

Anzar High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Anzar High School
Street	2000 San Juan Highway
City, State, Zip	San Juan Bautista, CA 95045-9558
Phone Number	(831) 623-7660
Principal	Angela Crawley, Principal
Email Address	Acrawley@asjUSD.org
School Website	https://www.asjUSD.org/o/anzar-high-school
Grade Span	9-12
County-District-School (CDS) Code	35752593530060

2024-25 District Contact Information

District Name	Aromas/San Juan Unified School District
Phone Number	(831) 623-4500
Superintendent	Barbara Dill-Varga
Email Address	Bdillvarga@asjUSD.org
District Website	https://www.asjUSD.org/

2024-25 School Description and Mission Statement

We are proud to share this annual report about Anzar High School with the parents of our students. Anzar High School is the only high school in the Aromas-San Juan Unified School District. The school opened in 1994 as a result of a grassroots unification effort initiated by parents who sought a school that was focused on students. Anzar High School earned a six-year WASC accreditation term in June of 2022.

Our purpose statement says:

2024-25 School Description and Mission Statement

We educate all high school students in a safe, challenging and equitable environment, in partnership with families and our culturally rich community. To become responsible members of a global society, students will be engaged in real-world problem-solving, meet the state 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.

During the 2023-2024 school year, groups of students, families, and staff crafted our core values statement: Anzar High School is committed to cultivating a vibrant community where empowered students develop into college & career-ready individuals. We prioritize fostering unique relationships that support each student's journey, ensuring they achieve their fullest potential in a nurturing and inclusive environment.

We are a school of approximately 265 students enrolled in grades nine through twelve at Anzar High School. Anzar's schedule is based on two semesters, with three grading periods per semester. Teaching students how to think critically is at the heart of our work. All instruction at the school is based on the belief that everyone is a learner, and that includes teachers as well as students. Our goal is that the curriculum at Anzar High School is specifically designed around the "Habits of Mind" that the staff considers key to a rounded, complete education. These five habits are an approach to learning, shared by all content areas:

- *Evidence (what do I know and how do I know it?)
- *Perspective (What biases are there, mine and others?)
- *Extension (What are the deeper implications?)
- *Relevance (What difference does it make? So what?)
- *Reflection (What did I learn?)

Anzar's educational program is rigorous and relevant and college prep for all. Graduates not only need to surpass the minimum state standards for graduation but must also successfully complete a Post Graduate/Service Learning Reflection and 72 hours of service learning to graduate.

Besides integrating the Habits of Mind into their classrooms, all teachers employ the practices of backward design for all curricular units to ensure alignment of activities with assessments centered around the essential questions for the units.

The curriculum is aligned to the State Common Core Standards, and teachers work collaboratively in professional learning groups monthly to assess student learning, using data to inform instruction.

We continue to strive for equal access to all curricula to ensure that all students have the very best education offered and the most opportunities available beyond high school.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	67
Grade 10	67
Grade 11	60
Grade 12	64
Total Enrollment	258

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.2
Non-Binary	0.4
American Indian or Alaska Native	1.2
Asian	2.3
Filipino	0.4
Hispanic or Latino	70.2
Two or More Races	1.2
White	19
English Learners	23.6
Homeless	6.2
Migrant	10.5
Socioeconomically Disadvantaged	60.1
Students with Disabilities	10.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.40	58.34	37.50	80.58	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	5.86	1.80	3.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	5.72	0.80	1.78	12115.80	4.41
Unknown/Incomplete/NA	4.30	29.93	6.30	13.62	18854.30	6.86
Total Teaching Positions	14.50	100.00	46.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.30	87.91	45.00	93.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.98	1.10	2.42	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	6.07	0.90	2.06	11953.10	4.28
Unknown/Incomplete/NA	0.80	4.91	0.80	1.67	15831.90	5.67
Total Teaching Positions	16.30	100.00	47.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.60	80.54	42.10	87.11	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	9.59	2.80	5.80	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	6.76	2.40	5.12	11746.90	4.23
Unknown/Incomplete/NA	0.40	3.04	0.90	1.92	14303.80	5.15
Total Teaching Positions	14.40	100.00	48.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0.9
Misassignments	0.00	0.10	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.10	1.3

