

# The School Plan for Student Achievement

**School:** Anzar High School  
**CDS Code:** 35752593530060  
**District:** Aromas/San Juan Unified School District  
**Principal:** Charlene McKowen, Principal  
**Revision Date:** January 23, 2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on 2-27-19.**

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## School Vision and Mission

### Anzar High School's Vision and Mission Statements

Anzar High School's (Vision) Purpose Statement -

We educate all high school students in a safe, challenging and equitable environment, in partnership with families and our culturally-rich community. In order to become responsible members of a global society, students will be engaged in real-world problem solving, meet the Common Core standards, demonstrate their ability to think, and actively continue their education.

We will act as an effective team while making school-wide decisions, undertaking administrative tasks, developing and implementing curriculum in a collaborative manner, following the communication guidelines, and pursuing professional growth.

Anzar High School's SLO's: ("School-wide Learner Outcomes") -

1. Every student will be able to demonstrate higher order thinking and inquiry using EPERRS (see below).
2. Every student will be able to communicate effectively, both orally and in writing.
3. Every student will be able to work effectively with others.
4. Every student will have an appreciation of diverse perspectives and cultures, beyond their own.
5. Every student will be able to utilize technology to enhance the completion of intellectual tasks.

Anzar High School's Habits of Mind ("EPERRs") -

EVIDENCE: What do I know and how do I know it?

PERSPECTIVE: What are the biases - mine and others?

EXTENSION: What are the deeper implications?

RELEVANCE: What difference does this make? So what?

REFLECTION: What did I learn? How did/does this change my way of thinking?

(Habits of Mind are a way of thinking. All curriculum is guided by this approach, and while it manifests itself quite differently in varied content areas, the skill of how to think is consistent)

Anzar High School's "GIVENS":

COMMUNITY/ -Service Learning: Every Anzar student will participate in six semesters of mutually beneficial Service Learning.

- Responsive to the Community: Staff members will respond to community needs/ issues in a timely manner. Anzar High School will initiate contact with the community on a regular basis.
- Community/ Student Input: Community members and students will have the opportunity for active representation at Anzar High School.

INCLUSION/ -All Children Can Learn: Staff is committed to continue providing opportunities for every student to learn in the ways that are best for them. A continued effort will be made to teach to the strengths of each child.

- Full Inclusion: All students will participate in the core curriculum.

PROFESSIONALISM/ -Site Decision-making: All authorized staff have the responsibility and opportunity to make school-wide decisions.

- Teachers as Administrators: All teachers will undertake the administrative duties in Advisory. Anzar High School is a staff-led school.
- Teaching and Planning Together: Effort will be made to provide time for teachers to plan and collaborate meaningfully on curriculum and pedagogy.
- Collegiality: All Anzar staff members will maintain a professional working relationship with their colleagues at all times.
- Communication Guidelines: All Anzar staff will follow and practice the communication guidelines. This will help ensure

collegiality.

- Staff as Learners: Staff will continue to practice and model the experience of learning through the pursuit of professional and personal interests.

QUALITY/ -Integrated Curriculum: Whenever and wherever possible, the staff will seek opportunities to demonstrate the interconnectedness between traditionally isolated disciplines.

- Class Size: Whenever possible, class size will be balanced equally and/or equitably.
- Depth Over Breadth: Students will be given the opportunity to explore an issue and question in depth.
- Advisory: All staff members teaching 80% or more will lead an Advisory for which they assume administrative responsibilities and counseling. All students at Anzar will have an Advisor.

HIGH EXPECTATIONS/ -Graduation Exhibitions: Every student graduating from Anzar will complete and pass their exhibitions and components.

- Ability to Use the EPERRs: Curriculum, instruction, and assessment will emphasize the following habits of mind: Evidence, Perspective, Extension, Reflection, and Relevance.

## School Profile

Background: Anzar High School enters its twenty-fifth year of operation in the year 2018 - 2019. A small, rural school of approximately 330 students, it was created in 1994 through a grassroots effort of parents and community members looking for more local control over a cutting-edge, college-prep-for-all secondary institution. Anzar has been affiliated with the Coalition of Essential Schools from its inception, a reform-minded educational organization that encourages depth over breadth, a personal approach to students and teaching, and equity in all arenas. With the mandatory college-prep expectations, all graduates do indeed end up in college after graduation. Anzar is a full-inclusion school, with a high percentage of both ELL students and students qualifying for the free and reduced lunch program ("Educationally Disadvantaged Economic" status). Several Anzar programs are unique and bear further explanation:

1. Advisory: Anzar offers an Advisory program that keeps students with their same Advisor for all four years of high school. This allows authentic relationships to grow between students and Advisors, as well as between parents and Advisors. This program is at the hub of Anzar, as it ensures that each student is thought of as an individual, and has an adult advocate at all times, no matter the circumstances. Advisory ratios are typically 23:1, and they meet daily right before lunchtime. Grade level Advisors work together in a cohort to insure coordination of college-prep curriculum delivery during weekly sessions. Advisory is also worth one unit per semester.

2. Service Learning: All students are required to complete six semesters of service learning as a graduation requirement. Distinct from community service, service learning encourages service in areas of real need, with placements providing an opportunity for the student to exhibit leadership, reliability, enthusiasm, and creativity. Service learning builds mutually-beneficial relationships, and often expands the horizons and/or comfort zones of the students. Throughout their years of high school, students reflect on the value and meaning of their various opportunities. Service learning placement credits are noted on the transcript as one unit for each semester completed. The Advisors oversee completion of service.

3. Graduation Exhibitions: The most dramatic example of Anzar's high expectations are the graduation exhibitions. Exhibitions are not reports. Rather, they are complex issue-based projects that include an extensive research paper, an oral presentation, and a question/answer session. Exhibitions are a chance for students to explore a personal passion or interest in depth, over a semester, examining issues that are multi-dimensional from a variety of perspectives and biases. Students are asked to research and provide evidence and draw intelligent conclusions; in essence, the kind of analysis and synthesis that is required in challenging college courses. Through the exhibition process, students have the opportunity to show that they can use their minds nimbly.

