School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Anza Elementary School	37-67991-6037568	May 16, 2019	July 30, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Anza will support underserved students with targeted interventions specific to their needs. Among these will be additional counseling, support for English Learners in the area of language arts, tutorials in ELA and Math and social-emotional learning. In addition, there will be an emphasis on parent and family engagement opportunities such as Parent University and home visits.

The overall academic performance of students at Anza is at the orange level for English language arts and for mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Chase will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

To meet the English language arts needs of all students across the curriculum Anza will provide targeted professional learning opportunities for all staff aimed at developing literacy across the curriculum. Teachers will implement visible learning strategies, focus on language acquisition and literacy development in all content areas, and effectively use of technology to enhance instruction. Teachers will be offered high-quality professional development and technology to ensure learning activities are rigorous and appropriately aligned to CCSS. Lessons will be engaging and will support student learning and growth. A school-wide focus of aligning instructional activities to students strengths, interests, and values will be maintained as we prepare our students for the World of Work.

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Stakeholder Involvement

How, when, and with whom did the 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

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on March 28, 2019 was the accumulating input meeting for the SPSA development this year.
The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on March 28, 2019 was the accumulating input meeting when the SPSA was approved.
The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:
A. We retain "actions" that show student growth
B. We refine an "action" that shows minimal growth, but progress
C. We eliminate an "action" and replace it with a different way of approaching the need
Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3.The Leadership Team: This committee meets multiple times throughout the year, but the meeting on April 1, 2019 was the accumulating input meeting.
The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of

students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4. A Title I meeting: This meeting was held on May 16, 2019 and information was shared with SSC as they developed and approved the SPSA.
This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	5.3%	4.92%	6.14%	30	27	34
Asian	0.7%	2.91%	3.79%	4	16	21
Filipino	0.5%	0.18%	%	3	1	
Hispanic/Latino	17.6%	20.95%	22.74%	100	115	126
Pacific Islander	0.5%	0.73%	0.54%	3	4	3
White	69.1%	65.76%	58.3%	393	361	323
Multiple/No Response	5.8%	3.64%	5.42%	33	20	30
			Total Enrollment	569	549	554

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	121	107	116
Grade 1	88	88	73
Grade 2	96	93	93
Grade3	84	86	93
Grade 4	83	92	90
Grade 5	97	83	89
Total Enrollment	569	549	554

Conclusions based on this data:

1. Based on the data in the table, Enrollment by Student Group, Anza is experiencing an increase in several groups including, Asian, Filipino, Hispanic/Latino and Pacific Islanders.
2. Anza's current enrollment is 549 students, which does not include the 48 students enrolled in the State Funded Preschool Program. The overall grade level enrollment remains relatively stable for the reported three years with the highest year being 2016 - 2017.
3. Although the White subgroup remains the highest with 65.76% of our students identifying with this group, there is a decrease in the percentage for the past three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	413	387	355	72.6%	70.5%	64.1%
Fluent English Proficient (FEP)	30	41	45	5.3%	7.5%	8.1%
Reclassified Fluent English Proficient (RFEP)	27	45	23	6.8%	10.9%	5.9%

Conclusions based on this data:

1. English Learners: The number of students identified by the Home Language Survey as English Learners has fluctuated by 2.7% or 26 students during the three year reporting period. The number of students identified as English Learners is 387 or 70.5%.
2. Fluent English Learners, (FEP): The number of students identified as Fluent English Proficient has fluctuated by 3.0% or 17 students between 2015 - 2018. However, between 2016 - 2018, the number of students in this subgroup increased by 2.2% or 11 students. There are 41 students or 7.5% FEP students.
3. Reclassified Fluent English Proficient (RFEP): The number of students identified as Reclassified Fluent English Proficient has varies by 7.1% or 15 students between 2015 - 2018. However, between 2017 - 2018, the number of students in this subgroup increased by 4.1% or 18 students. There are 45 or 10.9% RFEP students in the 2017 - 2018 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	82		91	76		89	76		89	92.7		97.8
Grade 4	85		88	79		87	79		87	92.9		98.9
Grade 5	102		86	96		85	96		85	94.1		98.8
All Grades	269		265	251		261	251		261	93.3		98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2375.		2390.	10.53		11.24	14.47		20.22	28.95		30.34	46.05		38.20
Grade 4	2397.		2421.	5.06		11.49	16.46		18.39	16.46		25.29	62.03		44.83
Grade 5	2475.		2480.	17.71		15.29	18.75		31.76	26.04		20.00	37.50		32.94
All Grades	N/A	N/A	N/A	11.55		12.64	16.73		23.37	23.90		25.29	47.81		38.70

