

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Anzar High School	35752593530060	May 8, 2025	June 11, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Anzar High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement.....	4
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	15
Overall Performance	17
Academic Performance.....	19
Academic Engagement.....	26
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	33
Goal 3.....	36
Goal 4.....	38
Goal 5.....	41
Budget Summary	44
Budget Summary	44
Other Federal, State, and Local Funds	44
Budgeted Funds and Expenditures in this Plan.....	45
Funds Budgeted to the School by Funding Source.....	45
Expenditures by Funding Source	45
Expenditures by Budget Reference	45
Expenditures by Budget Reference and Funding Source	45
Expenditures by Goal.....	46
School Site Council Membership	47
Recommendations and Assurances	48
Instructions.....	49
Appendix A: Plan Requirements	56

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements59
Appendix C: Select State and Federal Programs62

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Anzar High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

The purpose of this School Plan for Student Achievement (SPSA) is to describe the areas of success, challenge, and improvement planning as we work to accelerate student achievement at Anzar High School. This plan presents the school's path and purpose influenced by ESSA requirements, the Aromas-San Juan Unified School District's (ASJUSD) current Local Control and Accountability Plan (LCAP), and student achievement data. There are three LCAP goals that steer this SPSA: Goal 1- Provide high-quality teaching and learning for every student. Goal 2- Fully engage students, staff, parents, and the community in support of short and long-term educational outcomes, and Goal 3- Prepare every student to be college, career, and world-ready upon graduation. This plan details how Anzar High School will serve every student at their level of need. The strategic actions described in this plan are supplemental to elements currently implemented at Anzar High School, which include high-quality first instruction, effective implementation of district-adopted curriculum and California State Standards, tiered interventions, inclusive classrooms, Special education mental health services or SEMHS, and other social and behavioral instruction. Anzar High School's core purpose focuses on behavioral, social-emotional, and academic learning guided by a multi-tiered system of supports, ESSA, and the actions and services defined in ASJUSD's current LCAP.

Educational Partner Involvement

How, when, and with whom did Anzar High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The goals of this plan, as well as the financial investment actions necessary to support Anzar High School's student achievement, were made, discussed, monitored, and adjusted based on input collected from teachers, the Leadership Team, administrative staff, English Learner Advisory Committee (ELAC), School Site Council (SSC) and Booster Club.

ELAC Dates: 11/30/24, 1/30/25, 2/5/25, 4/2/25

SSC Dates: 8/29/24, 9/26/24, 10/30/24, 2/27/25, 5/8/25

Booster Club Meetings: 11/5/24

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Anzar's graduation rate is "orange" and has decreased significantly over the past year. Each year, a comprehensive case study of all graduating seniors takes place, along with a preview of the graduating seniors two months prior to graduation, to ensure as many interventions as possible can take place. Additionally, we have enrolled several students from other districts who are credit deficient when they enroll, which has impacted our graduation rate. We have implemented alternative graduation plans for students who qualify. New board policy has recently passed to create an alternate graduation plan for students with disabilities.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

English learners performed lower than all students in English language arts, mathematics, on the college/career report, and graduation rate. This is an area of focus and priority for Anzar staff, see the goals in this plan for details.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SPSA goals have been established and are in alignment with our WASC Action Plan. Additionally, we are focusing on our chronic absenteeism rate.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Anzar High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.97%	1.09%	1.16%	3	3	3
African American	0.32%	0%	0%	1	0	0
Asian	0.65%	1.81%	2.33%	2	5	6
Filipino	0.97%	1.09%	0.39%	3	3	1
Hispanic/Latino	68.93%	67.75%	70.16%	213	187	181
Pacific Islander	0%	0%	0%	0	0	0
White	21.04%	20.29%	18.99%	65	56	49
Two or More Races	0.32%	0.72%	1.16%	1	2	3
Not Reported	6.80%	7.25%	5.81%	21	20	15
Total Enrollment				309	276	258

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	82	63	67
Grade 10	84	69	67
Grade 11	80	79	60
Grade 12	63	65	64
Total Enrollment	309	276	258

Conclusions based on this data:

1. Our enrollment continues to decline and student group percentages are remaining primarily the same.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	66	71	61	21.4%	25.7%	23.6%
Fluent English Proficient (FEP)	102	81	87	33.0%	29.3%	33.7%
Reclassified Fluent English Proficient (RFEP)	90	71	76	29.1%	25.7%	29.5%

Conclusions based on this data:

1. The number of English Learners has decreased since 2021-22.
2. The percentage of students FEP'd is decreasing since 2021-22
3. 29% of students are reclassified, similar to the 2021-22 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	78	74	61	73	71	61	73	71	61	93.6	95.9	100
All Grades	78	74	61	73	71	61	73	71	61	93.6	95.9	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2585.	2620.	2615.	23.29	33.80	21.31	31.51	28.17	49.18	21.92	26.76	21.31	23.29	11.27	8.20
All Grades	N/A	N/A	N/A	23.29	33.80	21.31	31.51	28.17	49.18	21.92	26.76	21.31	23.29	11.27	8.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	15.07	32.39	13.11	68.49	56.34	73.77	16.44	11.27	13.11
All Grades	15.07	32.39	13.11	68.49	56.34	73.77	16.44	11.27	13.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	20.83	39.44	34.43	51.39	49.30	55.74	27.78	11.27	9.84
All Grades	20.83	39.44	34.43	51.39	49.30	55.74	27.78	11.27	9.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	10.96	14.08	11.48	76.71	78.87	83.61	12.33	7.04	4.92
All Grades	10.96	14.08	11.48	76.71	78.87	83.61	12.33	7.04	4.92

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	24.66	29.58	26.23	58.90	57.75	70.49	16.44	12.68	3.28
All Grades	24.66	29.58	26.23	58.90	57.75	70.49	16.44	12.68	3.28

Conclusions based on this data:

1. The majority of students are meeting or at at/near standard in 23-24.
2. In ELA, for students who met or exceeded standards, there is a 23% difference between the number of student who identify as white and Hispanic/Latino. This is an area of focus for Anzar.
3. Overall, students with disabilities need additional support and more intervention.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	78	74	61	66	69	59	66	69	59	84.6	93.2	96.7
All Grades	78	74	61	66	69	59	66	69	59	84.6	93.2	96.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2532.	2542.	2549.	12.12	4.35	5.08	13.64	15.94	15.25	22.73	30.43	30.51	51.52	49.28	49.15
All Grades	N/A	N/A	N/A	12.12	4.35	5.08	13.64	15.94	15.25	22.73	30.43	30.51	51.52	49.28	49.15

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	12.12	5.80	5.08	42.42	42.03	38.98	45.45	52.17	55.93
All Grades	12.12	5.80	5.08	42.42	42.03	38.98	45.45	52.17	55.93

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	7.58	7.25	6.78	68.18	73.91	71.19	24.24	18.84	22.03
All Grades	7.58	7.25	6.78	68.18	73.91	71.19	24.24	18.84	22.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	12.12	8.70	6.78	56.06	68.12	66.10	31.82	23.19	27.12
All Grades	12.12	8.70	6.78	56.06	68.12	66.10	31.82	23.19	27.12

Conclusions based on this data:

1. There is major cause for concern when it comes to Math achievement at Anzar High School. The biggest area of concern is in Concepts & Procedures, which has been true since Anzar students began taking the CAASPP. Staffing for Geometry and Algebra classes has been a significant challenge. Teachers are eager to provide in school intervention for both Algebra 1 and Geometry which are our foundational courses. Teachers are looking forward to spending PLC time more productively to include vertical articulation.
2. The use of computers, released test questions, common core standards aligned textbooks, and IABs in math classes could improve scores when students are more comfortable answering math questions on the CAASPP.
3. Instructional coaching and an increase in collaboration, peer observation, and Professional Learning Community time is necessary to evaluate student learning through data.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1574.4	1572.6	1532.9	1579.1	1569.2	1547.8	1569.1	1575.5	1517.7	14	25	14
10	1563.3	*	1541.1	1566.1	*	1547.4	1559.9	*	1534.4	20	7	19
11	*	*	*	*	*	*	*	*	*	10	8	*
12	*	*	*	*	*	*	*	*	*	5	7	4
All Grades										49	47	39

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	28.57	24.00	0.00	57.14	40.00	42.86	7.14	28.00	50.00	7.14	8.00	7.14	14	25	14
10	21.05	*	15.79	36.84	*	26.32	26.32	*	42.11	15.79	*	15.79	19	*	19
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.83	27.66	7.89	39.58	23.40	34.21	29.17	25.53	42.11	10.42	23.40	15.79	48	47	38

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	35.71	28.00	28.57	57.14	56.00	35.71	7.14	12.00	35.71	0.00	4.00	0.00	14	25	14
10	31.58	*	31.58	52.63	*	47.37	5.26	*	10.53	10.53	*	10.53	19	*	19
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	29.79	31.58	56.25	46.81	39.47	8.33	14.89	23.68	4.17	8.51	5.26	48	47	38