Before earning a diploma from Anzar, each student is required to complete exhibitions from the following areas- Language Arts, history, Science (2 out of the latter 3 required), and Post-Graduate Plan/Service learning. In addition, students must show their competence in their second language, their art medium of choice, and in applied mathematics as a complement to an exhibition. Students combine content areas' exhibitions in ways that make sense according to the issues being examined (i.e. Science and History, Science and Math, Language Arts and History, etc.). The exhibitions are a natural extension of the internalization of Anzar Habits of Mind in the freshmen and sophomore years, in all classes for all students. The Habits of Mind are a way of thinking that all Anzar students share, which allow them to more fully explore and understand any issues or situations about which they learn. They are: Evidence, Perspective, Extension, Relevance, and Reflection (see "Vision/Mission" section of this School Plan for more detail). These "EPERRs" provide a common language and way of thinking across content areas. Their mastery also serves as a natural bridge to the exhibition process.

The exhibitions are presented by juniors and seniors, developed in a UC-approved elective course. This semester course can be repeated for credit as needed. Students are evaluated and scored by panels of trained community judges. No matter what the score,

completion and passing of exhibitions means that all Anzar graduates have challenged themselves to their full extent in an area of true personal interest before graduating from high school. The ownership and pride that follow are very rewarding, and the practical preparation for college rigor firmly in place.

4. Intersession: Anzar offers a two-week Intersession for all Anzar students during the first two weeks back to school in January, between the first and second semesters. Students select a two-week elective based on their individual interests. In this manner, Anzar is able to offer a breadth of additional electives that we could normally not sustain with our small size, allowing students to try something different for a couple weeks. About half of the courses are traditionally team-taught, and there is usually an element of both community involvement and/or off-site trips or project work involved. Three units of credit are assigned to the classes, and appear as normal on transcripts. Intersession 2019 courses included: CSI Anzar/Forensic Studies; Film as Literature; Sculpture and Ceramics; Coding/Programming and Machine Learning; Woodworking; Intensive Grad Ex; College and Career Exploration; Space, Planets and Beyond; No Place Like Om/Yoga; Leadership; Yearbook; the Golfing Adventure; Debating Current Events; and Internships.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

1. Healthy Kids survey was administered to 9th and 11th grade students, and teachers during the 2017 - 2018 school year; the protocol is every two years. These surveys track school safety, student emotional well-being, drug and alcohol usage, etc.
2. Comprehensive School program surveys were administered to both students and parents during the 2016 - 2017 school year, for the formal WASC accreditation process. These were developed by Site Council, and administered both on-line and hard-copy, available both in English and Spanish. Results are published in the Self-Study. (Anzar received a six-year term from the Spring, 2017 visit).

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

- Administration follows district protocol with two formal observations of all teachers due for evaluation, one in the fall semester, one in the spring semester. Formal observations entail a scheduled pre-conference, the scheduled observation, and a scheduled post-conference, and intended to be as meaningful as possible for all parties involved. Both observations are written up on district approved documents, and followed up with a comprehensive evaluation. The expectation for all Anzar teachers is to either "Meet Standards" or "Exceed Standards" in their performance. Anything less is carefully and consistently monitored by the Principal, with recommendations, suggestions, modeling, and mentoring inserted into the teacher's experience as immediate intervention for improvement. Teachers are non-re-elected if they are not performing to expectation in their first two probationary years.
- In addition, all teachers are visited regularly throughout the year in unscheduled, informal visits by the Principal. Sometimes this is at the request of the teachers, seeking to share particular activities.
- Best practices observed are shared both in staff bulletins and staff meetings by the Principal, throughout the school year. The 2018 - 2019 brought four new teachers to our staff, with only one new to the profession. Extra care is taken to nurture those beginning their craft and to support those new to Anzar.
- Lastly, teachers are encouraged to observe each other as often as possible and/or useful, during their prep periods, lending context to their work together in content area PLCs and grade level PLC cohorts.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In the past the CAHSEE and state spring assessments have been utilized to analyze student achievement. With just the 11th grade CAASPP now available (& 10th grade Life Science), there is more teacher reliance on student performance on teacher created assessments from specific courses, benchmarks created together in content area cohorts, the scoring of the graduation exhibitions, and analysis of student grades. The results of the CAASPP are analyzed by test, by section, and by sub-groups. The goals in this SSP reflect that analysis.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Curriculum-embedded assessments are created, utilized, analyzed, and revised by content area teachers, together.

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)

Well over the contractual required monthly staff meeting, the Anzar staff meets weekly on Wednesday afternoons, from 2:15 - 4 PM. Staff meetings rotate between General Staff meetings, Advisory Planning (in grade level cohorts), Content Area Planning, and Curricular Focus agendas. As such, elements of PD are present in almost every staff meeting.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are properly credentialed and interested in participating collaboratively in PD above and beyond contractual required time.

The desire for additional PD is strong; what is currently being provided by the district is not deemed sufficient. Specifically, curricular focus and instructional areas of need identified are math, discipline and climate reform/ consistency 7 - 12, vertically articulated 6 - 12 writing protocols, NGSS across all grade levels - with meaningful follow up as part of the planned PD. Staff is aware that funding is limited.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development work is centered around students - proper standards-based curriculum, best practices for equitable instructional practices, and self-identified areas of PD need for improved craft.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

There is on-going IN HOUSE instructional assistance and support for staff, with a desire to do as much internally as limited funding will allow. Teachers assist others in identified areas of strength AND need. The Principal supports and assists both with curriculum and instructional practices, in addition to subbing to allow others to work in support or modeling mode. Anzar teachers maximize the potential of any offers of content experts and instructional coaches funded. That said, Anzar teachers are clamoring for a more robust, structured support in the form of PD and coaching from the district.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All Anzar teachers participate actively in PLCs by content area, PLCs by Advisory cohort grade level, and all staff procedures (based on strict Communication Guidelines and a consensus model).

