

# The School Plan for Student Achievement

**School:** Anzar High School  
**CDS Code:** 35752593530060  
**District:** Aromas/San Juan Unified School District  
**Principal:** Angela Crawley, Principal  
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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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## 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-sixth year of operation in the year 2019 - 2020. A small, rural school of approximately 320 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 encourages depth over breadth, a personal approach to students and teaching, and equity in all arenas. With the mandatory college-prep expectations, Anzar graduates meet all requirements to attend college after graduation. Anzar is a full-inclusion school, with a high percentage of both students who are learning English as an additional language 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 20:1, and they meet twice per week 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 component of 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 electives on transcripts. Intersession 2020 courses included: Film as Literature; The Brush and the Lens; Intensive Grad Ex; College and Career Exploration; Space, Planets and Beyond; Yearbook; Beginning French; Beginning German and Culture; 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 2019-2020 school year; the protocol is every two years. These surveys track school safety, student emotional well-being, drug and alcohol usage, etc.

2. Regular student surveys take place via Google Forms to determine student preference for Academic Focus Time, priorities for advisory, and ASB and Yearbook activities. Informal surveys are done with the staff during weekly meetings to determine priorities, needs, and goals. This semester, we are introducing Facebook and Instagram surveys to reach additional populations in our community.

3. 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 newsletters and staff meetings by the Principal, throughout the school year. The 2019 - 2020 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 during bimonthly PLC meetings. The results of the CAASPP are analyzed by test, by section, and by sub-groups. The goals in this SPSA 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. Additional care has been taken this year to monitor student progress in the form of Smarter Balanced Interim Assessment Blocks this year. Anzar teachers are using these assessments as pre and post assessments to check for understanding and mastery. Careful analysis of results during PLC time helps teachers determine how to differentiate and where additional reteaching is required.

### **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. Staff meetings rotate between General Staff meetings, Advisory Planning (in grade level cohorts), and PLC time. 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; 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.

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. Teachers have observed each other using the 3, 2, 1 (3 areas of interest, 2 things to try, 1 question) model. Anzar teachers maximize the potential of any offers of content experts and instructional coaches funded.

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 which are regularly reflected upon and updated.

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 2019 - 2020 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 have participated in encourages us to push for intervention courses. As a result of MTSS training, we have revamped the schedule on Tuesdays and Thursdays to include Academic Focus Time. During this 20 minute period, students who have earned a D or F in a class are placed in that class for intervention (reteach, preteach, skills assessment, study skills, etc.). Students earning a C or above are able to choose where to spend their time. Options for AFT include core content classes, silent reading, homework club, ASB, and recycling club. After school Enrichment is offered to all students but students who are earning a D or F in a class are typically required to attend either Tuesday or Thursday for 20 minutes. This is contracted work time for teachers to work basically one-on-one with students. Invitations are mailed home with student and parent signatures required to be returned the following day. Attendance is taken and parents are notified when students do not attend. A late bus is available on Tuesdays and Thursday to accommodate the need for transportation.

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 Enrichment program, the Academic Literacy class, and the Summer School program are 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.

### 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. We continually have conversations as a staff to determine best practices, and how to meet the needs of all students and staff. 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. Two years ago, 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 PBIS and Brief Intervention Training, 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 seven Chromecarts 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 2019 - 2020, the Low Performing Block Grant has made it possible to pay teachers to plan and prepare for the new Academic Focus Time and Enrichment after school hours. Anzar will be offering a discounting SAT Prep class for all 10-12th graders on Saturdays alongside Saturday Schools and Booster Work Days to meet the needs of all students.

### 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)

Anzar's School Site Council meets at least monthly to discuss the planning, implementation, and evaluation of ConApp programs. Site Council includes teachers, classified staff, the Principal, the Superintendent and two parents. We are actively recruiting for additional parents, community members, and students to take part in Site Council activities. We have designed our ELAC and Migrant Parent Advisory Committee meetings to happen consecutively in one night. While ELAC meetings are not very well attended, we are constantly working to get more parents and community members involved in the discussion of ConApp programs.