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	7.14	20.00	0.00	50.00	32.00	7.14	28.57	28.00	50.00	14.29	20.00	42.86	14	25	14
10	5.26	*	5.26	36.84	*	26.32	36.84	*	26.32	21.05	*	42.11	19	*	19
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.17	17.02	2.63	33.33	25.53	15.79	37.50	25.53	36.84	25.00	31.91	44.74	48	47	38

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	12.00	7.14	92.86	76.00	78.57	7.14	12.00	14.29	14	25	14
10	0.00	*	5.26	84.21	*	73.68	15.79	*	21.05	19	*	19
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	14.89	5.26	85.42	61.70	71.05	14.58	23.40	23.68	48	47	38

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	100.00	76.00	71.43	0.00	20.00	28.57	0.00	4.00	0.00	14	25	14
10	88.24	*	84.21	0.00	*	5.26	11.76	*	10.53	17	*	19
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	93.48	80.43	78.95	0.00	13.04	15.79	6.52	6.52	5.26	46	46	38

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	28.57	24.00	0.00	50.00	64.00	14.29	21.43	12.00	85.71	14	25	14
10	21.05	*	10.53	47.37	*	36.84	31.58	*	52.63	19	*	19
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.75	23.40	5.26	39.58	44.68	23.68	41.67	31.91	71.05	48	47	38

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	8.00	0.00	85.71	80.00	71.43	14.29	12.00	28.57	14	25	14
10	5.26	*	5.26	73.68	*	63.16	21.05	*	31.58	19	*	19
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.08	8.51	2.63	81.25	68.09	63.16	16.67	23.40	34.21	48	47	38

Conclusions based on this data:

1. 11 additional Anzar students were eligible to take the ELPAC during 22-23. Additional interventions are necessary for students who are learning English as a second language. Staff meeting professional development surrounding EL strategies, and peer classroom observations will be essential to see improve student achievement.
2. We see increases in the percentage of English Learning students who have well-developed reading skills. This is clear in classes where we see an increase in the number of newcomers at Anzar High School
3. 80% of English learners scored in the well developed range for speaking. These results are to be celebrated. We are providing designated ELD during the school day for students scoring overall 1-3 on the ELPAC.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
258	60.1%	23.6%	0.0%
Total Number of Students enrolled in Anzar High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	61	23.6%
Foster Youth	0	0.0%
Homeless	16	6.2%
Socioeconomically Disadvantaged	155	60.1%
Students with Disabilities	26	10.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	3	1.2%
Asian	6	2.3%
Filipino	1	0.4%
Hispanic	181	70.2%
Two or More Races	3	1.2%
Pacific Islander	0	0.0%
White	49	19%

Conclusions based on this data:

1. Our largest race and ethnicity group are Hispanic.

2. More than half of the school is made up of socioeconomically disadvantaged students
3. 25% of students are English Learners.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Graduation Rate



Orange

Conditions & Climate

Suspension Rate



Orange

Mathematics



Yellow

English Learner Progress



Red

College/Career



Green

Conclusions based on this data:

1. We are celebrating growth in English Language Arts.
2. Even though we are in yellow in Mathematics and English Learner progress, there is still room for growth and continued focus in these areas.
3. There will be intentional focus on College and Career Indicators moving forward, including addressing the graduation rate .

School and Student Performance Data

Academic Performance English Language Arts

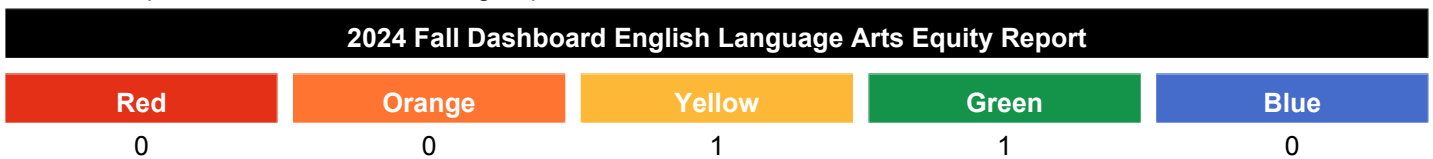
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>34.6 points above standard</p> <p>Declined 8.1 points</p> <p>59 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>8.6 points above standard</p> <p>Increased 106.3 points</p> <p>18 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>18.8 points above standard</p> <p>Declined 4.0 points</p> <p>32 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>6 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>30.6 points above standard</p> <p>Declined 4.1 points</p> <p>47 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students</p> <p>10 Students</p>

Conclusions based on this data:

1. Students who are socioeconomically disadvantaged increased their performance in English Language Arts 66.5 points, which is a huge accomplishment.
2. Hispanic students increased their achievement in English Language Arts by 57.5 points, another huge accomplishment.
3. The use of iReady and Ellevation will allow us to look at local data that is not reported on the dashboard for more targeted intervention.