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum and instruction is aligned to Common Core Standards and recommended practices.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

n/a

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule is created each spring for the following year, as a collaborative activity with all teachers. This process is designed to address and target places of intervention. For example, we lower the numbers in English 9 intentionally (which means making higher grade courses larger) in order to assist freshmen in calibrating to additional rigor of high school coursework. During the 2018 - 2019 school year, we were also able to intentionally keep 9th grade Math courses (Geometry) fairly small, even though it means much larger classes in Algebra 2, in order to be able to focus on skill and content gap needs in the lower levels. We will again strive to do that in the future, if staffing allows; this is the most effective skill gap intervention practice we know. The MTSS training in which we are participating this year encourages us to push for restoring the Academic Literacy (intervention) course for incoming freshmen reading far below grade level for the next year- 2019-2020 (it was cut two years ago).

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

To date, teachers have had the freedom and ability (funding-wise) to request and receive desired instructional materials. Much of this certainly relies on the fact that most Anzar instructors use textbooks as handy references and resources, as opposed to the entire lesson plan.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All Anzar students have all core courses available to them. Because we are college prep for all, this path is not an option. Honors and AP courses are open, encouraged, and supported.

## Opportunity and Equal Educational Access

### 13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The design of the Tutorial program, the Academic Literacy class (previous to the 2017 - 2018 school year), the E.S.L. class, and the Summer School program are designed to intentionally support specific students with gaps or deficiencies in their academic foundation/ knowledge base and/or academic performance. These programs are healthy. That said, the need for transportation and our geographic location definitely limit our current capability to offer expanded services after school. Anzar was awarded the Gaston Caperton Honor Roll Award in 2015, indicating a significant increase in under-represented students in all of the following 5 categories - who took the SAT, who took an AP course and exam, who were on-track for college (as demonstrated by scoring 1550+ on the SAT), who scored a 3+ on an AP exam, and who sent their SAT scores to at least four colleges.

### 14. Research-based educational practices to raise student achievement

Anzar teachers seek new research-based solutions for problems with student achievement. There is keen interest in constant learning and improvement of craft. For example, Anzar teachers read a series of four dense articles about grading practices and then spent three separate staff meetings hashing out best practices for encouraging student motivational improvement and possibilities for success, balanced with mathematical accuracy of grading policies. For example, several Anzar teachers went to visit a model middle school in San Francisco to springboard vertical conversation regarding school climate and consistency with discipline policies grades 7 - 12 in the district, in hopes of improved student achievement. Please refer to the details for the Gaston Caperton Honor Roll Award described in #13 above - this is a culmination of a decade of dedication to research-based educational practices in raising student achievement. Last year, we explored the addition of ELEVATE Math in our district, to pro-actively close some middle and high school skill and content gaps. While there were many positive aspects to this program, we know that our previous summer bridge math program - which streamlines the needs for our specific district's middle school students - is a more effective and cost-efficient model for the future. This year, a tight team of four is participating in intensive training for MTSS and PBIS, and rolling out multiple interventions and new thoughtful and positive practices WITH all staff to further close the gaps for students, both academic gaps and social-emotional places of disengagement.

## Parental Involvement

### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school provides internet access to all students on campus, and utilizes four C.O.W.s in efforts to decrease the digital divide between the "haves" and the "have nots" in our student population. ELAC is a parent group that focuses on parent education on a multitude of issues related to student achievement: navigating School Loop as an informational tool for families, improving student homework habits, counseling options, college information, visits from law enforcement and other community outreach organizations. The Boosters subsidize athletic donations via sponsored Work Days, as well as providing scholarships for seniors for yearbooks. CalSOAP provides a wealth of individual assistance to first-generation students and their families, in bilingual fashion. District and Site Migrant Education provides some health services to families, along with extra training at conferences and workshops. During the school year 2018 - 2019, the College Readiness Grant monies have subsidized six College field trips, an SAT prep course, last summer's ELEVATE math program, an articulated college course on our campus, and after school and Saturday school personnel costs for extra student support.

### 16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

## Funding

### 17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- Summer School Bridge Math program between 8th grade and 9th grade (Other targeted services and interventions, such as after school Tutorials, Saturday School, Academic Literacy class, and weekly Wednesday PD sessions are already built into school program systemically).

## 18. Fiscal support (EPC)

Title III funding: \$1,944 (= total funding)

In addition, General fund, District funds, Grant money, and Community Support all assist in fiscal support.

### **Description of Barriers and Related School Goals**

In a climate steeped in professionalism, with mutual respect and trust for each other intact, there are very few barriers considered to be insurmountable. Frank staff discussion and inherent openness to change solves most problems. That said, the following have been identified as significant barriers to student achievement at Anzar, currently:

- a gap in foundational math skills and content necessary for success in high school Common Core math coursework
- a gap in the kinds of academic attitudes, habits and motivation necessary to achieve an A, B or C grade in freshman core content courses
- a limitation of funds and paid time to attend as much PD, conferences, institutes, and workshops as teachers would like, in the interests of staying "ahead of the curve" with NGSS, Common Core math (specifically, Carnegie Math curriculum), ELA Common Core curricular changes (non-fiction/fiction % changes), History Common Core requirements for reading and writing, etc.
- a lack of active and consistent parent participation with students who are not achieving, in a manner with meaningful follow-through
- funding in general; certificated FTE cuts of 1.2/ English teachers impacted school program and culture significantly during the 2017 - 2018 school year; staff-district trust is still rebuilding from that during this current year.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	65	94	76	62	91	74	62	91	74	95.4	96.8	97.4
All Grades	65	94	76	62	91	74	62	91	74	95.4	96.8	97.4

