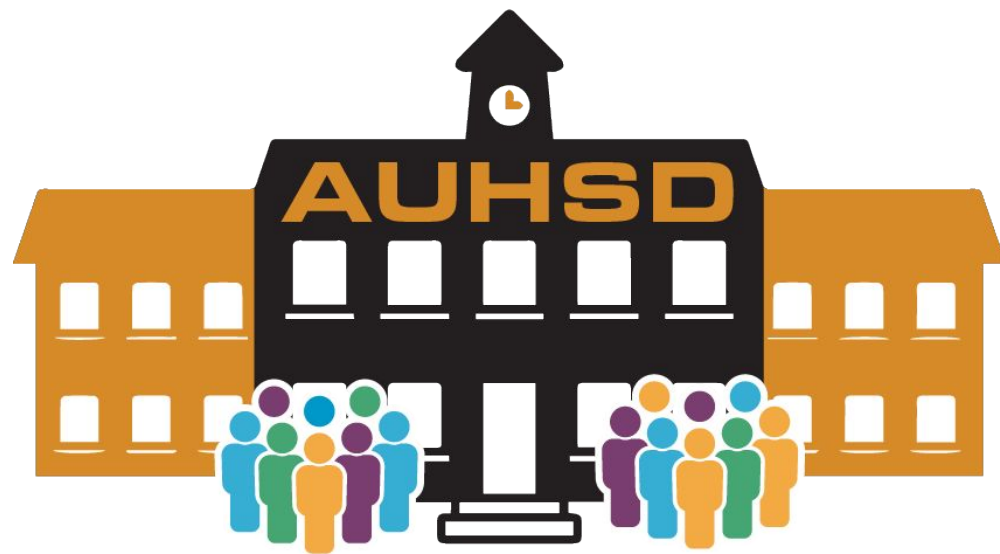
## Family Needs

In August 2024, we asked families about their access to health, dental, vision, and other family resources. Here is what we learned!

**80%** of our families said they accessed health services last year.

**19%** of our families said they need support accessing health services, now.

**84%** of our families said they accessed dental services last year

**21%** of our families said they need support accessing dental services, now.

# Sharing Assets and Needs with our Community
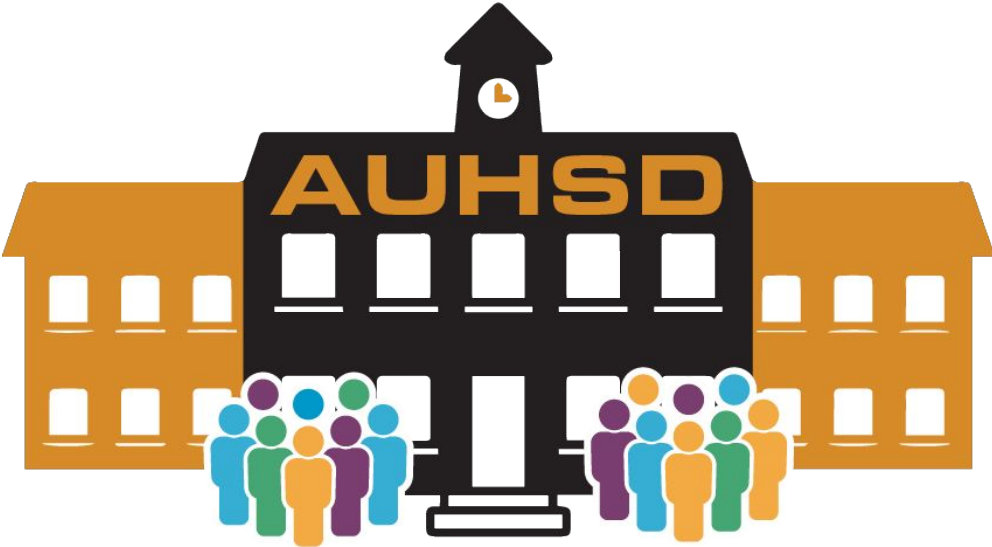
**Family Needs**

In August 2024, we asked families about their access to health, dental, vision, and other family resources. Here is what we learned!

**66%** of our families said they accessed vision services last year

**20%** of our families said they need support accessing vision services, now.

**21%**

**13%**

# Themes:

We asked incoming families how school can better support their student(s) in the _Educational_ area of their life.

## Top Themes

1. Families emphasize the need for personalized attention and support for students' unique needs.
2. Families emphasize the importance of extra help and tutoring for students to succeed academically.
3. Families emphasize the need for better communication and support from teachers and staff.
4. Families emphasize the need for teachers to provide more support and understanding to students.
5. Families emphasize the importance of tutoring, extra help, and educational resources for students.