School and Student Performance Data

Academic Performance Mathematics

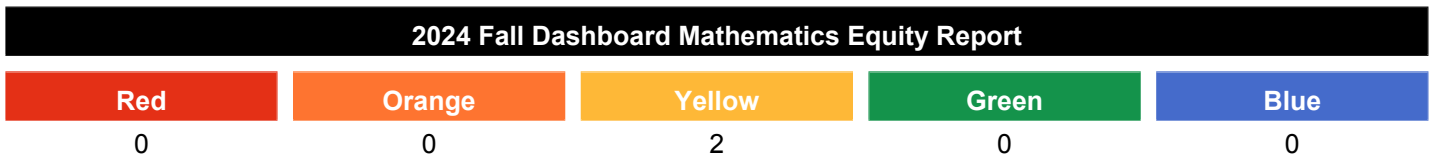
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>74.0 points below standard</p> <p>Increased 12.4 points</p> <p>58 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>111.3 points below standard</p> <p>Increased 79.2 points</p> <p>18 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>108.7 points below standard</p> <p>Increased 9.5 points</p> <p>32 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>6 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color 0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>90.4 points below standard</p> <p>Increased 7.2 points</p> <p>47 Students</p>
<p>Two or More Races</p>  <p>No Performance Color 0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students</p> <p>10 Students</p>

Conclusions based on this data:

1. Even though all reported groups have increased achievement, we are still alarmingly below standard in all areas of mathematics.
2. Students who are socioeconomically disadvantaged are 118.2 points below standard, having the greatest impact on our performance.
3. We are still performing below the state average in mathematics and it is our goal to improve this at Anzar and in our district.

School and Student Performance Data



Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 28.9% making progress. Number Students: 38 Students	Long-Term English Learner Progress  Red 29.4% making progress. Number Students: 34 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.9%	39.5%	0%	28.9%

Conclusions based on this data:

1. Only 39.1% of our English Learners are making progress toward English proficiency. This is a major focus area for Anzar High School and our district.
2. We need to do more outreach and education regarding the ELPAC and to integrate task types into the general education classrooms.
3. The majority of our students have decreased or maintained their ELPAC scores.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

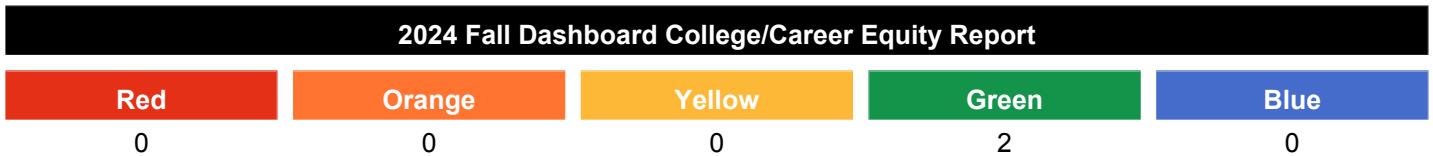
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>48.5 Prepared</p> <p>Increased 17</p> <p>68 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>25 Prepared</p> <p>Increased 25</p> <p>16 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>28.6 Prepared</p> <p>Increased 28.6</p> <p>14 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>44.9 Prepared</p> <p>Increased 21.6</p> <p>49 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students 0</p> <p>8 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students 0</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students 0</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Green</p> <p>45.8 Prepared</p> <p>Increased 27.1</p> <p>48 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 0</p> <p>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>66.7 Prepared</p> <p>Increased 16.7</p> <p>15 Students</p>

Conclusions based on this data:

1. None of our English Learners are reported as being prepared for college and career.
2. There is a large gap between all students and hispanic student's readiness for college and career.
3. Dual enrollment and CTE pathways are an area of focus to improve our student's readiness.