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.84		12.36	28.95		50.56	59.21		37.08
Grade 4	6.33		12.64	37.97		48.28	55.70		39.08
Grade 5	16.67		28.24	41.67		42.35	41.67		29.41
All Grades	11.95		17.62	36.65		47.13	51.39		35.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.21		10.11	44.74		55.06	46.05		34.83
Grade 4	6.33		9.20	43.04		55.17	50.63		35.63
Grade 5	19.79		22.35	48.96		45.88	31.25		31.76
All Grades	12.35		13.79	45.82		52.11	41.83		34.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.89		8.99	69.74		66.29	22.37		24.72
Grade 4	2.53		9.20	49.37		58.62	48.10		32.18
Grade 5	13.54		5.88	63.54		65.88	22.92		28.24
All Grades	8.37		8.05	60.96		63.60	30.68		28.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.53		11.24	55.26		48.31	34.21		40.45
Grade 4	2.53		10.34	51.90		43.68	45.57		45.98
Grade 5	20.83		18.82	47.92		44.71	31.25		36.47
All Grades	11.95		13.41	51.39		45.59	36.65		41.00

Conclusions based on this data:

1. 52% of students nearly met, met, or exceeded standard on the ELA assessment, which is an increase of 4% from the previous year.
2. There was a jump from 42% in 2014-2015 to 47% in 2015-2016, then a jump to 48.6% in 2016-2017 of students nearly met, met, and exceeding standard in reading. Over the last three years there has been an increase of 5.6% in reading proficiency. In order to continue to show growth Anza will continue to implement a school-wide reading intervention program, K through grade 5, with a focus on decoding, vocabulary, and comprehension.
3. In writing 58% of students were at or near standard which was a drop of 3% from 2015-2016. Teachers will continue to use Lucy Caulkins writing with a focus on integrating it into all subject areas. The site will implement more professional development for teachers based on grade level data.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	82		91	81		91	81		91	98.8		100
Grade 4	85		88	85		87	85		87	100		98.9
Grade 5	102		86	100		86	100		86	98		100
All Grades	269		265	266		264	266		264	98.9		99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2434.		2410.	18.52		12.09	28.40		28.57	33.33		19.78	19.75		39.56
Grade 4	2423.		2431.	3.53		4.60	14.12		19.54	42.35		43.68	40.00		32.18
Grade 5	2475.		2473.	11.00		13.95	14.00		19.77	35.00		26.74	40.00		39.53
All Grades	N/A	N/A	N/A	10.90		10.23	18.42		22.73	36.84		29.92	33.83		37.12

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.80		23.08	40.74		36.26	23.46		40.66
Grade 4	11.76		13.79	32.94		27.59	55.29		58.62
Grade 5	10.00		24.42	39.00		26.74	51.00		48.84
All Grades	18.42		20.45	37.59		30.30	43.98		49.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.99		18.68	44.44		46.15	34.57		35.16
Grade 4	9.41		8.05	40.00		43.68	50.59		48.28
Grade 5	12.00		9.30	36.00		41.86	52.00		48.84
All Grades	13.91		12.12	39.85		43.94	46.24		43.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.69		23.08	51.85		41.76	23.46		35.16
Grade 4	8.24		13.79	44.71		42.53	47.06		43.68
Grade 5	12.00		13.95	48.00		52.33	40.00		33.72
All Grades	14.66		17.05	48.12		45.45	37.22		37.50

Conclusions based on this data:

1. The overall number of students nearly meeting, met, and exceeding standards was 66% across all strands which is a 1% increase from the prior year. Students below standard will be identified and specific intervention strategies will be taught in a small group environment in the classroom and/or in after school tutoring.
2. By looking at individual student data there is a direct correlation between success on the ELA and mathematics assessment. Students who were successful at decoding and comprehension in reading were more likely to meet or nearly meet standards.
3. Problem solving and communicating reasoning strands showed a slight decline in standards met. Teachers will emphasize and focus on these strands for the 17-18 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1400.3		1411.0		1375.2		79	
Grade 1	1442.4		1443.5		1440.8		68	
Grade 2	1464.1		1459.8		1467.9		66	
Grade 3	1455.0		1447.4		1462.2		64	
Grade 4	1460.9		1452.0		1469.4		51	
Grade 5	1492.3		1477.0		1507.1		44	
All Grades							372	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	20.25		21.52		26.58		31.65		79	
1	27.94		32.35		17.65		22.06		68	
2	37.88		39.39		*		*		66	
3	*		28.13		28.13		39.06		64	
4	*		35.29		27.45		29.41		51	
5	*		61.36		*		*		44	
All Grades	19.35		34.41		21.24		25.00		372	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	21.52		29.11		26.58		22.78		79	
1	39.71		29.41		*		16.18		68	
2	50.00		30.30		*		*		66	
3	17.19		25.00		32.81		25.00		64	
4	*		39.22		*		25.49		51	
5	34.09		43.18		*		*		44	
All Grades	30.38		31.72		18.82		19.09		372	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		20.25		31.65		36.71		79	
1	26.47		23.53		16.18		33.82		68	
2	25.76		39.39		19.70		*		66	
3			18.75		32.81		48.44		64	
4			23.53		39.22		37.25		51	
5	*		54.55		*		*		44	
All Grades	13.17		28.49		26.08		32.26		372	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.44		46.84		17.72		79	
1	52.94		32.35		*		68	
2	51.52		36.36		*		66	
3	*		54.69		29.69		64	
4	21.57		52.94		25.49		51	
5	25.00		63.64		*		44	
All Grades	34.95		46.51		18.55		372	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	24.05		46.84		29.11		79	
1	35.29		50.00		*		68	
2	53.03		36.36		*		66	
3	26.56		46.88		26.56		64	
4	31.37		45.10		23.53		51	
5	47.73		38.64		*		44	
All Grades	35.48		44.35		20.16		372	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		58.23		32.91		79	
1	33.82		30.88		35.29		68	
2	34.85		43.94		21.21		66	
3			43.75		56.25		64	
4			54.90		45.10		51	
5	*		68.18		*		44	
All Grades	15.86		48.92		35.22		372	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	36.71		24.05		39.24		79	
1	25.00		55.88		19.12		68	
2	34.85		53.03		*		66	
3	*		56.25		32.81		64	
4	*		58.82		29.41		51	
5	47.73		36.36		*		44	
All Grades	27.69		46.77		25.54		372	

Conclusions based on this data:

1. The ELPAC Summative Assessment was administered in the Spring of 2018. The data indicates that the number of students who are eligible to take the assessment decreased from kindergarten to fifth grade. At this time, we are not able to make a comparison as the results for the 2018 - 2019 school year are not available. According to the data, there are 372 students tested school-wide.
2. Within the Overall Language Table, there is a relative increase in the number of students in Level 3. Due to reclassification of students in third through fifth grade, there are no students identified in Level 4. the Overall number of students tested on the Summative ELPAC assessment are within Levels 3 and 4 at 53.76%.
3. Within the Reading and Writing Domain the number of third, fourth and fifth grade students decreases due to the number of students who are reclassified. If a student has not been reclassified, they generally are identified within the Somewhat Moderately Level.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Orange		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. The Overall Academic Performance levels for English Language Arts and mathematics indicate that Anza is in the Orange Level. The data represents the overall proficiency level of all third through fifth grade students who took the CAASPP assessment in May, 2018.
2. The Overall Academic Engagement Performance Level is within the Orange Level. The Chronic Absenteeism indicated level represents four specific subgroups. Students can be a member of more than one subgroup, which does effect the overall performance level.
3. The Overall Conditions and Climate Level is within the Green Performance Level. The Suspension Rate can be a reflection of a safe, secure, positive educational environment for students.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
53.5 points below standard	58 points below standard	0 Students
Declined -3.2 points	Declined -4.6 points	
229 students	185 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	55.2 points below standard	108.1 points below standard
2 students	Declined -4.9 points	Increased 17.5 points
	215 students	21 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
41.6 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased 17.3 points		3 students	1 students
11 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Orange
75 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	53.3 points below standard
Declined -27.4 points	2 students	3 students	Maintained -0.4 points
45 students			157 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
92.7 points below standard	28.2 points above standard	34.6 points below standard
Maintained 2.9 points	Declined -6.1 points	Maintained 2.9 points
132 students	53 students	43 students