We asked incoming families how school can better support

# District Town Halls - Based on Community Voices

## AUHSD
### Know Your Rights Community Forum (Virtual)

Learn more about how we can support each other during these challenging times.

Hear from community partners and legal experts on the topic of immigration.

*English with interpretation into Spanish and Korean

**Thursday January 30, 2025**
**5:30 PM**
**Via Zoom: https://auhsd-us.zoom.us/j/87192632087**

KNOW YOUR RIGHTS CARD

SCAN QR CODE OR CLICK HERE FOR A LIST OF RESOURCES

## Anaheim Union High School District Presents:
### Artificial Intelligence (AI) for Parents & Families Town Hall
### in Partnership with eKadence

- Attendees will become informed about AUHSD's AI initiatives and how eKadence aligns with them.
- Attendees will understand key features of eKadence (AI) and its use in AUHSD education.
- Attendees will explore the benefits of eKadence AI tools for their child's learning in AUHSD.

📅 **Tuesday, May 6th 2025**
🕐 **Time: 6PM to 7:30PM**
📍 **Location: District Office**
501 N. Crescent Way, Anaheim
📍 **Room: La Palma**

**Speakers:**
**Superintendent, Michael Matsuda**
**eKadence Coach, Tyler Sherman**

## MAINTAINING SAFE & SECURE SCHOOLS DISTRICT TOWNHALL

Zoom: https://auhsd-us.zoom.us/j/84214311348

**TUESDAY AUGUST 12, 2025**
**5:00 - 6:00 PM**

- *Fostering a feeling of safety and connectedness*
- *Protocols for school sites*
- *Available support in our community*

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

# **Community Mapping**

The question of community mapping is

How do we know our: Students, School, and Community

Community School collects information for **community mapping** and **school site mapping** through a structured, inclusive process that centers the voices of students, families, educators, and community partners.

# Mapping

- Community mapping focuses on outside of school assets and needs
- School site mapping looks inward at school programs and climate
- Together, they could help guide decisions that services provide classroom teaching
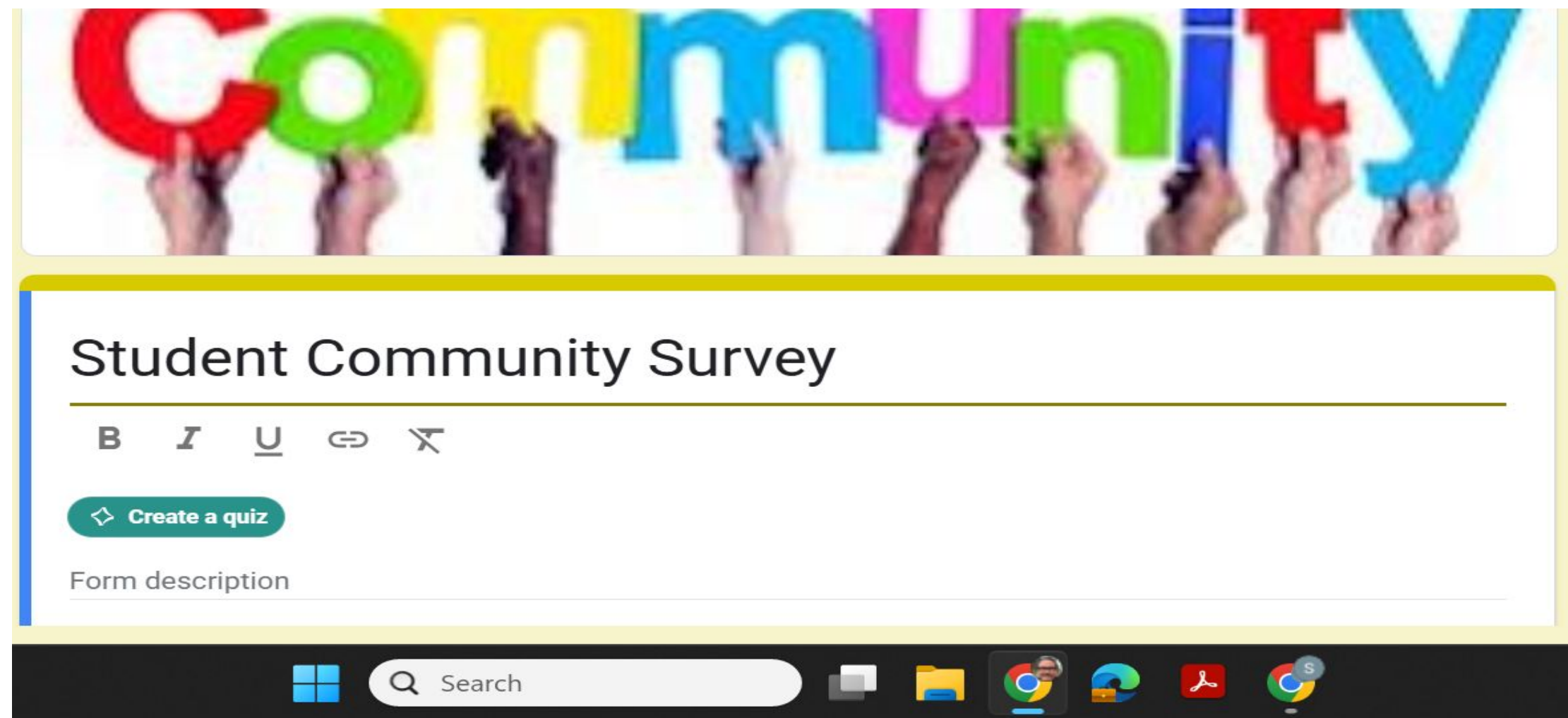
Where do you like to hang out with your friends?