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.90	0.5
Local Assignment Options	0.00	0.00	0.4
Total Out-of-Field Teachers	0.80	0.90	0.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	1.1	5.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.40	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which the data were collected October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Novels taught at high school level board approved and based on Common Core Standards		0
Mathematics	Big Ideas Common Core math curriculum for Algebra 1, Geometry Advanced Algebra: Teacher Created Curriculum, board approved and based on Common Core Standards Larson's PRE-CALCULUS WITH LIMITS: A graphing approach (Jan. 2012) Essentials of Statistics, Pearson The Practice of Statistics for the AP® Course, 7th edition, Bedford, Freeman and Worth Publishers	Yes	0
Science	CONCEPTUAL PHYSICAL SCIENCE (Hewitt, Suchocki, Hewitt) AP Environmental Science- Environmental Science for the AP Course. Friedland and Relyea. BFW Publishing, 4th Edition. Biology, Houghton Mifflin Harcourt Chemistry, Houghton Mifflin Harcourt	Yes	0
History-Social Science	MODERN WORLD HISTORY (Jan. 2012)	Yes	0

	US History- Teacher Created Curriculum, board approved and based on Common Core Standards		
	Economics: Principles in Action (2013) & Magruder's American Govt. (rev. 2013)		
Foreign Language	Encuentros 1-3, Galeria 1 & 2 de Lengua y Cultura	Yes	0
Health	Health Connected & Spark Family		0
Visual and Performing Arts	Teacher Created Curriculum, board approved and based on California Standards		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements - Anzar High School provides a safe, clean environment for students and staff. Construction began on the campus in 1997. There are 18 classrooms, one gym, one library, one computer lab/quiet study space, a Career Technical Education building with the labs (opened in January of 2007), and several athletic fields. Ongoing maintenance and inspections keep facilities in good repair and working order. The Career Technical Education building houses a Culinary Arts kitchen, a Woodworking shop, and a computer lab for Photography classes. The school's organic garden produces year-round and has been maintained by ASB students.

Year and month of the most recent FIT report	September 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	62	71	41	42	46	47
Mathematics (grades 3-8 and 11)	20	20	22	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	62	62	100.00	0.00	70.97
Female	30	30	100.00	0.00	86.67
Male	32	32	100.00	0.00	56.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	49	49	100.00	0.00	71.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	11	100.00	0.00	63.64
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	34	100.00	0.00	61.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	62	60	96.77	3.23	20.00
Female	30	29	96.67	3.33	17.24
Male	32	31	96.88	3.12	22.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	49	48	97.96	2.04	14.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	10	90.91	9.09	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	32	94.12	5.88	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	29.13	12.12	27.90	23.50	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	67	54.47	45.53	12.12
Female	61	32	52.46	47.54	3.13
Male	62	35	56.45	43.55	20.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	87	49	56.32	43.68	6.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	14	50.00	50.00	21.43
English Learners	23	21	91.30	8.70	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	41	51.90	48.10	2.50
Students Receiving Migrant Education Services	14	9	64.29	35.71	--
Students with Disabilities	13	8	61.54	38.46	--

2023-24 Career Technical Education Programs

During the 2023-2024 school year, our district embarked on an exciting journey to expand educational opportunities by exploring and developing two Career Technical Education (CTE) pathways: Building and Construction Trades and Manufacturing and Product Development. These pathways are offered in the 2024-2025 school year and were designed to align with industry demands and provide our students with hands-on, career-focused learning experiences. By integrating these pathways into our educational offerings, we aim to equip students with valuable skills, certifications, and knowledge that prepare them for success in the workforce or further education.