## 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 Enrichment, 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. This could coincide with the need for additional counseling services. Even though our availability of counseling services have nearly tripled this year, the need is still very much apparent.
- 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. Getting reliable substitutes for teachers is the biggest barrier to teachers attending PD.
- a lack of active and consistent parent participation with students who are not achieving, in a manner with meaningful follow-through. We hold a parent workshop every January to teach parents about graduation requirements, homework habits, and grading policies.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	94	76	82	91	74	80	91	74	80	96.8	97.4	97.6
All Grades	94	76	82	91	74	80	91	74	80	96.8	97.4	97.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2609.	2583.	2571.	24.18	18.92	10.00	38.46	39.19	35.00	26.37	17.57	31.25	10.99	24.32	23.75
All Grades	N/A	N/A	N/A	24.18	18.92	10.00	38.46	39.19	35.00	26.37	17.57	31.25	10.99	24.32	23.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	28.57	29.73	18.75	52.75	44.59	46.25	18.68	25.68	35.00
All Grades	28.57	29.73	18.75	52.75	44.59	46.25	18.68	25.68	35.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	34.07	24.32	23.75	51.65	44.59	56.25	14.29	31.08	20.00
All Grades	34.07	24.32	23.75	51.65	44.59	56.25	14.29	31.08	20.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	16.48	17.57	15.00	71.43	63.51	67.50	12.09	18.92	17.50
All Grades	16.48	17.57	15.00	71.43	63.51	67.50	12.09	18.92	17.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	32.97	33.78	17.50	60.44	50.00	65.00	6.59	16.22	17.50
All Grades	32.97	33.78	17.50	60.44	50.00	65.00	6.59	16.22	17.50

**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. (82.5% above, at, or near standard).
2. Continued decrease of performance in Reading indicates an urgent need for additional intervention for low-performing readers and instructional coaching and collaboration among teachers.
3. Increases in writing requirements across content areas is helping to improve student achievement in writing (80% above, at, or near standard).

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	94	76	82	92	74	78	91	74	78	97.9	97.4	95.1
All Grades	94	76	82	92	74	78	91	74	78	97.9	97.4	95.1

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2558.	2541.	2521.	7.69	5.41	3.85	17.58	14.86	15.38	24.18	28.38	25.64	50.55	51.35	55.13
All Grades	N/A	N/A	N/A	7.69	5.41	3.85	17.58	14.86	15.38	24.18	28.38	25.64	50.55	51.35	55.13

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	17.58	10.81	7.69	23.08	29.73	24.36	59.34	59.46	67.95
All Grades	17.58	10.81	7.69	23.08	29.73	24.36	59.34	59.46	67.95

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.29	10.81	12.82	48.35	39.19	33.33	37.36	50.00	53.85
All Grades	14.29	10.81	12.82	48.35	39.19	33.33	37.36	50.00	53.85

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.89	9.46	6.41	60.44	54.05	52.56	29.67	36.49	41.03
All Grades	9.89	9.46	6.41	60.44	54.05	52.56	29.67	36.49	41.03

### Conclusions based on this data:

1. Anzar juniors did not perform well on the Smarter Balanced Math testing; there is room for growth. Teachers are

eager to participate in pro-active intervention district-wide.

2. The use of computer use in math classes could improve scores when students are more comfortable answering math questions electronically.
3. Instructional coaching and an increase in collaboration and PLC time is necessary to evaluate student learning through data.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1556.9	1544.8	1565.7	1551.9	1547.4	1537.4	17	12
Grade 10	*	*	*	*	*	*	*	8
Grade 11	*	*	*	*	*	*	*	7
Grade 12	*	*	*	*	*	*	*	*
All Grades							30	28

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	16.67	*	16.67	*	50.00	*	16.67	17	12
10		*	*	*	*	*	*	*	*	*
11		*	*	*	*	*		*	*	*
12	*	*		*	*	*	*	*	*	*
All Grades	*	10.71	*	28.57	36.67	46.43	*	14.29	30	28

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	41.67	*	33.33	*	25.00		0.00	17	12
10	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*		*	*	*	*	*
All Grades	43.33	32.14	*	39.29	*	25.00	*	3.57	30	28