What is the best looking building in your neighborhood?

What is the best tourist attraction(Knotts, Soak City, Medieval Times, etc) in your neighborhood?

Where in your neighborhood is the best place to see a movie?

What is the best place for ice cream in your neighborhood?

Outside of school what types of positive activities are you involved in?

# Orangeview JHS Mapping
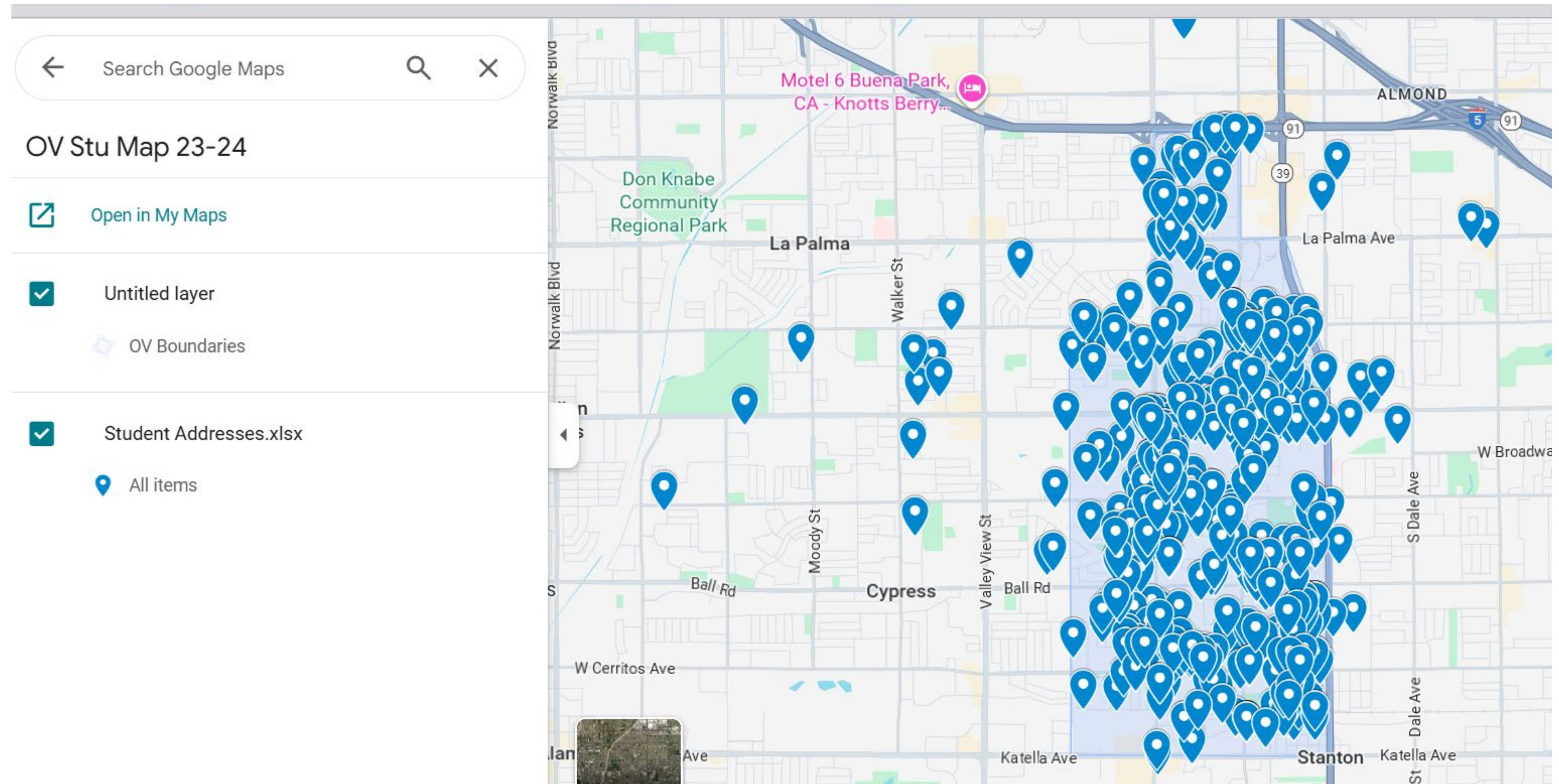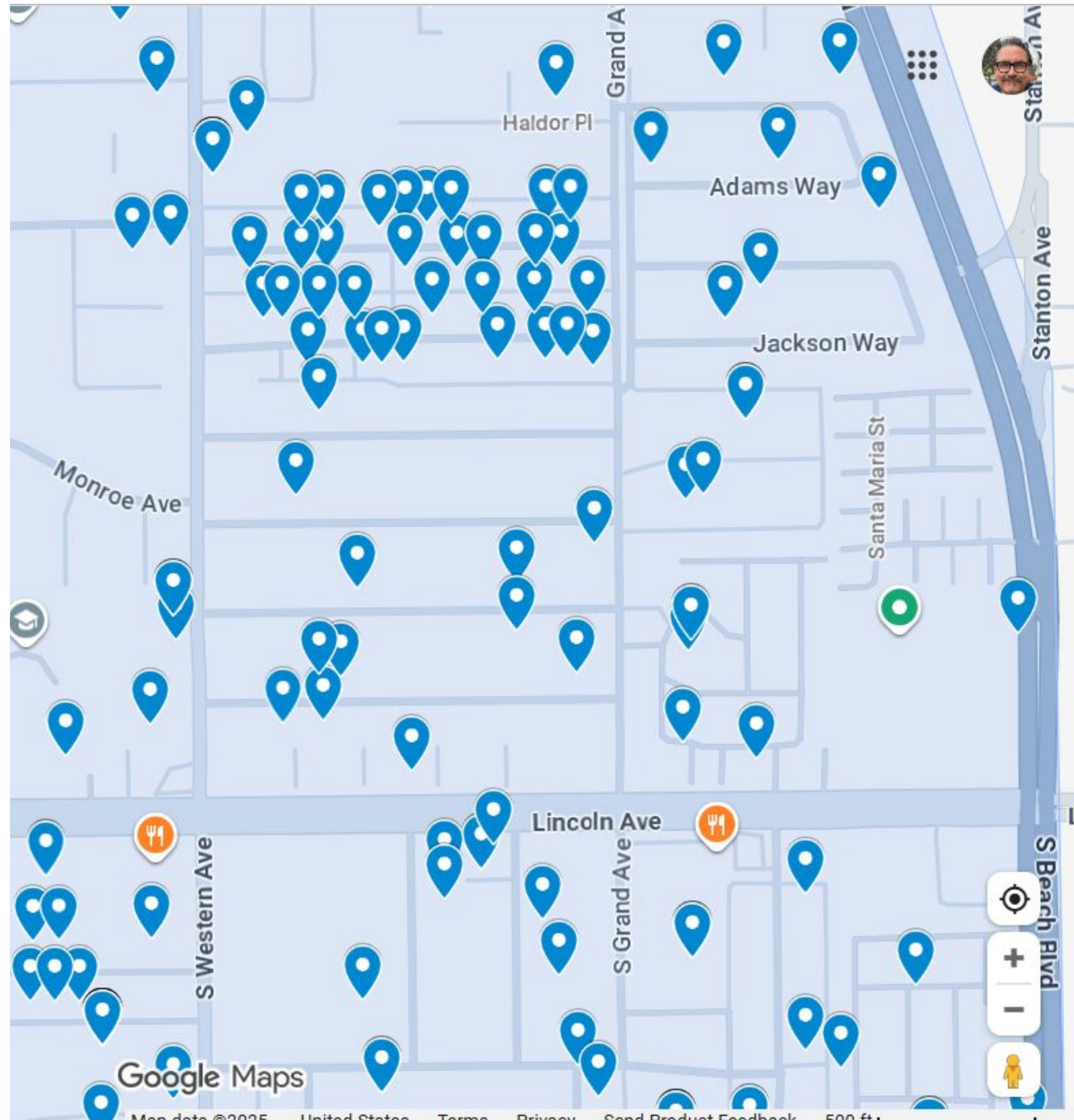
# Place Based Community Wealth

Where do folks gather?

Where are folks' identities affirmed?

Where do folks learn and/or share resources to support the community?

Where do folks have leisure time and experience joy?

Where do folks take up space?

Where are cultural markers?