Conclusions based on this data:

1. Academic Performance level for English Language Arts falls within the Orange Level for all Student Groups. These subgroups include All Students, English Learners and Socioeconomically Disadvantaged. Each of the subgroups have declined in the academic progress from the previous year.
2. When reviewing the Academic Performance levels for English Language Arts for student subgroups by Race and Ethnicity, there are two groups- Hispanic/Latino and White. According to the report, the White subgroup remains within the Orange Level and the Hispanic/Latino group is within the Red Level. The Hispanic subgroup has declined in the growth indicator and the White subgroup maintained progress.
3. The comparison data for English Learners includes three subgroups, Current English Learners, Reclassified English Learners, and English Only. the data indicates that both groups, Current English Learners and English Only groups have maintained the growth, but the Reclassified English Learners declined by 6.1 points.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
46.6 points below standard	48.2 points below standard	0 Students
Declined -13.7 points	Declined -14.6 points	
228 students	185 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	48.2 points below standard	102.9 points below standard
2 students	Declined -15.3 points	Maintained -0.5 points
	214 students	20 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
35.3 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased		3 students	1 students
15.9 points 11 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
66.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	45.3 points below standard
Declined -22.7 points	2 students	3 students	Declined -13.6 points
45 students			156 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
72.9 points below standard	13.3 points above standard	40.8 points below standard
Declined -18 points	Maintained 2.6 points	Declined -10.4 points
132 students	53 students	42 students

Conclusions based on this data:

1. Academic Performance level for Mathematics falls within the Orange Level for all Student Groups. These subgroups include All Students, English Learners and Socioeconomically Disadvantaged. The data indicates that each subgroup has declined from the previous year.
2. When reviewing the Mathematics data from the CAASPP for student subgroups by Race and Ethnicity, there are two groups- Hispanic/Latino and White. According to the report, the White and Hispanic/Latino subgroups remains within the Orange Level. The data indicates that each subgroup has declined from the previous year.
3. Academic Performance levels for Mathematics for English Learners includes three subgroups, Current English Learners, Reclassified English Learners, and English Only. The data indicates that both groups, Current English Learners and English Only groups have declined from the previous year and the Reclassified English Learners maintained the growth by 2.6 points.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
372	19.4%	34.4%	21.2%	25%

Conclusions based on this data:

1. The ELPAC assessment was administered to all students identified through the Home Language Survey as English Learners at Anza Elementary School during February-March, 2018. Students in grades TK through 5th grade were given the Summative ELPAC assessment.
2. Due to the transition from CELDT to the ELPAC in 2018 -2019 school year, there is not comparison date.
3. During the 2018 -2019 school year, there were 372 students identified as English Learners. There are 53.8% of the students within Levels 4 and 3 compared to 46.2% within Levels 2 and 1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	0	1	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
14.1% chronically absent	10.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.9%	Increased 2.5%	1 students
597 students	417 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	13.1% chronically absent	33.8% chronically absent
5 students	Increased 0.9%	Increased 4%
	542 students	68 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
34.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	21.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 7.2%	0 students	19 students	1 students
35 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Green	No Performance Color	Orange
24.8% chronically absent	10% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	8.9% chronically absent
Increased 4.6%	Declined 4.7%	4 students	Increased 2.2%
125 students	30 students		383 students

Conclusions based on this data:

1. The Academic Engagement Chronic Absenteeism Equity Report includes four student subgroups in the report. The groups include All Students, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. All subgroup data indicates that all groups increased the percentage and three of the four groups are in the Orange Level. The subgroup, Students with Disabilities are reported to be in the Red Level.
2. The Academic Engagement Chronic Absenteeism Equity Report includes four student subgroups by Race/Ethnicity in the report. The groups include African American, Hispanic, Two or More Races, and White. Two of the subgroup, African American and White data indicates both groups to be in the Orange Level. The Hispanic subgroup increased and is reported to be in the Red Level. Students within the Two or More Races group has declined in this area and is in the Green Level.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	0	2