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

9	*	8.33	*	8.33	*	41.67	*	41.67	17	12
10		*	*	*	*	*	*	*	*	*
11		*		*	*	*	*	*	*	*
12	*	*		*		*	*	*	*	*
All Grades	*	3.57	*	10.71	36.67	53.57	40.00	32.14	30	28

Listening Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	0.00	*	91.67	*	8.33	17	12	
10	*	*	*	*	*	*	*	*	
12	*	*	*	*	*	*	*	*	
All Grades	36.67	0.00	43.33	75.00	*	25.00	30	28	

Speaking Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	76.47	75.00	*	25.00		0.00	17	12	
10	*	*	*	*	*	*	*	*	
All Grades	66.67	71.43	*	25.00	*	3.57	30	28	

Reading Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	8.33	*	50.00	*	41.67	17	12	
10	*	*	*	*	*	*	*	*	
All Grades	*	7.14	40.00	57.14	50.00	35.71	30	28	

Writing Domain									
Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	16.67	70.59	50.00	*	33.33	17	12	
All Grades	*	7.14	70.00	64.29	*	28.57	30	28	

**Conclusions based on this data:**

1. Additional interventions are necessary for students who are learning English as a second language. BeGLAD training is being implemented and staff meeting PD surrounding EL strategies will be essential to see improve student achievement.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

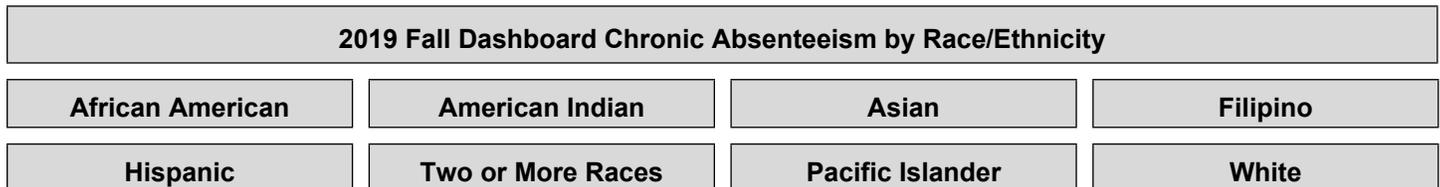
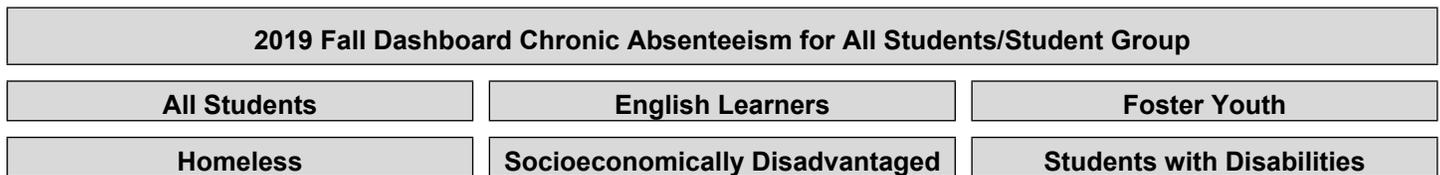
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



### Conclusions based on this data:

1. No data available at this time.

## 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 (students who are learning English, students who qualify for free and reduced lunch, foster and homeless youth, and students qualifying for special education).
<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 2020 Summer School program. Middle school students will be invited to the high school campus at least four times per year to increase their comfort with the campus, expectations, and staff.
<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, 2019</li><li>3. Evaluation/assessment of current 9th graders in Fall, 2019</li><li>4. Feedback and input from Anzar math teachers regarding the gaps that 9th grade students have when entering Geometry.</li><li>5. Feedback and input from middle school students and parents who want to become more familiar with Anzar's campus earlier.</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. As the middle school students begin to spend more time on our campus as they have this year, the fear of high school is slowly subsiding.
<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 2020). We will track the number of times middle school students are invited to attend high school activities.