Where did historically specific things happen?
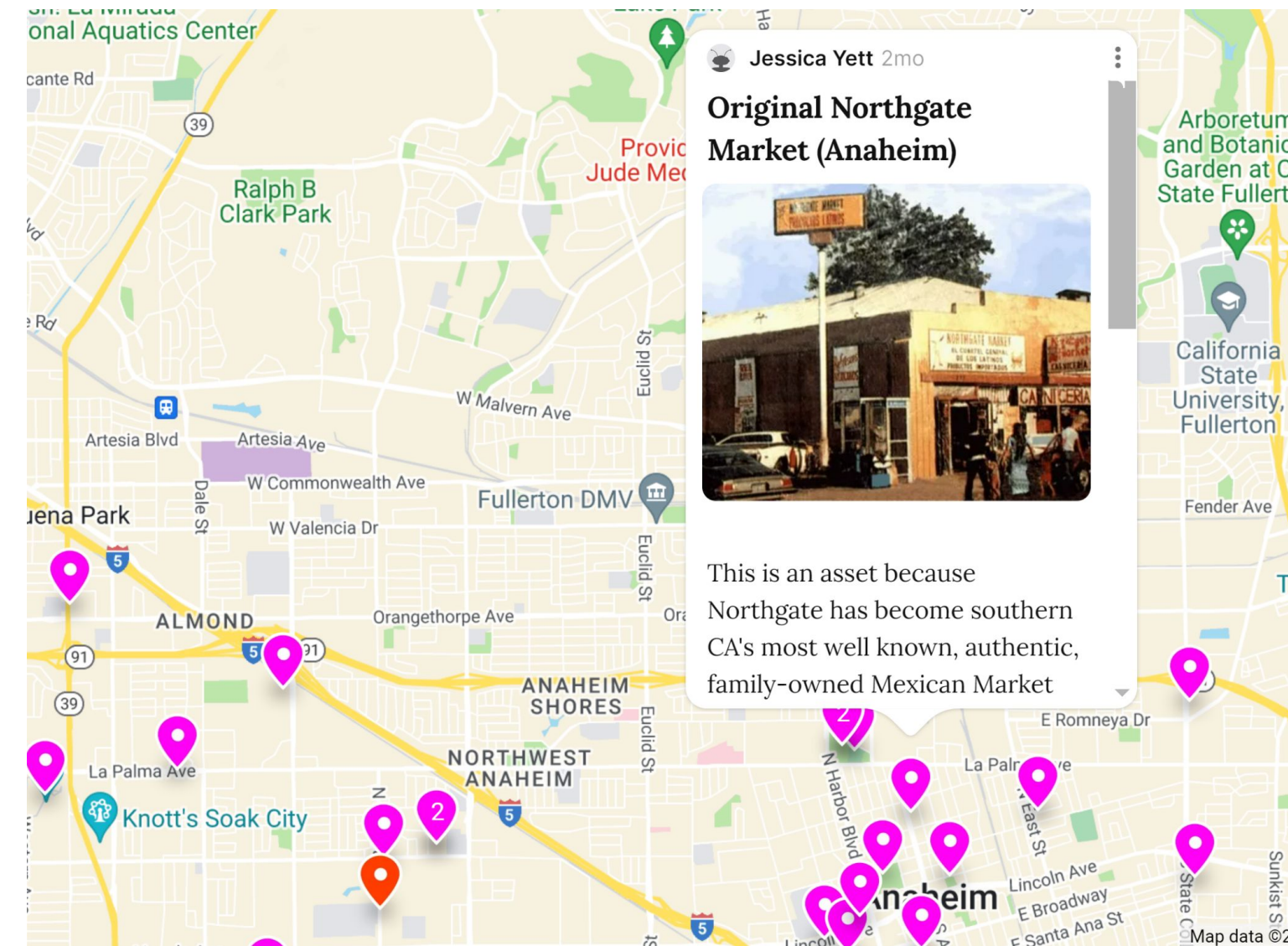
**Multi Year Graduation Rate by School with 2024-2025 Projected Rates**