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
1% suspended at least once	0.2% suspended at least once	Less than 11 Students - Data Not [redacted] 1 students
Maintained 0.2%	Maintained -0.2%	
623 students	426 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not [redacted] 5 students	1.1% suspended at least once	5.6% suspended at least once
	Increased 0.3%	Increased 3.9%
	562 students	71 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
5% suspended at least once	0 Students	0% suspended at least once	Less than 11 Students - Data 1 students
Increased 0.3% 40 students		Maintained 0% 21 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Orange	No Performance Color	Yellow
0% suspended at least once	3.1% suspended at least once	Less than 11 Students - Data 4 students	0.8% suspended at least once
Declined -0.8% 126 students	Increased 3.1% 32 students		Increased 0.3% 399 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
1.6% suspended at least once	0.7% suspended at least once	1% suspended at least once

Conclusions based on this data:

1. The Climate and Conditions Suspension Equity Report includes four student subgroups in the report. The groups include All Students, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. All subgroup data indicates that two groups, Socioeconomically Disadvantaged and Students with Disabilities increased the percentage of suspension rates and are in the Orange Level. The two other subgroups, All Students and English Learners maintained the suspension rate and are in the Green and Blue Levels respectfully.
2. The Climate and Conditions Suspension Equity Report includes four student subgroups by Race/Ethnicity in the report. The groups include African American, Hispanic, Two or More Races, and White. Two of the subgroup, African American and Two or More Races data indicates and increase in the percentage and places both groups to be in the Orange Level. Additionally the subgroup, White also shows an increase in the percentage and is reported in the Yellow Level. The Hispanic subgroup decreased the percentage and is reported to be in the Blue Level.
3. Within the Dashboard, there is three years of suspension rates being reported. According the the Suspension Rate by Year, there was an increase in the suspension rate from 2017 to 2018. However, three years of suspension rate indicates a decrease from 2016.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Access to and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Identified Need

Anza needs to provide ongoing professional development that will support the goal of maintaining highly qualified teachers who will better serve all students. All staff need to use effective strategies and approaches that support students in accessing common core curriculum and utilize adaptive technology for instructional practices in order to raise student Lexile scores and increase English Learner proficiency and reclassification rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten Assessments ESGI	Percent at grade level:	Percentage proficient goal:
First grade assessment/s American Reading Company (IRLA)	Percent at grade level: 32%	Percentage proficient goal:
Second grade assessment/s American Reading Company (IRLA)	Percent at grade level: 21%	Percentage proficient goal:
3rd Grade Assessment: American Reading Company (IRLA) ENGLISH LANGUAGE ARTS (ELA)	34% at grade level/Lexile	Lexile Goal: 39% at grade level Lexile
4th Grade Assessment: American Reading Company (IRLA) ENGLISH LANGUAGE ARTS (ELA)	30% at grade level/Lexile	Lexile Goal: 35% at grade level Lexile

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5th Grade Assessment: American Reading Company (IRLA) ENGLISH LANGUAGE ARTS (ELA)	16 % at grade level/Lexile	Lexile Goal: 21% at grade level Lexile
3rd Grade Assessment: IAB Number & Operations MATHEMATICS	% Below/Near/Above Standard All students (82): 36% / 46% / 17% Hispanic (19): 52% / 31% / 15% White (51): 37% / 47% / 15% Eng. Learners (58): 48% / 39% / 12% Low Income (78): 38% / 46% / 15%	% Below/Near/Above Standard Goal All students: 5% growth
4th Grade Assessment: IAB Number & Operations MATHEMATICS	% Below/Near/Above Standard All students (84): 52% / 38% / 9% Hispanic (16): 62% / 37% / 0% White (52): 51% / 36% / 11% Eng. Learners (52): 63% / 34% / 1% SWD (12): 75% / 25% / 0% Low Income (78): 52% / 39% / 7%	% Below/Near/Above Standard All students: 5% growth
5th Grade Assessment: IAB Number & Operations MATHEMATICS	% Below/Near/Above Standard All students (78): 39% / 43% / 16% Hispanic (20): 55% / 30% / 15% White (46): 34%/50%/15% Eng. Learners (40): 50% / 42% / 7% SWD (71): 50% / 50% / 15%	% Below/Near/Above Standard All students: 5% growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Low Income (71): 39% / 43% / 15%	
Reclassification Rate (County 14.9%)	Percent Reclassified: 10.9%	Reclassified Goal: 15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