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.	March - June, 2020	Gr. 6-12 math instructors, Principal Angela Crawley, summer school principal, 8th grade math teachers	Each 8th grade household will be contacted in at least two different ways with summer school information	0000: Unrestricted	None Specified	
Completion of math assessment tool by 8th graders, and analysis of results for proper summer school tailored program placement.	April - June, 2020	Anzar math teachers, Anzar Principal, 8th grade math teachers	Correction/analysis time for 3 math teachers/ staff meeting time	0000: Unrestricted	None Specified	
Provide opportunities for middle school students to be on Anzar's campus. For example, college and career fairs, graduation exhibition presentations, and Link Crew Orientation.	February - June, 2020	Anzar Principal, Link Crew Director, 8th grade teachers, Transportation department.	Anzar Principal will notify 8th grade teachers of upcoming events appropriate for their students to attend. Transportation to and from school sites will be arranged by the transportation department.	0001-0999: Unrestricted: Locally Defined	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 (students who are learning English, students who qualify for free and reduced lunch, foster and homeless youth, and students qualifying for special education).
<b>SCHOOL GOAL #2:</b>
The gap between the sub-group 'Economically Disadvantaged' and ' NOT Economically Disadvantaged' will be decreased by 12% in both Mathematics and English Language Arts. In addition, the "Near/At and Above" percentage for CAASPP math test (11th graders only) will increase to more than 50% for the test portion "Concepts/Procedures".
<b>Data Used to Form this Goal:</b>
1. CAASPP results from Spring, 2019 69% scored below standard in 2019, which means that the goal of less than 30% was NOT met. Additionally, the subgroup "Economically Disadvantaged" continue to score poorly in "Concepts and Procedures."
<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 69% scored as "Standard Not Met" in 2019. 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, 2020

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 more formalized PLC time at least twice per month for teachers to analyze student work and data.	Aug. 2019 - June 2020	Anzar math teachers, Principal	Wednesday afternoon content area PLC time will be used to analyze student work, vertically align their curriculum, incorporate the EPERRs into curriculum, and plan common assessments when appropriate.	0000: Unrestricted	None Specified	
Mandatory Enrichment, 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. 2019 - June, 2020	Anzar Math teachers, Principal	Enrichment is offered as extra support to any/all students in need, on Tuesdays and Thursdays after school, as teacher contracted time	0000: Unrestricted	None Specified	
Summer School intervention classes	June-July, 2020	SS Principal, SS math teachers	Extra math bridge program during Summer School 2020 at Anzar to help bridge incoming 9th grade math gaps and introduce students to high school expectations during the summer.	0001-0999: Unrestricted: Locally Defined	None Specified	
Math teacher will formally utilize one CAASPP IAB/FIAB question per unit in all Algebra, Geometry, and Advanced Algebra (Alg. 2) classes using chromebooks: Additional test prep	August 2019 - June 2020	Math teachers, Principal	Release questions used as math test prep. Chromebooks are needed to support teachers and students in their testing experience. When teachers have Chromebooks accessible to them in more friendly ways, they use them to provide more instant feedback and differentiated instruction.	4000-4999: Books And Supplies	Title I	29,274.13

