

# 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	June 12, 2024	August 13, 2024

## 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.

Based on the 24-27 Cajon Valley Local Control and Accountability Plan, there are four goals: All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values. All students, staff, and families will feel safe, empowered, and respected. All students will excel in reading, writing, listening, speaking, and mathematics. Students with disabilities will demonstrate expected yearly growth in literacy skills.

In collaboration with our School Site Council, we have ensured our plan is aligned to the district LCAP goals with a specific focus on improvement in English language arts and mathematics, suspension and chronic absenteeism.

Anza Elementary School will support underserved students with targeted interventions specific to their needs. Targeted interventions will include: additional counseling, academic support for English Learners in the area of language arts, small group literacy intervention for underserved students in ELA and Math, social-emotional learning and the importance of attending school regularly. In addition, there will be an emphasis on parent and family engagement opportunities such as Parent University, Parent Workshops, ESL Parent classes, and home visits. Parent trainings will also include a informational topics around the SPSA goals in ELA, Math, social-emotional learning and attendance. Parent Engagement opportunities will be offered in person and via Zoom during the 2024 - 2025 school year.

The overall academic performance of students at Anza is at the Low 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 Anza will assess student reading levels at the beginning, middle, and end of the school year. This will provide all teachers 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 Modern Teacher and 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 on literacy and 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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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

### Q12:

In order to collect data from our staff members, we use Gallup Q12. The Gallup Q12 is a proven tool that school districts utilize to measure staff engagement, providing insightful data on the key elements that drive employee satisfaction and commitment, thus enabling targeted strategies to enhance workplace morale and productivity. On our most current Q12, our engagement scores were:

59% Actively Engaged

Based on Gallup Q12 staff Survey, 59% of the staff members who completed the Survey feel Actively Engaged in the Anza School Community. This is a 1% increase from the last year.

The highest performing item on the Gallup Staff Survey was Q09- "My colleagues are committed to doing quality work." (4.50)

The lowest performing item on the Gallup Staff Survey was Q04- "In the last seven days, I have received recognition or praise for doing good work." (3.57)

### Student Priority 6 Survey:

In order to continue to collect data around LCFF Priority 6 which focuses on school climate, aiming to ensure a safe, welcoming, and supportive environment for all students, we administered a local survey to all 4th-8th grade students.

The Priority 6 Survey collects data directly from our student and provides Student Voice.

The highest performing item in the Priority 6 Student Survey was- "The things I am learning in school are important to my future." (4.07)

The lowest performing item from the Priority 6 Student Survey was- " My classmates treat me with respect." (3.16)

Strategies and Activities to address the identified needs based on the students data are addressed within our SPSA Goals section.

In order to inform our site professional learning needs, we send out an annual professional learning survey. This survey is organized around each goal and asks for areas of strength and areas of growth. Based on this survey data, identified needs are to continue to provide teacher with instructional coaching, support Literacy implementation, and additional training in GLAD strategies and additional trainings in implementing core curriculum.

The collection of local data is essential to make site decisions and inform site planning and expenditures. Based on all our local data listed above, the following needs have been highlighted:  
Staff Needs: Continual professional development and support, continue to provide teacher with instructional coaching, support Literacy implementation, and coaching/mentoring.

Student Needs: Continue to implement Social and Emotional learning to support student relationships and safety. Providing students with instructional supports to achieve academic success.

Family Needs: Provide parents with more meaningful opportunities to engage in their students needs by continuing to provide offer Parent university, Parent workshops, and opportunities to provide feedback and input.

## **Classroom Observations**

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

Deep Evaluation Tool: Development Effective Educator Practice is used by principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:

Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement

Observations: Principal conducts informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation

Summative Evaluation: CVUSD Certificated Appraisal Form is completed and turned into Personnel Department by May

On an average, the principal visits classrooms and collects qualitative data on teacher effectiveness at least twice a month.

Based on these observations and evaluations, identified needs are to continue to provide teacher with instructional coaching, support Literacy implementation, coaching/mentoring special education teachers and Paras, Social Emotional Learning strategies, new teacher and AP induction Programs

## **Analysis of Current Instructional Program**

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

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

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

## Standards, Assessment, and Accountability

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

State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (5th Grade only)

\*See the analysis of student performance assessment data conclusions for CAASPP, ELPAC and the California Dashboard.

23-24 Local assessments include: iReady Diagnostic Assessment for ELA/Math (please see sections Student Performance Data: Reading Diagnostic Assessment, Student Performance Data: Reading Diagnostic Growth Reports, Student Performance Data: Math Diagnostic Assessment, Student Performance Data: Math Diagnostic Growth Reports for additional information about our iReady Diagnostic data.