| School | 2018-2019 Final | 2019-20 Final | 2020-21 Final | 2021-22 Final | 2022-2023 Final | 2023-2024 Final | 2024-2025 (Projected) |
|---|---|---|---|---|---|---|---|
| Anaheim | 88.3% | 93.6% | 93.6% | 94.6% | 95.5% | 96.7% | 93.7% |
| CVA | | | | 100% | 96.0%** | 83.3% | 97.3% |
| CVA @ Polaris | | | | 95.3%* | | | |
| Cypress | 95.5% | 97.6% | 95.6% | 95.1% | 97.4% | 96.4% | 96.1% |
| Gilbert | 49.1% | 66.3% | 60.6% | 69.0% | 62.6% | 77.2% | 81.1% |
| Katella | 92.6% | 97.2% | 96.2% | 94.6% | 93.8% | 96.0% | 96.8% |
| Kennedy | 96.9% | 95.9% | 97.3% | 98.5% | 98.2% | 97.8% | 99.6% |
| Loara | 87.1% | 92.5% | 89.0% | 88.1% | 92.1% | 94.1% | 97.2% |
| Magnolia | 87.8% | 91.4% | 88.1% | 86.0% | 90.1% | 89.3% | 93.2% |
| Oxford | 100% | 98.4% | 99.0% | 99.5% | 98.9% | 99.0% | 97.6% |
| Polaris | 52.0% | 40% | 89.7% | | 83.6%** | 89.0% | 93.1% |
| Savanna | 87.6% | 93.9% | 84.2% | 94.4% | 92.4% | 95.4% | 95.4% |
| Western | 89.6% | 97.5% | 97.7% | 95.7% | 95.1% | 97.1% | 97.6% |
| AUHSD | 87.8% | 92.3% | 90.9% | 92.4% | 91.0% | 93.2% | 94.4% |
| OC | 90.4% | 91.1% | 91.4% | 92.7% | 91.95 | 92.3% | |
| State | 88.1% | 87.5% | 87.7% | 90.4% | 89.1% | 90.2% | |

**Multi Year Graduation Rate by Student Group with 2024-2025 Projected Rate**

| School | 2018-2019 Final | 2019-20 Final | 2020-21 Final | 2021-22 Final | 2022-2023 Final | 2023-2024 Final | 2024-2025 (Projected) |
|---|---|---|---|---|---|---|---|
| AUHSD | 87.8% | 92.3% | 90.9% | 92.4% | 91.0% | 93.2% | 94.4% |
| English Learners | 75.5% | 83.4% | 80.8% | 83.3% | 79.5% | 84.7% | 88.9% |
| Foster Youth | 66.0% | 81.1% | 73.8% | 68.8% | 77.8% | 93.3% | 71.9% |
| Homeless Youth | 82.9% | 87.7% | 85.0% | 87.6% | 83.4% | 89.0% | 92.4% |
| SWD | 68.9% | 74.7% | 69.3% | 72.5% | 76.1% | 80.7% | 79.9% |
| SED | 86.1% | 91.3% | 90.0% | 91.9% | 90.2% | 93.2% | 94.4% |

## Multi Year A-G Completion Rates by School with 2024-2025 Projected Rates

The District's percent of students completing A-G eligibility based on the California Dashboard is 56.1% in 2024-25, an increase from 54.4% in 2023-24.

| School | 2018-2019 Final | 2019-20 Final | 2020-21 Final | 2021-22 Final | 2022-2023 Final | 2023-2024 Final | 2024-2025 (Projected) |
|---|---|---|---|---|---|---|---|
| Anaheim | 34.9% | 45.3% | 62.6% | 64.5% | 68% | 68.8% | 75.1% |
| CVA | | | | 85.7%** | 87.5% | 60% | 80.6% |
| CVA @ Polaris | | | | 15.4% | | | |
| Cypress | 73.4% | 77.7% | 71.1% | 76.5% | 78% | 80.8% | 75.6% |
| Gilbert | 0% | 0% | 0.6% | 5.1% | 1.1% | 0.3% | 1.2% |
| Katella | 47.3% | 59% | 51.2% | 46.8% | 52.3% | 54.2% | 59.7% |
| Kennedy | 57.5% | 55.1% | 55.8% | 65.8% | 53.3% | 63.1% | 63.3% |
| Loara | 52.4% | 54% | 47.1% | 56.5% | 53% | 52.7% | 45.5% |
| Magnolia | 48% | 39.4% | 41.3% | 47.2% | 39.6% | 45.9% | 60.2% |
| Oxford Academy | 94.5% | 95.1% | 98.6% | 97.4% | 98.4% | 99.5% | 99.5% |
| Polaris | 15.4% | 3.3% | 12.6% | 15.4% | 20.3% | 17.9% | 22.9% |
| Savanna | 43.6% | 45.9% | 44% | 48.4% | 51.6% | 46.4% | 40.6% |
| Western | 37.1% | 42.4% | 48.3% | 51.1% | 43.1% | 43% | 55.6% |
| AUHSD | 50.2% | 52.8% | 52% | 55.9% | 54.3% | 54.4% | 56.8% |

## Multi Year A-G Completion Rates by Student Group with 2024-2025 Projected Rates

| School | 2018-2019 Final | 2019-20 Final | 2020-21 Final | 2021-22 Final | 2022-2023 Final | 2023-2024 Final | 2024-2025 (Projected) |
|---|---|---|---|---|---|---|---|
| AUHSD | 50.2% | 52.8% | 52% | 55.9% | 54.3% | 54.4% | 56.8% |
| English Learners | 22.6% | 27% | 25.3% | 27.7% | 21.6% | 25.4% | 32.1% |
| Foster Youth | 17.1% | 23.3% | 19.4% | 24.2% | 26.2% | 16.7% | 24.4% |
| Homeless Youth | 37.1% | 42.6% | 35.5% | 40.9% | 36.7% | 34.8% | 38.6% |
| SWD | 15.8% | 15.6% | 15.5% | 22% | 22.4% | 17.5% | 24.8% |
| SED | 44.6% | 47.9% | 47.7% | 51.5% | 50.2% | 50.5% | 54% |