To ensure our students, their families, and staff are informed and engaged, we created a dedicated webpage highlighting these new pathways. This resource serves as a hub for information, including pathway overviews, course details, potential career opportunities, and the benefits of CTE programs.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	27
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	54.9

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	90%	90%	90%	90%	90%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents of Anzar students are offered a variety of support and opportunity for active involvement. The Booster Club helps fund both academic and athletic programs at the school and oversees teacher appreciation efforts, as well. The School Site Council is instrumental in supporting school program and teachers. School Site Council includes parents who participate in governance and school policy, including participation in WASC. Our district has struggled to engage parents of English Learners so this is

2024-25 Opportunities for Parental Involvement

a continued goal area though our ELAC meets four times per year and in our first meeting this year, we had 20 parents present, up from only a handful in previous years. Both the graduation exhibition program and the service learning program offer opportunities for meaningful parental involvement, as well. Post Graduate/Service Learning Reflections, prepared by Anzar's senior class are judged by trained panels of community members, and often parents continue to volunteer in this capacity long after their students have graduated. With the service learning requirement of four semesters for all students, many parents are involved in overseeing student placements in the community or in their workplaces. The counseling department is holding guardian information nights for each grade level and Dual Enrollment Information meetings in English and Spanish. Additionally, we offer a support night for families of students who are chronically absent and/or earning F's in consecutive grading periods. At the beginning of the school year, we hosted an ice cream social for incoming 9th grade families. We get the most family engagement at our quarterly athletic banquets to celebrate and recognize our athletes and their families.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	9.7	19.4	23.5	12.5	19.4	23.5	7.8	8.2	8.9
Graduation Rate	88.7	73.6	73.5	85.9	73.6	73.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	68	50	73.5
Female	35	29	82.9
Male	33	21	63.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	48	33	68.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	15	13	86.7
English Learners	16	10	62.5
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	49	35	71.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	292	273	29	10.6
Female	140	131	14	10.7
Male	151	141	14	9.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	216	204	20	9.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	62	55	7	12.7
English Learners	70	67	4	6.0
Foster Youth	--	--	--	--
Homeless	21	18	4	22.2
Socioeconomically Disadvantaged	177	168	19	11.3
Students Receiving Migrant Education Services	37	33	3	9.1
Students with Disabilities	29	26	4	15.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	9.06	1.39	5.48	3.99	2.21	3.56	3.17	3.6	3.28
Expulsions	0.29	0	0	0.09	0.1	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.48	0.00
Female	4.29	0.00
Male	6.62	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.45	0.00
English Learners	4.29	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.90	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Anzar High School publishes, enforces and regularly reviews a school-wide discipline matrix. The guide is updated by the staff and published annually in the Parent-Student Handbook and School website. Students and their guardians must sign that they have read, understand, and agree to abide by the Parent-Student Handbook. The discipline matrix intends to ensure consistent, fair enforcement of consequences, as supported by Ca. Ed. Code and local law enforcement. The staff reviews the discipline matrix annually, adding or editing details and clarifying and refreshing content as needed. A reflective, restorative

2024-25 School Safety Plan

justice approach is utilized as students who are not meeting behavior expectations are asked to consider the consequences of their actions on themselves and others around them, at all times. Alternatives to suspension are actively employed whenever possible. We are working to re-establish a PBIS program which was damaged by distance learning. We use 5 Star Students as our hall pass and reward program. We have found the data to be invaluable. Anzar has a .5 FTE Lead teacher position, assisting with discipline and interventions, a guidance counselor, and a full-time campus supervisor, who are in turn supported by the Principal. Student safety is of utmost priority to the staff. Anzar participates in the 9th and 11th grade Healthy Kids survey every two years and scrutinizes the results/feedback pertaining to the program. In the interim years, we use Kelvin surveys to monitor student connectedness and other needs. Anzar has a social worker on campus two days per week, and counselors provided by contractors Harmony at Home and Community Solutions to provide mental health support to students and staff five days per week.