English Learner/Title I Facilitator

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
65,312	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated: .5 EL Facilitator
65,265	Title I 1000-1999: Certificated Personnel Salaries Certificated: .5 Title 1 Facilitator

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide sufficient materials to support the broad range of educational programs for students.
* WOW
* TedX
* ST Math
* ILE
* Kid Biz/Smarty Ants
* Books
*American Reading Company- 100 Book Challenge

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1,500	Title I 5000-5999: Services And Other Operating Expenditures Supplemental Instructional Supplies, Materials and Books

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide ongoing professional development that will support the goal of maintaining highly qualified teachers who will better serve all students. Effective Strategies and approaches that support students in accessing common core curriculum and utilize adaptive technology for instructional practices. Professional development to support teacher implementation
* Collaboration and release time
* Integrated ELD
* Mathematical Practices
* Effective EL instruction
* GLAD training
* CGI- Math
* Presentation Literacy
* Computer Science- CODE.org
* World of Work
* Modern Teacher
* Analyzing Assessment Data
* Common Core
* Poverty Simulation
* Family/Teacher Teams
* Effective Student/Teacher/Parent Conferences

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5,538	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Hourly
5,465	Supplemental Concentration Funding

	1000-1999: Certificated Personnel Salaries Certificated: Time/Additional hourly

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Technology, software, and supplies to support the instructional program.
* Equipment replacement to maintain program sustainability
* Additional technology, software, and supplies to support Common Core
* Print Shop
* Broadcast equipment
* Supplies and Materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3,000	Title I 4000-4999: Books And Supplies Non-Capitalized Equip: Technology
11,875	Title I 4000-4999: Books And Supplies Supplemental Supplies and Materials
500	Supplemental Concentration Funding 5700-5799: Transfers Of Direct Costs Supplemental Copies from Print Shop

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Release and Professional Development Conference

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3,000	Title I PD

	1000-1999: Certificated Personnel Salaries Certificated: Hourly
5,000	Title I PD 1000-1999: Certificated Personnel Salaries Certificated: Time/Additional Hourly
2,000	Title I PD 5000-5999: Services And Other Operating Expenditures Travel and Conference
100	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Travel and Conference
2,000	Title I 5000-5999: Services And Other Operating Expenditures Conference Registration
2,000	Title I 1000-1999: Certificated Personnel Salaries Certificated: Hourly
5,768	Title I 1000-1999: Certificated Personnel Salaries Certificated: Additional Hourly

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional Support Teacher
* Robotics and Engineering
* Computer Programming
* Gardening
* Literacy Support
* Mystery Science
* NGSS Science materials
* Additional support teacher to teach NGSS project-based learning including writing, science, and math to all students TK-5.
* Additional teacher to teach health, wellness, nutrition, cooking, gardening. Concrete, hands-on experiences to increase the depth of knowledge.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10,000	Title I 1000-1999: Certificated Personnel Salaries Certificated: Support Teachers

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.8 Broad range of educational programs to support student achievement
* Arts assembly
* Drama Club
* World of Work
* Gr. 5 Biztown Excursion
* Jr. Achievement K-5
* TedEd
* Broadcast Club
* Nutrition Lab
* Community Vegetable garden
* Recycling/Composting
* SES Tutoring
* GLO Instructor for health and wellness
* Health and wellness, nutrition, cooking, and gardening

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2,500	Title I 5800: Professional/Consulting Services And Operating Expenditures Contract: Culture and Morale
1,000	Title I 5700-5799: Transfers Of Direct Costs Transportation: Educational Excursions
10,000	Title I 1000-1999: Certificated Personnel Salaries Certificated Hourly: Tutoring After School
3,000	Title I 2000-2999: Classified Personnel Salaries Classified Hourly: Tutoring After School

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

All schools promote a positive school climate and offer programs that promote health and wellness.