School and Student Performance Data

Academic Engagement Graduation Rate

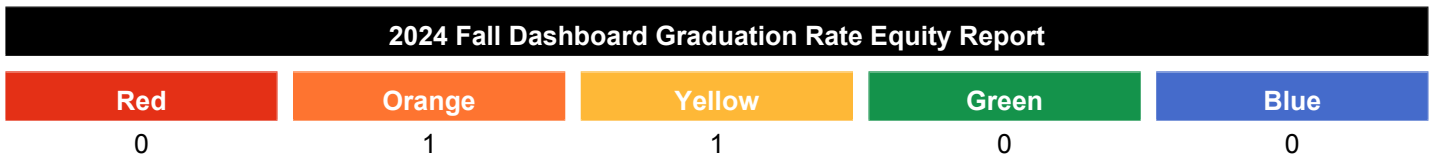
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>73.9% graduated</p> <p>Maintained 0.1%</p> <p>69 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>64.7% graduated</p> <p>Maintained 0.4%</p> <p>17 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>73.3% graduated</p> <p>Increased 6.7%</p> <p>15 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>72% graduated</p> <p>Increased 4.6%</p> <p>50 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students</p>	<p>African American</p>  <p>No Performance Color 0 Students</p>	<p>American Indian</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>
<p>Asian</p>  <p>No Performance Color 0 Students</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Hispanic</p>  <p>Orange 69.4% graduated Maintained 0.6% 49 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 86.7% graduated Increased 11.7% 15 Students</p>

Conclusions based on this data:

1. Our graduation rate has decreased significantly post-COVID.
2. Our socioeconomically disadvantaged and English learners students are more greatly affected by the decrease in graduation rate
3. This is something that we are closely monitoring and our counselor is assigning interventions, such as SOAR for at-promise 9th graders and meeting 1:1 with every student to discuss their four year academic plan.

School and Student Performance Data

Conditions & Climate Suspension Rate

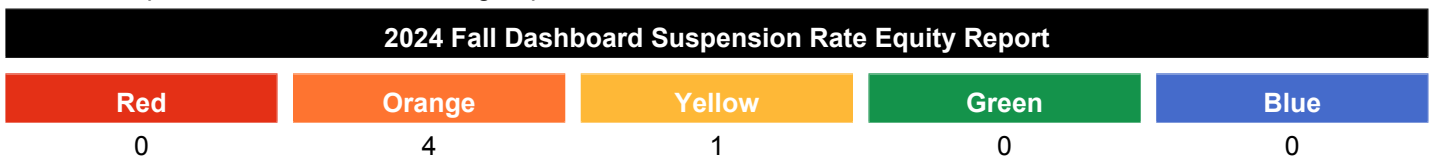
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.7% suspended at least one day</p> <p>Increased 4.3%</p> <p>279 Students</p>	<p>English Learners</p> <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 2.9%</p> <p>69 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>1.7% suspended at least one day</p> <p>Maintained 0.1%</p> <p>59 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>4.7% suspended at least one day</p> <p>Increased 2.4%</p> <p>171 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>7.4% suspended at least one day</p> <p>Increased 1.5%</p> <p>27 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>5.8% suspended at least one day</p> <p>Increased 3.8%</p> <p>208 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>7% suspended at least one day</p> <p>Increased 7%</p> <p>57 Students</p>

Conclusions based on this data:

1. Our suspension rate decreased. We have been focusing on alternatives to suspension like counseling options and restorative justice.
2. Our staff has undergone PBIS training and we are planning a rebrand and new rollout aligned to Anzar's Core Values, the District's Strategic Plan, and based on our SWIFT assessment.
3. We have mental health support for students on campus five days per week. We are using restorative practices as an alternative to suspension. We have a full time, Knowledge Saves Lives trained Campus Supervisor.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learner Support

Increase the percentage of Multilingual Learners advancing at least one proficiency level annually and improve overall reclassification rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Provide high-quality teaching and learning for every student.

Goal 2 Fully engage students, staff, parents, and the community in support of short and long-term educational outcomes.