Anzar High School conducts scheduled fire and earthquake drills, and our staff has been trained in Lockdowns by Knowledge Saves Lives. Safety backpacks are placed in each classroom, and rosters are printed for each classroom at 6-week intervals. The intercom system, automated caller, the school website, social media pages, text-messaging, and all call systems as well as our school-wide Parent Square program keep students and parents informed in a timely manner. Principal Crawley writes and publishes weekly newsletters to highlight work being done on campus and to keep students, their families, and staff informed about upcoming events. In addition, students meet four times per week with their "Advisory" group of students and a school Advisor, who monitors and provides additional support. SSTs and parent conferences are encouraged. Parent workshops focused on improving student academic performance are held annually mid-year. Anzar staff aims to be proactive, as opposed to reactive, with student behavioral expectations.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	3	9	
Mathematics	25	3	6	2
Science	25	5	6	
Social Science	26	3	8	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	4	8	
Mathematics	23	5	3	3
Science	23	6	5	
Social Science	19	7	7	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	10	3	
Mathematics	20	6	4	2
Science	19	10	1	2
Social Science	21	4	7	1

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	258

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	.5
Psychologist	0.3
Social Worker	0.3
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,134	\$1,663	\$7,471	\$76,416
District	N/A	N/A	\$10,031	\$80,137
Percent Difference - School Site and District	N/A	N/A	-29.3	-4.8
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	-36.2	-2.9

Fiscal Year 2023-24 Types of Services Funded

Anzar High School strives to assist students in their social and personal development, as well as academics. The school provides special attention to students who experience achievement challenges, difficulty coping with personal and family challenges, have trouble with decision-making, or issues with handling peer pressure. With the support of a District psychologist, a district migrant liaison, a guidance counselor, and Sticks and Stones, a trauma-based counseling program; the Advisory program supports students. When a student enrolls at Anzar High School, he/she is assigned to an Advisor, a relationship that will continue throughout the student's experience at the school. The Advisor helps students plan schedules, gives advice and guidance about PGSLs, service learning, and post-high school plans, and is available for academic help. Most Advisors are teachers, but several classified and Administrative staff members serve in the Advisor capacity, as well. The ratio of students to Advisors is approximately 25 - 1. Students qualifying for Special Education benefit from a full-inclusion program. Student Study Teams are on-going with adaptive educational options based on Individual Education Plans (IEPs). Speech/Language therapy is provided by speech specialists through an interactive computer-hosted appointment.

Anzar High School has qualified for Title I funds due to an increase in students qualifying for the free-and reduced lunch program.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,484	\$50,757
Mid-Range Teacher Salary	\$78,912	\$75,693
Highest Teacher Salary	\$112,139	\$105,687
Average Principal Salary (Elementary)	\$133,871	\$121,443
Average Principal Salary (Middle)	\$133,871	\$132,509
Average Principal Salary (High)	\$133,871	\$133,106
Superintendent Salary	\$180,811	\$167,660
Percent of Budget for Teacher Salaries	29%	26%
Percent of Budget for Administrative Salaries	8%	6%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	13.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

With a site-based decision-making model in place, the Anzar staff works together to determine critical areas of need for ongoing staff development. In the past five years, this has included training in the areas of special education instructional best practices, literacy across content areas, grade-level planning for effective advisories, 4-yr. content area course scaffolding, strategies for meaningful instruction changes to improve SBAC scores (including Interim Assessment Blocks and Professional Learning Group training), annual revision of the exhibition program, our discipline practices, our Habits of Mind (the EPERRs, which guide curriculum in all content areas), the intersession program, our communication practices, results of student and parent surveys, EL and SPED student "best practices" instructional strategies, the use of writing rubrics across content areas, and intentional best practices with AVID Strategies, research/scrutiny/adaptation of grading practices in the high school classrooms, Common Core State Standards math curricular and instructional PD, MTSS training/ new initiatives, PBIS training/ new initiatives. The past five years focused largely on bringing curriculum content and rigor in line with the Common Core State Standards, and then evaluating our effectiveness. During the past five school years, all classrooms were digitally equipped to improve instruction and access for students and teachers. Within the last three years, the ASJUSD has invested in the AVID program with Anzar offering 1-2 sections of the AVID elective.

The teacher evaluation process at Anzar is also designed to maximize teacher improvement potential. Pre- and post-conferences, along with school-wide teacher choice of observation timing, maximize the meaningfulness of the process. Drop-in observations are regularly encouraged amongst all teachers, who enjoy feedback in an uncommonly trusting atmosphere. During these observations, teachers use a 3, 2, 1 peer observation form where teachers are looking for interesting and inspiring strategies, things to use in their own classrooms, and questions to ask at the next professional learning group meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4
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