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Commitment to restructuring (formerly) SSR/H time to Academic Focus Time to include targeted math intervention	August 2019-June 2020	Math teachers, Principal	Prep and planning time is used to analyze student achievement gaps, and differentiate intervention lessons for AFT.	0000: Unrestricted	None Specified	
Increased time/ slowed-down, more deliberate practice with Smarter Balanced Interim Assessment Blocks on computers.	August 2019- June 2020	Math teachers, Principal	Prep and planning time to prepare for computer usage by students. Teacher planning time to review the IABs before implementing. PLC time to review the results and plan using student achievement data. Additional computers are required to increase student and teacher access to technology and testing interface.	0000: Unrestricted	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Coach hired to work collaboratively with teachers on collaborative learning, ELL, and test preparation strategies to decrease achievement gaps across grade levels	Spring, 2020	All teachers, Principal	Wednesday afternoon content area PLC time will be used to collaborate with content area teachers and Instructional Coach to analyze student work, vertically align their curriculum, incorporate the EPERRs into curriculum, and plan common assessments when appropriate. The coach will observe teachers in the classroom and use coaching strategies to increase student engagement. The coach will work with teachers to increase the effectiveness of ELL and test preparation strategies based on teaching style.	1000-1999: Certificated Personnel Salaries	Title I	26,000.00
Teachers will be invited to attend BeGLAD strategies training.	August 2019-June 2020	All teachers, Principal, District Supt.	Additional training will give teachers access to additional resources and tools to meet the needs of all students, especially students who are learning English as an additional language.	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Chromebooks will be used in English as a Second Language classes to increase access to technology and resources.	On-going	ESL teacher, Principal, District Supt.	The ESL class will be brought back in the 20-21 school year. The ESL teacher will be able to provide instant feedback to students via Google Suite. Greater access to technology in their classroom will allow students to interact with their peers and coursework in a more meaningful way.	4000-4999: Books And Supplies	Title III	8,100.00

## 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 offering district-wide and site-based professional development focused on effective implementation of Common Core State Standards, English Language Development (ELD) standards, Next Generation Science Standards (NGSS), and district initiatives. (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 (students who are learning English, students who qualify for free and reduced lunch, foster and homeless youth, and students qualifying for special education).
<b>SCHOOL GOAL #3:</b>
The "Near/At Standard" and "Above Standard" percentage of the 'Reading' portion of the ELA CAASPP test will be 80%.
<b>Data Used to Form this Goal:</b>
CAASPP results from Spring, 2019
<b>Findings from the Analysis of this Data:</b>
The 2019 ELA results for the CAASPP test were less encouraging than the previous year. The "Listening" portion results for Spring, 2019 were 85% for students scoring "Near/At Standard" and "Above Standard", which means the goal of 92% was NOT met. Site Council decided to shift focus this year from "Listening" to "Reading" knowing that literacy is a key skills for all content areas.
<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. 2019 - June 2020	Anzar English teachers	Wednesday afternoon content area PLC time will be used to collaborate with content area teachers and Instructional Coach to analyze student work, vertically align their curriculum, incorporate the EPERRs into curriculum, and plan common assessments when appropriate.	0000: Unrestricted	None Specified	
Instructional Coach hired to work collaboratively with teachers on reading strategies, specific ELL strategies, and collaborative learning strategies to increase comprehension across grade levels	Spring 2020	All Anzar teachers, Principal	Wednesday afternoon content area PLC time will be used to collaborate with content area teachers and Instructional Coach to analyze student work, vertically align their curriculum, incorporate the EPERRs into curriculum, and plan common assessments when appropriate. The coach will observe teachers in the classroom and use coaching strategies to increase student engagement. The coach will work with teachers to increase the effectiveness of ELL and test preparation strategies based on teaching style. (See previous goal for funding amount)	1000-1999: Certificated Personnel Salaries	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Mandatory Enrichment, 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. 2019 - June, 2020	All teachers, Principal	Enrichment is offered as extra support to any/all students in need, on Tuesdays and Thursdays after school, as teacher contracted time	0000: Unrestricted	None Specified	
Commitment to restructuring (formerly) SSR/H time to Academic Focus Time to include targeted reading intervention	Dec. 2019- June 2020	English teachers, Principal	This intervention time will help supply incoming students who have achievement gaps with the tools necessary to be more effective strategic readers across high school content areas. One AFT class will be devoted to support strategies for students learning English as an additional language.	1000-1999: Certificated Personnel Salaries	None Specified	
English teacher availability for extra help and support during lunchtime, AFT, after school, and on Saturday School dates	Sept. 2019 - June 2020	English teachers	Increased availability for tutoring and support in English by English teachers.	0000: Unrestricted	None Specified	
Increased time/ slowed-down, more deliberate approach to utilizing Smarter Balanced Interim Assessments	Spring, 2019	English teachers 9 - 11th	Augmented Practice Test time in the form of Interim assessment so that students and teachers become more familiar with testing interface and so that teachers can receive feedback from Smarter Balanced assessments	0000: Unrestricted	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional materials to enhance differentiated modalities for students who are learning English as an additional language.	Spring, 2019, on-going	All teachers, Principal	Additional instructional materials for students learning English as an additional language will be purchased to support students. Materials include Chromebooks, audio subscriptions to High Point curriculum, Rosetta Stone materials, etc. (See previous goal for funding amount)	4000-4999: Books And Supplies	Title III	