Goal 3 Prepare every student to be college, career, and world-ready upon graduation.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our ELPI is less than 40% and there are 28 students who we need to target for intervention.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator (ELPI)	2023 39.1% make progress on the ELPI	50% will make progress on the ELPI
Attendance at Guardian Events	In 2024-2025 Establish Baseline, # of Attendees	Increase by 10% Each Year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Outreach to parents and hold a fall meeting (in home language) to set up communication, welcome parents to the Anzar community, and communicate/ clarify student expectations and gain parental support. Provide childcare	Multilingual Families	
1.2	Field Trip to colleges for multilingual students and their families	Multilingual students	
1.3	Guardian workshops surrounding the importance of attendance, Anzar programs (Aeries, Parent Square, AVID, Skills Development, Edgenuity, etc.), support options, and strategies for success.	Multilingual students	
1.4	Provide professional development on ELD standards. EL Roadmap and instructional strategies.	Multilingual students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.5	Monitor EL academic progress and steps towards reclassification using the Ellevation platform	Multilingual students	
1.6	Utilize the EL Intervention TOSA to provide model lessons and coaching to teachers.	Multilingual Students	
1.7	Your Classroom Academy professional development. The program begins with foundational strategies during Year 1 building student's critical thinking skills, creating various opportunities to collaborate and allowing students to demonstrate content mastery.	All Students	5,000 Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We have had more parents coming to ELAC meetings and other parent meetings than in the past years. Some newcomer students are using translators in classes and its proving helpful to them to be able to have translation support in real time. Once a month staff has been given EL snapshot lessons that help them with strategies to use with students in class.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For purchasing novels in spanish, there hasn't been a lot of interest so far in students wanting to use these. It might need more time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added action step 1.5 to provide better support for our English Learners. All teachers participate in RFEP monitoring at least once per year using Ellevation.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Enrichment Opportunities

By increasing student awareness and engagement in rigorous academic pathways, we aim to reduce interdistrict transfers, retain more students, and improve overall graduation rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Provide high-quality teaching and learning for every student.
 Goal 2 Fully engage students, staff, parents, and the community in support of short and long-term educational outcomes.
 Goal 3 Prepare every student to be college, career, and world-ready upon graduation.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Anzar's Mathematics achievement, graduation rate, and college/career readiness scores indicate that students need more engagement opportunities, specifically students who are socioeconomically disadvantaged.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Performance: Mathematics Socioeconomically disadvantaged students	Spring 2023: 118.2 points below standard (19%) met/exceeded standards overall	Spring 2025: 70% of students meet or exceed standards
Academic Performance: College/Career Report	Spring 2023: 31.5 students are prepared (43%)	Spring 2024: 80% of students are prepared
Academic Performance: Graduation Rate	Spring 2023: 74% of students graduated	Spring 2024: 95% of students graduate

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Department Course Materials and Supplies, including Intersession	all students	6500.00 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Program supplies and materials
2.2	Increase awareness of dual enrollment and provide transportation to the college campus	all students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	Work with the district to identify funding opportunities for field trips and college trips for all students before their senior year.	all students	8,000 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Cost of Transportation for Field Trips 5,000 Arts Music Instructional Materials Block Grant 5000-5999: Services And Other Operating Expenditures Tolerance Trip Costs
2.4	Cost of PSAT for any 10th and 11th grader who chooses to take it.	Sophomores and Juniors	900.00 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Cost of Exams
2.5	Cover the cost of AP Exams for all students enrolled in AP classes	all students	7,500 Title I Part A: Basic Grants Low-Income and Neglected 4000-4999: Books And Supplies Cost of Exams
2.6	Continue student leadership position to support Leadership Class	all students	District Funded 1000-1999: Certificated Personnel Salaries
2.7	Purchase 5 Star Student Hall Pass and PBIS Reward System	all students	1,400.00 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures
2.8	Renaissance Leadership Conference for Adult Leaders and Student Leaders	all students	2,500.00 Arts Music Instructional Materials Block Grant 5000-5999: Services And Other Operating Expenditures Registration, travel, accommodations for attendees
2.9	Dual Enrollment Conference	all students	1,637.00 Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All of the strategies and activities have been implemented. Slight increases in performance in math and a significant increase in CCI proves these are effective.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There have been no major differences between the intended implementation or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Slight changes to make this goal more measurable have been made.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Advisory Program

Create a sustainable Advisory program which supports all students and their families. We will know this is effective when 85% of students say they have a caring adult on campus who they can speak to. AHS will improve communication among all stakeholders in order to effectively impart graduation/activity information to increase the completion rates of graduating students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Provide high-quality teaching and learning for every student.

Goal 2 Fully engage students, staff, parents, and the community in support of short and long-term educational outcomes.