Identified Need

By looking at attendance rates, suspensions, and chronic absenteeism Anza needs to provide support services for at-risk youth including EL's, socioeconomic disadvantaged, homeless, and foster youth. We need to increase student engagement through PBIS and restorative practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 95.07%	Maintain at 95.7% or above
SI&A Report: Chronic Absenteeism Rate, State 9% CA Dashboard	2017-2018: 11.39% 2017-2018: All students: Increased 1.9% Overall 14.1% Orange English Learners: Orange Low Income: Orange SWD: Red Hispanic: Red White: Orange Two or More Races: Green African American: Orange	Lower absenteeism to 9%
Dashboard: Suspension Rate 2016-2017: All students: 0.7% Green English Learners: Blue Low Income: Blue SWD: Yellow Hispanic: Green White: Blue African American: Red	2017-2018: All students: Maintained 0.2% Overall 1% Green English Learners: Blue Low Income: Orange SWD: Orange Hispanic: Blue White: Yellow African American: Orange	Lower to .5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[add additional sub-group not listed as needed]		
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.27 Hope 4.35 Entrepreneurial 3.06 Career/Financial Literacy 3.10	Student Gallup Results Engagement 4.4 Hope 4.4 Entrepreneurial 3.1 Career/Financial Literacy 3.2
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 4.41	Staff Gallup Results: 4.5

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide support services for at-risk youth including EL's, socioeconomic disadvantaged, homeless, and foster youth.
* Provide positive behavior interventions and supports, professional development to parents, certificated, and classified staff.
* Gr. 5 Love Our Daughters
* Girls/Boys Mentor Program
* YALLA Soccer Program
* RSIG
* School counselor
* Harmony Lessons
* Acculturation Group
* Food for Kids- backpack program
* Home Visits
* Positive Parenting Classes
* Parent Liaison
* Family Teacher Teams
* Student/Parent/Teacher Conference

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s) Source(s)

1,134	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Classified Hourly: Parent University Staff
2,000	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Classified Hourly: Parent University Staff

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Identified Need

Teachers collect student academic data using the following assessment tools: ARC, IAB, Achieve 3000, Imagine Learning, GO! Math, ST Math, CAASPP, and ELPAC data. In order to move at least 5% of our students from the not meeting band, we need to provide interventions and supports around literacy, reading development, guided language acquisition and development, writing, and mathematical reasoning. Specifically, we need to focus on our EL, Hispanic and students with disabilities in order to increase their performance in English language arts and mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade Assessment: IAB Number & Operations MATHEMATICS	% Below/Near/Above Standard All students (82): 36%/46%/17% Hispanic (19): 52%/31%/15% African American: N/A White (51): 37%/47%/15% Two or More Races: N/A Eng. Learners (58): 48%/39%/12% SWD: N/A Low Income (78): 38%/46%/15%	5% Increase
4th Grade Assessment: IAB Number & Operations MATHEMATICS	% Below/Near/Above Standard All students (84): 52% / 38% / 9%	5% Increase

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic (16): 62% / 37% / 0% African American: N/A White (52): 51% / 36% / 11% Two or More Races: N/A Eng. Learners (52): 63% / 34% / 1% SWD (12): 75% / 25% / 0% Low Income (78): 52% / 39% / 7%	
5th Grade Assessment: IAB Number & Operations MATHEMATICS	% Below/Near/Above Standard All students (78): 39% / 43% / 16% Hispanic (20): 55% / 30% / 15% African American: N/A White (46): 34%/50%/15% Two or More Races: N/A Eng. Learners (40): 50% / 42% / 7% SWD (71): 50% / 50% / 15% Low Income (71): 39% / 43% / 15%	5% Increase
Reclassification Rate (County 14.9%)	Percent Reclassified: 10.9%	Reclassified Goal: 15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase student access to adaptive digital curriculum to facilitate differentiated digital instruction
* Imagine Learning
* Google Classroom
* Robotics (EV3, We Do)

* ST Math
* PACE eLibrary
* Mystery Science
* Online resources
* Go Math Person Trainer
* Achieve 3000/Smarty Ants
* Code.org

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
1,212	Title I 5000-5999: Services And Other Operating Expenditures Contracts: Digital Resources
3,000	Title I 5000-5999: Services And Other Operating Expenditures Contracts: Digital Library

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Additional English Language support to increase English Learner student success.
ELDA Arabic 3.75