# District, County, State FAFSA/CADAA Co...

| | |
|---|---|
| District | 73% |
| County | 64% |
| State | 59% |
| Nation | 62% |

0%   20%   40%   60%   80%
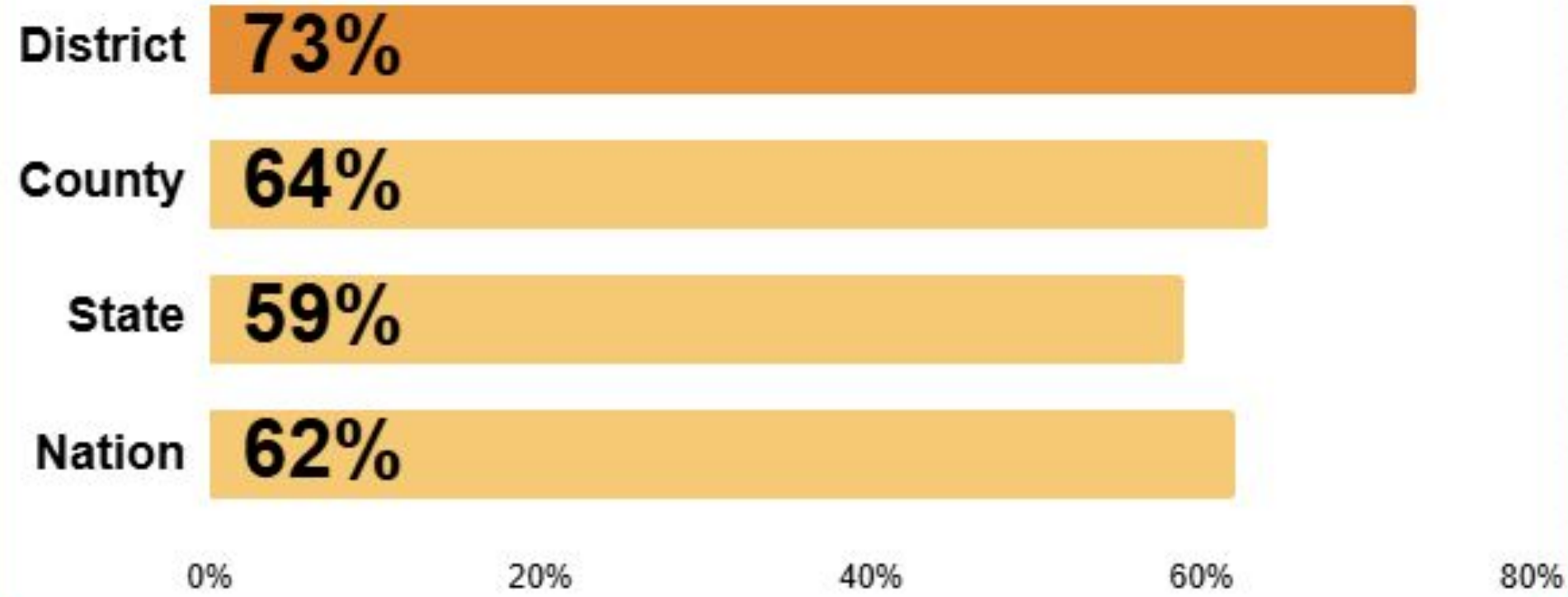
## CSAC FAFSA/CADAA COMPLETION AS OF 5/19/2025

| | |
|---|---|
| Anaheim | 98% |
| Cypress | 83% |
| Gilbert | 26% |
| CVA | 73% |
| Katella | 89% |
| Kennedy | 94% |
| Loara | 78% |
| Magnolia | 61% |
| Oxford | 100% |
| Polaris/IS/ILC | 45% |
| Savanna | 80% |
| Western | 75% |
| District | 77% |