Goal 3 Prepare every student to be college, career, and world-ready upon graduation.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Anzar's graduation rate and college/career readiness indicators show that more intentional support needs to be provided. We have embraced dual enrollment for all students and are intentionally implementing a CTE Pathway.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Performance: College/Career Report % Reported as Prepared	Spring 2023: 43% of students are reported as prepared.	Spring 2024: 75% of students are reported as prepared
Academic Performance: Graduation Rate % of Graduates	Spring 2023: 74% of students graduated	Spring 2024: 95% of students graduate
Student Survey (Kelvin/CHKS) Participation Rate and % Favorable Response to School Connectedness	Spring 2023: 81% participation 65% favorable response to school connectness and safety (Kelvin)	Spring 2024: 85% participation 80% favorable response to school connectness and safety

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Continue to support Link Crew training and materials. Explore a stipend for an additional Link Crew Advisor	9th Graders	10,000 Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Link Crew training and supplies
3.2	Explicit roles/expectations for Advisors, students, and guardians. Create Advisor Handbook to include on Quicklinks. Create Advisory website with resources available for Advisors	all students	
3.3	Grade level information meetings for students and parents re: graduation requirements	all students	N/A
3.4	School Culture Summit	all students & Staff	5,500.00 Title I Part A: Basic Grants Low-Income and Neglected
3.5	Support of incoming 9th graders (ie ice cream social, 9th grade info night, parent workshop for struggling students)	9th grade families	500.00 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Some are pending implementation (like Breaking Down the Walls for first week of school in Fall). All programs are currently meeting articulated goals

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no differences in the intended implementation or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added the School Culture Summit to this goal to address school climate and culture.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Intervention Program

Enhance mathematics and Reading proficiency among all student groups at Anzar High School to address and reduce existing achievement gaps.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Provide high-quality teaching and learning for every student.
 Goal 2 Fully engage students, staff, parents, and the community in support of short and long-term educational outcomes.
 Goal 3 Prepare every student to be college, career, and world-ready upon graduation.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Academic performance in English Language Arts and Mathematics are areas of need as indicated on the dashboard.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Performance: SBAC ELA: Distance from Standard	Spring 2023: 42.7 points above standard	Spring 2024: 50 points above standard
Academic Performance: SBAC Math: Distance from Standard	Spring 2023: 86.4 points below standard	Spring 2024: 70 points below standard
iReady Reading and Math: Increased performance between diagnostic 1 and 3	Fall 2023: 63% increased performance in reading and 53% in math	Spring 2024: 75% increase performance in reading and 65% in math

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Increase student recognition and incentives for positive behavior throughout the year	All students	900.00 Arts Music Instructional Materials Block Grant 4000-4999: Books And Supplies Incentives for student recognition
4.2	Work with middle school teachers and Director of Curriculum and Instruction to create a short and	All students	District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	long term plan for MS/HS teacher collaboration and professional development strategic plan		1000-1999: Certificated Personnel Salaries Per diem or hourly rate for teachers
4.3	Guardian workshops surrounding attendance including requirements for independent study	All students	N/A
4.4	Determine AVID's place/purpose within the district	All students	N/A
4.5	PLCs identify learning targets and skills for each department, professional development to support improved learning outcomes.	All students	N/A
4.6	Develop a plan to determine appropriate math placement for all 10th and 11th graders	All students	N/A
4.7	Explore the option of Circle of Friends to support students with disabilities	Students with disabilities	
4.8	Provide academic support after school and intervention within the school day	All students, and especially students with disabilities	
4.9	Explore options for attendance recovery	Chronically absent students	
4.10	Provide incentives for students with good attendance	All students, but especially students who are chronically absent	200.00 Title I Part A: Basic Grants Low-Income and Neglected
4.11	Data reviews of CA dashboard with nightly updates through MeasureEd	All students	
4.12	Explore attendance letters using A2A	Students who are chronically absent	
4.13	Process monitoring of attendance and chronic absenteeism (site and district staff)	Students who are chronically absent	
4.14	Increased collaboration within departments, cross collaboration between departments, and between high school and middle school teachers for vertical articulation and to ensure alignment with standards	All Students	District Funded 1000-1999: Certificated Personnel Salaries
4.15	5 Star User Conference: designed to help schools connect with other 5-Star sites. There will be sessions covering the fundamentals as well as experts sharing their tips and tricks.	Students & Staff	5,000.00 Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Need to work on a way to offer transportation for after school tutoring. On-going implementation. Not many teachers using release time for collaboration and planning. This could be improved. Otherwise, all is effective

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were unable to offer after school peer tutoring this year. We are hoping to work with transportation for this to work next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Action steps 4.11 and 4.12 have been added to better support the academics of students with disabilities. Action steps 4.13-4.17 have been added to support students who have been identified as chronically absent or students who have poor attendance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Access to relevant and standards based curriculum and professional development