## 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 offering district-wide and site-based professional development focused on effective implementation of Common Core State Standards, English Language Development (ELD) standards, Next Generation Science Standards (NGSS), and district initiatives. (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 (students who are learning English, students who qualify for free and reduced lunch, foster and homeless youth, and students qualifying for special education). (LLCAP Goal 5) Increase parent engagement to raise the level of involvement of parents and families in school programs.
<b>SCHOOL GOAL #4:</b>
At the end of the first semester of the 2020 - 2021 school year, there will be no more than 18% Ds and Fs for the new freshman cohort. Dec., 2019 data for 9th graders: 37.9% Ds and Fs. 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%.
<b>Data Used to Form this Goal:</b>
First semester grades (December, 2019) for all freshmen.
<b>Findings from the Analysis of this Data:</b>
Freshmen grades were populated with 37.9% Ds and Fs at the end of the first semester, 2019 - 2020 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 2020 - 2021 (December, 2020).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff PD during Wednesday staff meeting time, focusing on Freshmen academic issues	January 2020 - June, 2020	All staff, Principal	Freshman issues are discussed during staff meetings on Weds. afternoons and during 9th grade advisory cohort planning times	0000: Unrestricted	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. 2019- June 2020	Freshmen Advisors	Advisors create and implement lessons for Advisory	0000: Unrestricted	None Specified	
Mandatory Enrichment, assigned to students receiving Ds and Fs in any class at progress reports/ report card term: Every Tuesday and Thursday, from 2:40 - 3:05 PM	Sept. 2019 - June, 2020	All teachers, Principal	Enrichment happens every Tuesday and Thursday after school for any/all students in need of extra support - contracted teacher time	0000: Unrestricted	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, 2019 and January, 2020	Freshmen Advisors, all relevant teachers, Principal	Freshmen advisors/teachers host both kinds of meetings (2+ Fs or in danger of not graduating is the trigger)	0000: Unrestricted	None Specified	
Instructional coach hired to increase engagement strategies in classrooms for freshmen and especially state identified subgroups.	August 2019- June 2020	All teachers, Principal, District Personnel	An instructional coach will be hired in February who will collaborate with all teachers. In freshmen classes, the instructional coach will work specifically with engagement, collaborative learning, and ELL strategies. (See goal 2 for funding amount)	1000-1999: Certificated Personnel Salaries	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS Tier 1 & 2 implementation	August 2019- June 2020	All staff, Principal	PBIS Tier 1 implemented with fidelity via our WINGS program. Staff will work to increase awareness of the WING program and to recognize students when they are meeting and exceeding school wide expectations.	5800: Professional/Consulting Services And Operating Expenditures	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 #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 offering district-wide and site-based professional development focused on effective implementation of Common Core State Standards, English Language Development (ELD) standards, Next Generation Science Standards (NGSS), and district initiatives. (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 (students who are learning English, students who qualify for free and reduced lunch, foster and homeless youth, and students qualifying for special education). (LLCAP Goal 5) Increase parent engagement to raise the level of involvement of parents and families in school programs.
<b>SCHOOL GOAL #5:</b>
This goal tracks the cohort of students who are freshmen in 2019-2020. At the end of the first semester (December 2019) this cohort had a D & F percentage of 37.9%. The goal for this cohort is a 18% Ds & Fs, a decrease of 50% by the end of first semester of their sophomore year.
<b>Data Used to Form this Goal:</b>
First semester grades (December, 2019) for all freshmen.
<b>Findings from the Analysis of this Data:</b>
For the current senior cohort their 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. Senior grades were populated with 44% of Ds and Fs at the end of first semester, 2019. This cohort showed a decline in grades this year, possibly due to the increased rigor of senior year or new staff. We would like to begin tracking data for the current freshmen as we did for the current senior cohort to monitor progress and to provide data for grading policy discussions with the staff.
<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 2020 - 2021 (December, 2020).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff meetings during Wednesday staff meeting time, focusing on upper-classmen academic issues	January, 2019 - June, 2020	All staff, Principal	Issues are discussed during staff meetings on Wednesday afternoons. Grading policies within departments are discussed including a look at homework policies, late work, and weighted or standards based grading.	0000: Unrestricted	None Specified	
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, organizational improvement lessons, time management lessons, college information)	August, 2019 - June, 2020	Freshmen Advisors	Advisors create and implement lessons for Advisory	0000: Unrestricted	None Specified	
SSTs for freshmen 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	Freshmen Advisors, Principal	Freshmen 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	0000: Unrestricted	None Specified	
Mandatory Enrichment, assigned to students receiving Ds or Fs in any class at progress reports/ report card term: Every Tuesday and Thursday, from 2:40 - 3:05 PM	Sept. 2019 - June, 2020	All teachers, Principal	Mandatory Enrichment runs every Tuesday and Thursday after school, as part of teacher contracted time.	0000: Unrestricted	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional coach hired to increase engagement strategies in classrooms for freshmen and especially state identified subgroups.	Feb. 2020- June 2020	All teachers, Principal, District Personnel	An instructional coach will be hired in February who will collaborate with all teachers. In freshmen classes, the instructional coach will work specifically with engagement, collaborative learning, and ELL strategies. (See goal 2 for funding amount)	1000-1999: Certificated Personnel Salaries	Title I	
PBIS Tier 1 & 2 implementation	August 2019- June 2020	All staff, Principal	PBIS Tier 1 implemented with fidelity via our WINGS program. Staff will work to increase awareness of the WING program and to recognize students when they are meeting and exceeding school wide expectations.	5800: Professional/Consulting Services And Operating Expenditures	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: College &amp; Career 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.
<b>SCHOOL GOAL #6:</b>
The graduating class of 2021 will improve their college and career readiness with targeted goals as follows: 45% prepared, 45% approaching prepared, and 10% not prepared. This would be an increase of 1.9% prepared, an increase of 1.9% approaching prepared, and a decrease of 3.9% not prepared. This is a new goal for Anzar High School.
<b>Data Used to Form this Goal:</b>
California Dashboard reports that from the class of 2019, 43.1% of Anzar students are prepared for college and career, 43.1% are approaching prepared for college and career, and 13.9% of Anzar students are unprepared for college and career. We hope to focus on this area of opportunity to better prepare our students for life after high school.
<b>Findings from the Analysis of this Data:</b>
Tracking for several years indicates continued improved percentages in all classes.
<b>How the School will Evaluate the Progress of this Goal:</b>
California School Dashboard data for Anzar High Schools College and Career Readiness