# Our Learner Progress

UNLIMITED
YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT
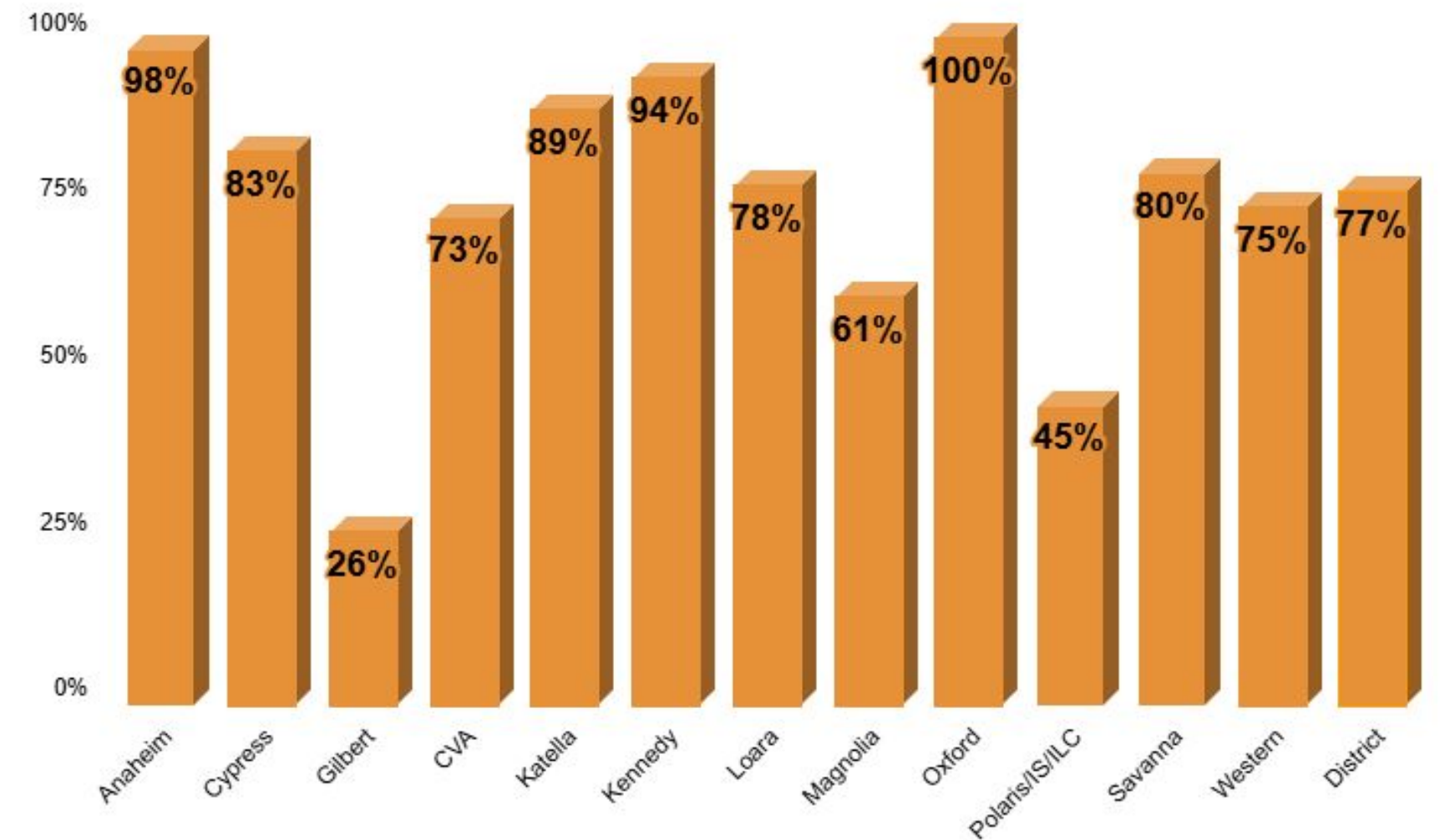
| | 2023-24 | 2024-25 (Projected Data) | |
|---|---|---|---|
| **Graduation Rates** | 93.2% | 94.4% | Above State average |
| **A–G Completion** | 54.4% | 56.8% | Above State average |
| **AP Course Enrollment/Pass** | 2,516 | 2,696 | More students taking and passing |
| **Dual Enrollment** | 2,056 | 3,443 | More students taking and passing |
| **CTE Pathway Completion** | 22% | 22.9% | 2nd in OC Almost 2X State average |
| **State Seal of Biliteracy** | 25.0% | 26.0% | 2nd in OC |
| **State Seal of Civic Engagement** | 2,735 | 2,673 | 1st in OC and State |

# Family Engagement Tracking

# How are we engaging with families?

# How are we engaging with families?

# Family Engagement Tracking

**Why We're Doing This**

To streamline and improve how we track, validate, and report parent and family engagement at school events.

**The Problems We're Solving**

- **Lack of Reliable Data:** It is hard to collect consistent and accurate attendance data for family engagement events and tying it to student outcomes.
- **Manual Check-In Inefficiencies:** Paper sign-ins are time consuming, error prone, and hard to centralize.
- **Disconnected Systems:** No unified method to verify or validate parent/guardian participation across schools.

eKadence