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2619.9	2609.6	2583.7	26	24.18	18.92	45	38.46	39.19	15	26.37	17.57	15	10.99	24.32
All Grades	N/A	N/A	N/A	26	24.18	18.92	45	38.46	39.19	15	26.37	17.57	15	10.99	24.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	34	28.57	29.73	51	52.75	44.59	15	18.68	25.68
All Grades	34	28.57	29.73	51	52.75	44.59	15	18.68	25.68

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	30	34.07	24.32	58	51.65	44.59	12	14.29	31.08
All Grades	30	34.07	24.32	58	51.65	44.59	12	14.29	31.08

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	25	16.48	17.57	67	71.43	63.51	8	12.09	18.92
All Grades	25	16.48	17.57	67	71.43	63.51	8	12.09	18.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	48	32.97	33.78	44	60.44	50.00	8	6.59	16.22
All Grades	48	32.97	33.78	44	60.44	50.00	8	6.59	16.22

**Conclusions based on this data:**

1. The type of analysis required on the Smarter Balanced Assessments (Research/ Inquiry) are not a new approach to Anzar students, and by the time they are in eleventh grade they are used to the skills required to do well. The Habits of Mind (EPERRs) that are present in all classrooms and all curriculum can also be credited. History, Science, Art and Math instructors have integrated similar approaches to meaningful problem-solving in their course expectations. (84% above, at, or near standard).
2. Continued decrease of performance in Reading (15% Below Standard in 15-16, 19% in 16 - 17, and 26% in 17 - 18) indicates an urgent need for reinstatement of the Academic Literacy intervention course for low-performing readers.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	65	94	76	62	92	74	62	91	74	95.4	97.9	97.4
All Grades	65	94	76	62	92	74	62	91	74	95.4	97.9	97.4

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2561.5	2558.3	2541.9	6	7.69	5.41	27	17.58	14.86	24	24.18	28.38	42	50.55	51.35
All Grades	N/A	N/A	N/A	6	7.69	5.41	27	17.58	14.86	24	24.18	28.38	42	50.55	51.35

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 11	16	17.58	10.81	41	23.08	29.73	43	59.34	59.46	
All Grades	16	17.58	10.81	41	23.08	29.73	43	59.34	59.46	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	12	14.29	10.81	55	48.35	39.19	33	37.36	50.00
All Grades	12	14.29	10.81	55	48.35	39.19	33	37.36	50.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	11	9.89	9.46	64	60.44	54.05	25	29.67	36.49
All Grades	11	9.89	9.46	64	60.44	54.05	25	29.67	36.49

#### Conclusions based on this data:

1. Anzar juniors did not perform well on the Smarter Balanced Math testing; there is huge room for growth. Teachers are eager to participate in pro-active intervention district-wide.

## School and Student Performance Data

### ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1556.9	1565.7	1547.4	17
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				30

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	17
Grade 10			*	*	*	*	*	*	*
Grade 11			*	*	*	*			*
Grade 12	*	*			*	*	*	*	*
All Grades	*	*	*	*	11	36.67	*	*	30

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*			17
Grade 10	*	*	*	*	*	*	*	*	*
Grade 11			*	*					*
Grade 12	*	*	*	*			*	*	*
All Grades	13	43.33	*	*	*	*	*	*	30

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	17
Grade 10			*	*	*	*	*	*	*
Grade 11					*	*	*	*	*
Grade 12	*	*					*	*	*
All Grades	*	*	*	*	11	36.67	12	40.00	30

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	17
Grade 10	*	*	*	*	*	*	*
Grade 11			*	*			*
Grade 12	*	*	*	*	*	*	*
All Grades	11	36.67	13	43.33	*	*	30

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	13	76.47	*	*			17
Grade 10	*	*	*	*	*	*	*
Grade 11			*	*			*
Grade 12	*	*	*	*			*
All Grades	20	66.67	*	*	*	*	30

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	17
Grade 10	*	*	*	*	*	*	*
Grade 11			*	*	*	*	*
Grade 12	*	*			*	*	*
All Grades	*	*	12	40.00	15	50.00	30

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	12	70.59	*	*	17
Grade 10			*	*	*	*	*
Grade 11			*	*			*
Grade 12	*	*	*	*			*
All Grades	*	*	21	70.00	*	*	30

**Conclusions based on this data:**

1. This first year of ELPAC will provide a baseline of sorts; language proficiency testing for newcomers, however, should not factor into baseline for continuing students from previous years in the district.

## School and Student Performance Data

### Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data						
Student Subgroup	Cumulative Enrollment		Chronic Absenteeism Count		Chronic Absenteeism Rates	
	16-17	17-18	16-17	17-18	16-17	17-18
African American	*	1	*	1	*	
American Indian or Alaskan Native	*	1	*	1	*	
Asian	*	1	*	1	*	
Filipino	*	1	*	1	*	
Hispanic or Latino	245	264	4	12	1.6	4.6
Did not Report	*	1	*	1	*	
Pacific Islander						
Two or More Races	*	1	*	1	*	
White	94	98	7	7	7.4	7.4
Male	188	202	8	12	4.3	6.1
Female	168	170	5	7	3.0	4.2
English Learners	39	30	1	2	2.6	6.9
Students with Disabilities	38	34	3	4	7.9	12.1
Socioeconomically Disadvantaged	214	241	8	14	3.7	5.9
Migrant	43	52	0	0	0.0	0
Foster						
Homeless	*	1	*	1	*	
Kindergarten						
Grades 1-3						
Grades 4-6						
Grades 7-8						
Grades K-8						
Grades 9-12	356	372	13	19	3.7	5.2
Ungraded Elementary and Secondary						
<b>Total</b>	<b>356</b>	<b>372</b>	<b>13</b>	<b>19</b>	<b>3.7</b>	<b>5.2</b>