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Coach hired to work collaboratively with teachers on collaborative learning, ELL and test preparation strategies to decrease achievement gaps across grade levels	Spring, 2020	All teachers, Principal	An instructional coach will be hired in February who will collaborate with all teachers. In freshmen classes, the instructional coach will work specifically with engagement, collaborative learning, and ELL strategies. (See goal 2 for funding amount)	1000-1999: Certificated Personnel Salaries	Title I	
Staff meeting time will be used more effectively to allow for more PLC collaboration time.	On-going	All teachers, Principal	Announcements have been removed from staff meeting time and are now being sent in a weekly email to allow teachers more collaboration time during Wednesday staff meetings.	0000: Unrestricted	None Specified	
Additional recruitment for Advanced Placement Courses	Spring, 2020	AP teachers, Advisors, Principal	Increase recruitment efforts for AP Courses using flyers, lunch time meetings, and parent communication.	0000: Unrestricted	None Specified	
Offer additional high step courses on Anzar's campus through a partnership with Gavilan College.	On-going	Principal, District Supt.	Additional high step courses from Gavilan College will allow Anzar students access to additional electives otherwise not available to them.	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 Enrichment, 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. 2019- June 2020	All teachers, Principal	Enrichment is offered as extra support to any/all students in need, on Tuesdays and Thursdays after school, as teacher contracted time	0000: Unrestricted	None Specified	
Commitment to restructuring (formerly) SSR/H time to Academic Focus Time to include targeted skills intervention	August 2019-June 2020	All teachers, Principal	Prep and planning time to analyze student achievement gaps, and differentiate intervention lessons for AFT	0000: Unrestricted	None Specified	
PBIS Tier 1 & 2 implementation	August 2019-June 2020	All staff, Principal	PBIS Tier 1 implemented with fidelity via our WINGS program. Staff will work to increase awareness of the WING program and to recognize students when they are meeting and exceeding school wide expectations.	5800: Professional/Consulting Services And Operating Expenditures	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 50% for the test portion "Concepts/Procedures". In addition, the discrepancy between the sub-group 'Economically Disadvantaged' and 'NOT Economically Disadvantaged' will be decreased by 12% in both Mathematics and English Language Arts