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
15,000	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Classified Salary & Benefits: ELDA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide sufficient materials to support instructional programs for students (textbooks, consumables, online resources)
* EL Curriculum
* Books to support reading
* Digital Library
* World of Work
* TedEd Presentation Literacy
* Gardening Materials
* Literacy Support Materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2,000	Title I 4000-4999: Books And Supplies Supplemental Supplies & Materials, Books

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Develop and monitor student growth of underserved students, evaluating program effectiveness for students.
* ARC PACE
* Grade Level Collaboration
* IAB Assessments

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Contract: School PACE
11,212	Title I PD 1000-1999: Certificated Personnel Salaries Certificated Additional Hourly
1,000	Title I PD 1000-1999: Certificated Personnel Salaries Certificated Hourly

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

District/School Site Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, Math CGI Training, Personalize Learning Strategies, Lucy Calkins Writing, Effective Use of Instructional Technology. Increase personalized professional development options for teachers
* Cajon Valley Badges

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Additional Hourly
980	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Classified Hourly

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

Goal 4

Schools foster a sense of shared community and decision making for parents and other stakeholders

Identified Need

Based on parent engagement data Anza needs to Increase communication to parents specific to common core curriculum, implementation, and home support. Staff needs to facilitate immigrant acclimation to Anza through increased communication with our parent liaison and community partnerships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent University Courses:	Parent University Courses: 3 / 10 parents each	Goal: 4 Courses / 15 parents each
Home Visits	Number of visits: 6	Goal: 20
School Site Council Meetings	Number of parents at meetings: 3	Goal: 5
English Learner Advisory Meetings	Number of parents at meetings: 12-16	Goal: 15-20

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Communication
* Anza Twitter will provide weekly updates on school events and programs
* Anza Website will provide monthly updates on
school events and programs
* Parent engagement with students and staff in

the garden habitat and Farm to Table project based learning.
* Parent Liaison
* Peachjar
* Title 1 Meetings
* ELAC
* SSC

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
12,500	Title I 2000-2999: Classified Personnel Salaries Classified Salary & Benefits: Parent Liaison

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$$161,966
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$269,861.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$136,620.00
Title I Parent Involvement	$3,134.00
Title I PD	$22,212.00

Subtotal of additional federal funds included for this school: $161,966.00

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 ($)
Supplemental Concentration Funding	$107,895.00

Subtotal of state or local funds included for this school: $107,895.00

Total of federal, state, and/or local funds for this school: $269,861.00

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
Supplemental Concentration Funding	$107,895	0.00
Title I	$136,620	0.00
Title I Parent Involvement	$3,134	0.00
Title I PD	$22,212	0.00

Expenditures by Funding Source

Funding Source	Amount
Supplemental Concentration Funding	107,895.00
Title I	136,620.00
Title I Parent Involvement	3,134.00
Title I PD	22,212.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	199,560.00
2000-2999: Classified Personnel Salaries	34,614.00
4000-4999: Books And Supplies	16,875.00
5000-5999: Services And Other Operating Expenditures	14,812.00
5700-5799: Transfers Of Direct Costs	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	86,315.00

2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	15,980.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	5,100.00
5700-5799: Transfers Of Direct Costs	Supplemental Concentration Funding	500.00
1000-1999: Certificated Personnel Salaries	Title I	93,033.00
2000-2999: Classified Personnel Salaries	Title I	15,500.00
4000-4999: Books And Supplies	Title I	16,875.00
5000-5999: Services And Other Operating Expenditures	Title I	7,712.00
5700-5799: Transfers Of Direct Costs	Title I	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,500.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	3,134.00
1000-1999: Certificated Personnel Salaries	Title I PD	20,212.00
5000-5999: Services And Other Operating Expenditures	Title I PD	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	204,823.00
Goal 2	3,134.00
Goal 3	49,404.00
Goal 4	12,500.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Alyssa Mabrey	Classroom Teacher
Deanna Jones	Classroom Teacher
Stephnie Aguayo	Classroom Teacher
Doaa Polus	Other School Staff
Maria Kehoe	Principal
Angela Pitts	Parent or Community Member
Suha Pola	Parent or Community Member
Wassa Toma	Parent or Community Member
Margerite Yousif	Parent or Community Member
Kristina Michalek	Parent or Community Member

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.