#### Conclusions based on this data:

1. White students and Students with Disabilities had a significantly higher absenteeism rate than the average in 2016 - 2017.
2. The state has not populated the data for 2017 - 2018, as of 2/13/19.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
(LCAP Goal 3) Provide effective, researched-based interventions at all levels to increase student achievement and to decrease the achievement gap for all state-identified subgroups - increase vacation time service for English Learners, Foster Youth, Low income students and increase the number of students proficient and on grade level in core classes.
<b>SCHOOL GOAL #1:</b>
100% of all district 8th graders will be invited to participate in Summer School math classes (Summer Bridge program), with an attendance goal of 50% of graduating 8th graders participating in Anzar's 2019 Summer School program.
<b>Data Used to Form this Goal:</b>
<ol style="list-style-type: none"> <li>1. Feedback on Pilot Summer 2017 Bridge program (46%/ 2017, up from 38%/ 2016). The 2018 ELEVATE Math program was designed so differently that the data should not be compared (i.e. 4-week session vs. 2/ 2-week sessions- 6th, 7th and 8th graders attended. 100% of 8th graders WERE invited - the first portion of the goal was met.).</li> <li>2. Middle school CAASPP math results from Spring, 2018</li> <li>3. Evaluation/assessment of current 9th graders in Fall, 2018</li> <li>4. First-hand feedback and input from middle school math teachers during 2017 - 2018 school year.</li> </ol>
<b>Findings from the Analysis of this Data:</b>
Summer School can be used as a specific tool to enhance learning in targeted areas, review essential concepts, fill gaps that are foundational, and foster improved student confidence in subject matter.
<b>How the School will Evaluate the Progress of this Goal:</b>
Tracking enrollment/ attendance in summer school, both overall numbers AND enrollment/attendance percentages of the four specific subgroups targeted (for Summer 2019).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Multiple measures of communication with both 8th grade students and their parents, to make sure everyone understand the summer school invitation.	April - June, 2019	Gr. 6-12 math instructorsCharlene McKowen, Angela Oliveira (SS Principal), 8th grade math teachers	Each 8th grade household will be contacted in at least two different ways with summer school information	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Completion of math assessment tool by 8th graders, and analysis of results for proper summer school tailored program placement.	April - June, 2019	Anzar math teachers, Anzar Principal, 8th grade math teachers	Correction/analysis time for 3 math teachers/ staff meeting time	None Specified	None Specified	

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
(LCAP Goal 3) Provide effective, researched based interventions at all levels to increase student achievement and to decrease the achievement gap for all state-identified subgroups - increase vacation time service for English Learners, Foster Youth, Low Income students and increase the number of students proficient and on grade level in core classes.
<b>SCHOOL GOAL #2:</b>
The "Below Standard" percentage for CAASPP math test (11th graders only) will decrease to less than 40% for the test portion "Concepts/Procedures". In addition, the discrepancy between the sub-group 'Economically Disadvantaged' and ' NOT Economically Disadvantaged' will be decreased by 10%.
<b>Data Used to Form this Goal:</b>
1. CAASPP results from Spring, 2018 ( 59% scored below standard in 2018, which means that the goal of less than 40% was NOT met. (Ironically, the 2018 results were exactly the same as the previous year: 59% scored below standard in 2017)
<b>Findings from the Analysis of this Data:</b>
There is a lot of room for growth and improvement for Anzar 11th graders with the CAASPP Math exam. Overall XX% scored as "Standard Not Met" in 2018. Math teachers are particularly concerned with the "Concepts and Procedures" problems, as they most accurately point to gaps in foundational knowledge that need to be addressed within our math courses (Concepts and Procedures). The other two categories ("Problem Solving and Modeling/Data Analysis" and "Communicating/Reasoning") have less students falling in the Below Standard level; we are choosing to target the area with the worst results. The target area of Sub-goups' data is the significant discrepancy between between "Not Met Standard" for the subgroup "NOT Economically Disadvantaged", compared with the subgroup "Economically Disadvantaged".
<b>How the School will Evaluate the Progress of this Goal:</b>
CAASPP results from Spring, 2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math teachers content-area planning together. This will be augmented with a structured "math meeting" once a month, in addition to the Content Area planning designated staff meetings.	Aug. 2018 - June 2019	Anzar math teachers, Principal	Wednesday afternoon staff meeting content area planning time and other planned work time	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Mandatory Tutorial, assigned to students receiving Fs (and often Ds) in any class at progress report/report card term: Every Tuesday and Thursday, from 2:40 - 3:05 PM	Sept. 2018 - June, 2019	Anzar Math teachers, Principal	Tutorial is offered as extra support to any/all students in need, on Tuesdays and Thursdays after school, as teacher contracted time	None Specified	None Specified	
Summer School intervention classes	June-July, 2019	SS Principal, SS math teachers	Extra math bridge program during Summer School 2019 at Anzar	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	1,944
Math teacher will formally utilize one Math Release question per week in all Algebra, Geometry, and Advanced Algebra (Alg. 2) classes: Additional test prep	Jan. - June 2019	Math teachers, Principal	Release questions used as math test prep	None Specified	None Specified	
Math teacher availability for extra support during lunchtime, SSR/H time, after-school, and on Saturday School days	Sept. 2018 - June, 2019	Math teachers	Increased availability for math tutoring and help	None Specified	None Specified	
Final Exams in Algebra 1 and Geometry classes mirror state tests with selective response questions	Dec. 2018 & June 2019	Algebra and Geometry teachers	Increased practice with selective response questions	None Specified	None Specified	
Increased time/ slowed-down, more deliberate practice with Practice Tests	Spring, 2019	9th - 11th grade math teachers	Augmented Practice Test time	None Specified	None Specified	
Commitment to restructuring SSR/H time formally to include targeted math intervention	Spring, 2019	Principal, All staff	Use of SSR/H on T/Th for targeted intervention	None Specified	None Specified	