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enrichment 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 Enrichment on Tuesdays and Thursdays	0001-0999: Unrestricted: Locally Defined	None Specified	
Teachers will be invited to attend BeGLAD strategies training.	June 2019-June 2020	District Supt., all teachers, Principal	District will provide BeGLAD training to give teachers access to additional resources and tools to meet the needs of all students, especially students who are learning English as an additional language.	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	

## 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 'Reading' portion of the ELA CAASPP test will be 80%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enrichment 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 Enrichment on Tuesdays and Thursdays	0001-0999: Unrestricted: Locally Defined	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 2020 - 2021 school year, there will be no more than 18% Ds and Fs for the new freshman cohort. Dec., 2019 data for 9th graders: 37.9% Ds and Fs. 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%.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enrichment 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 Enrichment on Tuesdays and Thursdays	0001-0999: Unrestricted: Locally Defined	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>
School Goal #5 This goal tracks the cohort of students who are freshmen in 2019-2020. At the end of the first semester (December 2019) this cohort had a D & F percentage of 37.9%. The goal for this cohort is a 18% Ds & Fs, a decrease of 50%.
SCHOOL GOAL #6: The graduating class of 2021 will improve their college and career readiness with targeted goals as follows: 45% prepared, 45% approaching prepared, and 10% not prepared. This would be an increase of 1.9% prepared, an increase of 1.9% approaching prepared, and a decrease of 3.9% not prepared.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Enrichment 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	0001-0999: Unrestricted: Locally Defined	None Specified	
(Goal #6) District will pursue additional partnerships with the local community college to offer additional dual enrollment opportunities on Anzar's campus	On-going	District Supt., Principal	Additional courses offered at Anzar will allow students to take additional college classes while earning credit in high school and college courses. This will increase student's readiness for college and career.	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	8187.00	8,187.00
Title I Part A: Disadvantaged Students	58,990.00	58,990.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I	55,274.13
Title III	8,100.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	26,000.00
4000-4999: Books And Supplies	37,374.13

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	26,000.00
4000-4999: Books And Supplies	Title I	29,274.13
4000-4999: Books And Supplies	Title III	8,100.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 2</b>	63,374.13

## 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
Angela Crawley	X				
Kate Dixson-Clark				X	
Jennifer Ponce				X	
Debra Miller		X			
Tyler Wilken		X			
Mike McKinney			X		
Maxwell Caster					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</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

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

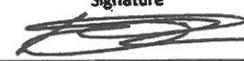
District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X Departmental Advisory Committee (secondary)

\_\_\_\_\_  


\_\_\_\_\_  
Signature

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

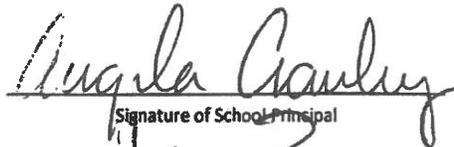
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Signature

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 . February 6, 2020

Attested:

Angela Crawley, Principal

Typed Name of School Principal

  
Signature of School Principal

2-6-20

Date

Mike McKinney, Classified

Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

2/6/20

Date