The district staff and AHS leadership and teachers will ensure there are accessible teacher-created Project-Based Learning curricula and updated Board-approved textbooks/curriculum to use as tools in needed disciplines that are aligned to Common Core state standards and NGSS to increase student learning and support. AHS leadership and staff will create and participate in ongoing professional development to focus on research-based and high-yielding instructional practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Provide high-quality teaching and learning for every student.
Goal 2 Fully engage students, staff, parents, and the community in support of short and long-term educational outcomes.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the review of the Dashboard and local data, it is evident that there are significant areas needing improvement in our school's academic performance. The data indicates that while 61% of students met or exceeded standards in English Language Arts (ELA), only 19% met or exceeded standards in Mathematics. This disparity highlights a critical need for targeted interventions in Math education. Furthermore, the data reveals performance gaps among specific student groups, notably English learners and low-income students. These groups could be performing better compared to their peers, necessitating additional support and resources to help bridge these gaps.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Attendance	Baseline to be established in 2024-2025	25% of staff will attend AVID Summer Institute 100% of 9th and 10th grade advisors will participate in iReady data chat training 100% of staff will participate in ELPAC Task Type training and training on EL strategies 100% of new staff will participate in New Teacher Academy
Program Material Professional Development	Baseline to be established in 2024-2025	100% of History Social Science teachers will attend PD on newly adopted materials

		100% of Science teachers will attend PD on newly adopted materials
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Increase staff participation in AVID Summer Institute and AVID PD	All students	Training and PD provided by District budget
5.2	District-wide professional development planned with input and feedback from staff.	All students	
5.3	ELPAC overview, how to read score report, and EL strategies in each of the 4 domains taught in staff meetings throughout the year.	EL students	
5.4	iReady data chat training for 9th and 10th grade advisors	9th and 10th grade students	
5.5	Co-teaching observations and professional learning opportunities available to co-teaching staff	All students	
5.6	New Teacher Academy	All students	
5.7	ELA Writing Community of Practice Districtwide	All students	
5.8	Course curriculum audits and pilot of course materials as needed to ensure that they are CCSS and NGSS aligned	All students	50,000 District Funded 4000-4999: Books And Supplies Purchasing of course materials aligned with current state standards
5.9	JSTOR: Digital library that offers a wide variety of academic content, scholarly journals, and primary sources	All students	1,300.00 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures Access to digital library 600.00 Unrestricted 5000-5999: Services And Other Operating Expenditures Access to digital library

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All strategies have been effective thus far.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences of note.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

none

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$112,437.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$53,437.00

Subtotal of additional federal funds included for this school: \$53,437.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Arts Music Instructional Materials Block Grant	\$8,400.00
District Funded	\$50,000.00
Unrestricted	\$600.00

Subtotal of state or local funds included for this school: \$59,000.00

Total of federal, state, and/or local funds for this school: \$112,437.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Basic Grants Low-Income and Neglected	53,437	0.00

Expenditures by Funding Source

Funding Source	Amount
Arts Music Instructional Materials Block Grant	8,400.00
District Funded	50,000.00
Title I Part A: Basic Grants Low-Income and Neglected	53,437.00
Unrestricted	600.00

Expenditures by Budget Reference

Budget Reference	Amount
	6,200.00
4000-4999: Books And Supplies	65,800.00
5000-5999: Services And Other Operating Expenditures	18,800.00
5800: Professional/Consulting Services And Operating Expenditures	21,637.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Arts Music Instructional Materials Block Grant	900.00
5000-5999: Services And Other Operating Expenditures	Arts Music Instructional Materials Block Grant	7,500.00
4000-4999: Books And Supplies	District Funded	50,000.00
	Title I Part A: Basic Grants Low-Income and Neglected	6,200.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	14,900.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	10,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	21,637.00

5000-5999: Services And Other
Operating Expenditures

Unrestricted

600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,000.00
Goal 2	33,437.00
Goal 3	16,000.00
Goal 4	6,100.00
Goal 5	51,900.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Angela Crawley	Principal
Shannon Jordan	Parent or Community Member
Alejandra Muniz	Parent or Community Member
Christy Sessions	Classroom Teacher
Tyler Wilken	Classroom Teacher
Tonya Large	Other School Staff
Michelle Beske	Classroom Teacher
Zoe McDougall	Secondary Student
Roslin Garcia	Secondary Student

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 6/4/24.

Attested:



Principal, Angela Crawley, Principal on 8/30/24



SSC Chairperson, Tonya Large on 8/30/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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