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English/Language Arts (ELA)</b>
<b>LEA/LCAP GOAL:</b>
(LCAP Goal #1) Provide students with high quality classroom instruction and curriculum that promote college and career readiness and prepares students for success in the 21st Century global economy - Access to relevant and rigorous curriculum. (LCAP Goal #2) Improve student achievement by implementing district-wide and site-based professional development to effectively implement Common Core State Standards, ELD Standards, district initiatives, and to respond to student achievement in a timely manner - Common Core PD and PLCs at all sites. (LCAP Goal 3) Provide effective, researched based interventions at all levels to increase student achievement and to decrease the achievement gap for all state identified subgroups - Interventions; Increase after school services for ELs, Foster Youth, Low Income students; increase the number of students proficient and on grade level in core classes.
<b>SCHOOL GOAL #3:</b>
The "Near/At Standard" and "Above Standard" percentage of the 'Listening' portion of the ELA CAASPP test will be 92%.
<b>Data Used to Form this Goal:</b>
CAASPP results from Spring, 2018
<b>Findings from the Analysis of this Data:</b>
The 2018 ELA results for the CAASPP test were less encouraging than the previous year. The "Listening" portion results for Spring, 2018 were 81% for students scoring "Near/At Standard" and "Above Standard", which means the goal of 92% was NOT met (The previous year- 2017- students scored at 88%). This portion of the test was chosen as the lowest scoring overall - targeting improvement in the lowest area.
<b>How the School will Evaluate the Progress of this Goal:</b>
CAASPP results from Spring, 2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
English teacher content area planning time during Weds. afternoon staff meetings	Aug. 2018 - June 2019	Anzar English teachers	Wednesday afternoon staff meeting content area planning time	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All Anzar teacher staff Curricular Focus planning time during Weds. Afternoon staff meetings (examples of focci that apply: ELL instructional strategies, Reading across content areas, Writing across content areas, Discussion "do's and don'ts" across content areas)	Aug. 2018 - June 2019	All Anzar teachers, Principal	Teachers meet together on Wednesday weekly meetings: Curricular Focus PD	None Specified	None Specified	
Mandatory Tutorial, assigned to students receiving Fs (sometimes Ds) in any class at progress reports/ report card term: Every Tuesday and Thursday, from 2:40 - 3:05 PM.	Sept. 2018 - June, 2019	All teachers, Principal	Tutorial is offered as extra support to any/all students in need, on Tuesdays and Thursdays after school, as teacher contracted time	None Specified	None Specified	
Restoration of Academic Literacy course recommended for 2019-2020; part of MTSS work	rec. for Fall, 2019	Principal, District	This intervention course will help supply incoming 9th grade low readers with the tools necessary to be more effective strategic readers across high school content areas.	None Specified	None Specified	
Commitment to restructuring SSR/H time formally for targeted Language Arts intervention time AND an opportunity for a Reading group.	Spring, 2019	Principal, English teachers	Use of SSR/H on T/Th for targeted intervention and support	None Specified	None Specified	
Increased time/ slowed-down, more deliberate approach to utilizing Practice Tests	Spring, 2019	English teachers 9 - 11th	Augmented Practice Test time	None Specified	None Specified	
English teacher availability for extra help and support during lunchtime, SSR/H, after school, and on Saturday School dates	Sept. 2018 - June 2019	English teachers	Increased availability for tutoring and support in English	None Specified	None Specified	

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: High School Readiness</b>
<b>LEA/LCAP GOAL:</b>
(LCAP Goal #1) Provide students with high quality classroom instruction and curriculum that promote college and career readiness and prepares students for success in the 21st Century global economy. - Access to relevant and rigorous curriculum. (LCAP Goal #2) Improve student achievement by implementing district-wide and site-based professional development to effectively implement Common Core State Standards, ELD Standards, district initiatives, and to respond to student achievement in a timely manner - Common Core PD and PLCs at all sites (LCAP Goal #3) Provide effective, researched-based interventions at all levels to increase student achievement - increase the number of students proficient and on grade level in core classes. (LLCAP Goal 5) Increase parent engagement through effective two-way communication to raise the level of involvement of parents and families in school programs, student progress, and as valued decision-making partners and school stakeholder leaders.
<b>SCHOOL GOAL #4:</b>
At the end of the first semester of the 2019 - 2020 school year, there will be no more than 15% Ds and Fs for the new freshman cohort. (Dec., 2018 data for 9th graders: 18% (=goal MET), a decrease of 6% from previous year. Dec., 2017 data for 9th graders: 24%. December, 2016 data for 9th graders: 30%). Meeting this goal would reflect a decrease of 3%.
<b>Data Used to Form this Goal:</b>
First semester grades (December, 2018) for all freshmen.
<b>Findings from the Analysis of this Data:</b>
Freshmen grades were populated with 18% Ds and Fs at the end of the first semester, 2018 - 2019 school year.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analysis of the freshmen grades at the end of the first semester for the school year 2019 - 2020 (December, 2019).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff Curricular Focus PD during Wednesday staff meeting time, focusing on Freshmen academic issues	August, 2018 - June, 2019	All staff, Principal	Freshman issues are discussed during Curricular Focus time on Weds. afternoons	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PLC/Freshmen Advisors cohort targeted lesson planning for Monday curriculum to address poor academic performance (i.e. senior student speaker panels, transcript review lessons, study habits lessons, time management lessons, college information)	Aug. 2018- June 2019	Freshmen Advisors	Advisors create and implement lessons for Advisory	None Specified	None Specified	
Mandatory Tutorial, assigned to students receiving Fs (sometimes Ds) in any class at progress reports/ report card term: Every Tuesday and Thursday, from 2:40 - 3:05 PM	Sept. 2018 - June, 2019	All teachers, Principal	Tutorial happens every Tuesday and Thursday after school for any/all students in need of extra support - contracted teacher time	None Specified	None Specified	
SSTs held for any freshman at academic risk after second grading period, and "Academic Success" Parent workshop in January for parents of freshmen at academic risk after first semester (individualized for any student receiving 2+ Fs at semester). Individual phone calls are made to each household.	Fall, 2018 and January, 2019	Freshmen Advisors, all relevant teachers, Principal	Freshmen advisors/teachers host both kinds of meetings (2+ Fs is the trigger)	None Specified	None Specified	

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: High School Readiness</b>
<b>LEA/LCAP GOAL:</b>
(LCAP Goal 3) Provide effective, researched-based interventions at all levels to increase student achievement and to decrease the achievement gap for all state identified subgroups: reduce the number of students deficient in high school credits, provide interventions, increase after school and vacation time services for ELLs, Foster Youth, Low Income students, and increase the number of students proficient and on grade level in core classes. (LCAP Goal 1) Provide students with high quality classroom instruction and curriculum that promote college and career readiness and prepares students for success in the 21st Century global economy - access to relevant and rigorous curriculum; - retain highly qualified teachers. (LCAP Goal 2) Improve student achievement by implementing district-wide and site-based professional development to effectively implement Common Core State Standards, ELD Standards, district initiatives, and to respond to student achievement results in a timely manner - Common Core PD; Implement and/or continue Professional Learning Communities at all sites (LCAP Goal 5) Increase parent engagement through effective two-way communication to raise the level of involvement of parents and families in school programs, student progress, and as valued decision making partners and school stakeholder leaders.
<b>SCHOOL GOAL #5:</b>
This third annual goal tracks the cohort of students who were freshmen in 2016- 2017, sophomores in 2017 - 2018, and juniors in 2018 - 2019. In December, 2016, at the end of the first semester, this cohort had a D & F percentage of 30%; in Dec. 2017, at the end of their first semester of sophomore year, the percentage was 19%; in Dec. 2018, at the end of their first semester of junior year, the percentage was 21% (a 2% increase from sophomore year). The goal for this group, at the end of the first semester of their junior year (Dec. 2018) was 15%. they did NOT meet this goal. The refreshed goal for 2018 - 2019 is for the D & F percentage for Class of 2020 is 15% again, for first semester of their senior year, December of 2019.
<b>Data Used to Form this Goal:</b>
First semester grades (December, 2018) for all sophomores.
<b>Findings from the Analysis of this Data:</b>
Freshmen grades were populated with 30% Ds and Fs at the end of the first semester, 2016. Sophomore grades were populated with 19% Ds and Fs at the end of the first semester, 2017. Junior grades were populated with 21% Ds and Fs at the end of the first semester, 2018. We want to track this same group of students to see continued improvement in their fourth and final year of high school.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analysis of the junior grades at the end of the first semester for the school year 2019 - 2020 (December, 2019).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff Curricular Focus PD during Wednesday staff meeting time, focusing on upper-classmen academic issues	October, 2018 - Dec., 2019	All staff, Principal	Issues are discussed during Curricular Focus time on Wednesday afternoons	None Specified	None Specified	
PLC/ Junior Advisors cohort targeted lesson planning for Monday curriculum to address poor academic performance (i.e. senior student speaker panels, transcript review lessons, study habits lessons, organizational improvement lessons, time management lessons, college information)	August, 2018 - Dec., 2019	Junior Advisors	Advisors create and implement lessons for Advisory	None Specified	None Specified	
SSTs for juniors at academic risk and their parents after second grading period; "Academic Success" workshop for parents at end of first semester for any students with 2+ Fs at semester (individualized protocol by family)	Fall, 2019 and January, 2020	Junior Advisors, Principal	Junior advisors/ teachers host SSTs and a parent workshop for sophomore parents of students receiving 2+ Fs at the second grading period, and at the first semester	None Specified	None Specified	
Mandatory Tutorial, assigned to students receiving Fs (sometimes Ds) in any class at progress reports/ report card term: Every Tuesday and Thursday, from 2:40 - 3:05 PM	Sept. 2018 - June, 2019	All teachers, Principal	Mandatory Tutorial runs every Tuesday and Thursday after school, as part of teacher contracted time.	None Specified	None Specified	

## Planned Improvements in Student Performance

### School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Graduation readiness ("on track to graduate")</b>
<b>LEA/LCAP GOAL:</b>
(LCAP Goal 1) Provide students with high quality classroom instruction and curriculum that promote college and career readiness and prepares students for success in the 21st Century global economy: Increase electives, provide access to relevant and rigorous curriculum, provide counseling service at all sites to increase college awareness and to increase student engagement.
<b>SCHOOL GOAL #6:</b>
(This is a continued goal) By July, 2019, Anzar students will earn credits in core content areas to ensure high school graduation and improve the college readiness skills needed across content areas, with targeted goals as follows, by grade levels: 90% of all Grade 9 students will have at least 55 units, 94% of all Grade 10 students will have at least 110 units, 95% of all Grade 11 students will have at least 165 units, and 100% of all Grade 12 students will have at least 220 units.
<b>Data Used to Form this Goal:</b>
We have been tracking this data for the past five years for the SSP; Anzar Site Council chooses to continue this goal. The units are tracked from school-generated transcripts at the end of the second semester and summer school each summer. The data from 2017 - 2018 school year reflects the following: 91% of 9th graders were on track (the goal was 88%), 95% of all 10th graders were on track (the goal was 92%), 96% of all 11th graders were on track (the goal was 95%), and 100% of all seniors were on track, which was the goal (and will continue to be the goal for seniors). All four grade levels MET their targeted goals.
<b>Findings from the Analysis of this Data:</b>
Tracking for several years indicates continued improved percentages in all classes. Our current concern with the percentage Ds and Fs for the freshman and sophomore classes at the end of the first semester illustrates the need to combat credit deficiency habits/ patterns.
<b>How the School will Evaluate the Progress of this Goal:</b>
Units/ credits will be totaled for each Anzar student at the end of summer school, 2019 (July).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Fs analysis is done at each grading period, published and analyzed amongst teachers, and then reflected in new Mandatory Tutorial Contracts each grading period	on-going, 6 grading periods per school year	Principal, all teachers	Every grading period, every student's progress is analyzed, and the Mandatory Tutorial contracts are altered to reflect need	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Credits are tracked for each Anzar student, after every semester (=twice yearly). This information is reflected in summer school registration, SSTs, and other intervention meetings.	On-going, twice a year	Principal, all Advisors	Credits in progress are tracked for each student twice a year (after each semester)	None Specified	None Specified	

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics</b>
<b>SCHOOL GOAL #1:</b>
100% of all district 8th graders will be invited to participate in Summer School math classes (Summer Bridge program), with an attendance goal of 50% of graduating 8th graders participating in Anzar's 2019 Summer School program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support for Summer School program	Summer, 2019	District Superintendent	Summer Bridge program to be integrated into Anzar summer school program/offerings	None Specified	None Specified	

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics</b>
<b>SCHOOL GOAL #2:</b>
The "Below Standard" percentage for CAASPP math test (11th graders only) will decrease to less than 40% for the test portion "Concepts/Procedures". In addition, the discrepancy between the sub-group 'Economically Disadvantaged' and 'NOT Economically Disadvantaged' will be decreased by 10%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tutorial will be offered to all students in need of extra math support; Transportation will be provided Tues./ Thurs.	on-going, throughout year	Transportation Manager, District Supt.	A late bus will be provided for students attending Tutorial on Tuesdays and Thursdays	None Specified	None Specified	
Summer School math classes will be offered for remediation purposes	Summer, 2019	District Supt., Summer School Principal	Math remediation will be offered in the form of summer school classes	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	1,944

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English/ Language Arts (ELA)</b>
<b>SCHOOL GOAL #3:</b>
The "Near/At Standard" and "Above Standard" percentage of the 'Listening' portion of the ELA CAASPP test will be maintained at 92%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tutorial will be offered to all students in need of extra ELA support; Transportation will be provided Tues/Thurs.	on-going throughout year	Transportation Manager, District Supt.	A late bus will be provided for students attending Tutorial on Tuesdays and Thursdays	None Specified	None Specified	

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #4

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in High School Readiness</b>
<b>SCHOOL GOAL #4:</b>
At the end of the first semester of the 2019 - 2020 school year, there will be no more than 15% Ds and Fs for the new freshman cohort (Dec. 2018/ 18%; Dec., 2017/ 24%; Dec., 2016/ 30% Ds and Fs). This is a decrease of 3%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tutorial will be offered to all students in need of extra support in any/all content areas; transportation will be provided on Tues/ Thurs.	on-going throughout year	Transportation Manager, District Supt.	A late bus will be provided for students attending Tutorial on Tuesdays and Thursdays	None Specified	None Specified	
Mandatory Tutorial will be enforced for all students receiving Fs at the grading period (some Ds); transportation will be provided on Tues/Thurs.	On-going throughout year; contracts will be updated each grading period	Transportation Manager, District Supt.	A late bus will be provided for students attending Tutorial on Tuesdays and Thursdays	None Specified	None Specified	

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #5

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in High School Readiness</b>
<b>SCHOOL GOAL #5:</b>
This third-year goal tracks the cohort of students who were freshmen in 2016 - 2017, sophomores in 2017 - 2018, juniors in 2018 -2019, and seniors in 2019 - 2020. In December, 2016, at the end of the first semester, this cohort had a D & F percentage of 30%; as sophomores, 19%; as juniors, 21%. The goal for this group, at the end of the first semester of their senior year (Dec. 2018) will be 15% again.
SCHOOL GOAL #6: (This is a continued goal) By July, 2019, Anzar students will earn credits in core content areas to ensure high school graduation and improve the college readiness skills, needed across content areas, with targeted goals as follows, by grade levels: 90% of all Grade 9 students will have at least 55 units; 94% of all Grade 10 students will have at least 110 units; 95% of all Grade 11 students will have at least 165 units; and 100% of all Grade 12 students will have at least 220 units.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(Goals #5 & 6) Tutorial will be offered to all students in need of extra support in any/all content areas. Transportation will be provided Tues/Thurs.	on-going throughout year	Transportation Manager, District Supt.	A late bus will be provided for students attending Tutorial on Tuesdays and Thursdays	None Specified	None Specified	
(Goals #5 & 6) Mandatory Tutorial will be enforced for all students receiving Fs at the grading period (and some Ds); Transportation will be provided.	on-going throughout year; contracts updated each grading period	Transportation Manager, District Supt.	A late bus will be provided for students attending Tutorial on Tuesdays and Thursdays	None Specified	None Specified	
(Goal #6) Summer School will allow for credit recovery for Anzar students	Summer School 2019	District Supt., Summer School Principal	Summer school will be offered at Anzar,	None Specified	None Specified	

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title III Part A: Language Instruction for	1,944	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title III Part A: Language Instruction for LEP Students	1,944.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	1,944.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP	1,944.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 2</b>	1,944.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Charlene McKowen	X				
Anissa Dizon				X	
Joey Dorrell Canepa				X	
Angela Oliveira		X			
Moir Casey McEwen				X	
Angelica Simons				X	
Mike McKinney			X		
Debra Miller		X			
Leonor Cruz Dixon			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>0</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Recommendations and Assurances**

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

  
Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Charlene McKowen, Principal

Typed Name of School Principal



Signature of School Principal

2-13-19

Date

Joey Dorell Canepa

Typed Name of SSC Chairperson



Signature of SSC Chairperson

2/13/19

Date