Grade level teams collaborate to determine appropriate benchmark and formative assessments based on the Cajon Valley priority standards by trimester. This data is used to improve instruction, plan small groups, and provide acceleration and/or intervention to students based on their individual needs. Additional data is collected through our adaptive programs which are used by staff to personalize learning based on student need.

Dec/Jan 23-24 Diagnostic #2 (Reading)

All Students: 66% "on track" to make "typical growth"

English Learners: 64% "on track" to make "typical growth"

Dec/Jan 23-24 Diagnostic #2 (Math)

All Students: 65% "on track" to make "typical growth"

English Learners: 60% "on track" to make "typical growth"

Based on this data, identified needs are for common diagnostic assessments to identify learning loss, and to support teachers in modifying instruction and intervention groups in order to improve student achievement in specific areas of need. We will be using this diagnostic data (three times a year) to evaluate student growth as well as program effectiveness. Teachers are able to identify group trends, priority standards growth and individual students areas of strength and growth opportunities. This analysis will continue into the 2024-2025 school year.

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use iReady standards based assessments. All staff are encouraged to also utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Our school has also had an intentional focus on literacy improvement which focuses on blending brain research and literacy best practices in order to ensure all students are literate. A large component of this project is administering local assessments in order to drive instruction. Teachers currently give these assessments at least three times a year, and modify small group instruction as needed.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements. In addition, we offer BTSA to our new teachers and pair them with a Cajon Valley teacher as a mentor.

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

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. Based on our annual Williams audit we have found all students and staff have access to district adopted core curriculum materials. In order to ensure all staff members have access to professional learning, we have an asynchronous learning platform (Cajon 365), that provides learning 24-7. Staff members can find training and support for the district adopted curriculum, as well as best practices in academics and technology. In addition to Cajon365, all staff members are invited to participate in professional learning during Summer, Spring, and Winter academies. In addition, Anza teachers continue to receive training opportunities in Heggerty Literacy Program, CORE Assessment, and LTERS Literacy Program



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

Professional learning opportunities include: Digital badging through Cajon365, Academies, minimum day Mondays, release time, additional compensated planning time

All staff are provided access to our online professional learning platform called Cajon365. This platform allows staff to access professional learning 24-7 on hundreds of topics including district initiatives and core curriculum. All certificated staff members are provided compensation up to six hours of professional learning on Cajon365. Any professional learning that is offered, is converted to this platform so that anyone can access it after it is offered live.

Based on our district wide Professional Learning Survey, staff identified the following needs..

A greater need to understand current instructional resources and standards

How to effectively apply these resources in an online or blended environment.

Differentiation of standards in order to personalize learning for all students

Additional time to plan when initiating new instructional models

Anza provides site based professional development to address staff needs. Certificated and classified staff receive training during Monday Staff Meeting, Instructional Coach/Mentor model, and grade level collaboration during the regular school day

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

District Level Instructional Coaches and Program Specialists will provide ongoing instructional assistance and support for teachers in English Language Arts, Mathematics, English Learner and Special Education Strategies, and Visual and Performing Arts. For our teachers in need of clearing their credential, we offer BTSA mentorship and support over two years.

To support ongoing instructional support for teachers in ELA, math, EL and Special education strategies and visual arts, Anza site level instruction leaders provide specific instructional assistance to teachers and staff.

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

Teachers are provided grade level collaboration time during early release Mondays.

Teachers also participated in specific Literacy/math training on site during release day grade level collaboration at least three times yearly

## Teaching and Learning

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

District priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

Instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development. We have supplemented our current K-5 Science curriculum with Mystery Science in order to provide students with a richer experience with the NGSS standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, SIPPS, Imagine Learning English, iReady Teacher Toolbox and Online Lessons, and ST Math

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated.

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

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and curriculum manuals.

All schedules have been built around the California Department of Education's Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)

180 instructional minutes in TK/kindergarten.

230 instructional minutes in grades 1 to 3

240 instructional minutes in grades 4 to 8

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

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

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

As part of our districtwide literacy initiative, master schedule flexibility is crucial as we are collecting data throughout the year to determine intervention needs.

Anza Elementary School is committed to provide a school wide daily schedule for ELA, "Power Hour." The school wide schedule designated time allows flexibility for teachers to provide students instructional support based on their individual needs.

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

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

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

Standards Aligned CVUSD Adopted Curriculum: (TK)	
The InvestiGator Club- Let's Investigate. (ELA/ELD/Math/Science/SocialStudies)	
Standards Aligned CVUSD Adopted Curriculum: (K - 5)	
English Language Arts/ELD	Nat Geo "Reach for Reading"
BMAP/Dual Language Arts/ELD	Houghton Mifflin "Wonders/Maravillas"
Mathematics	Houghton Mifflin "Go Math"
Science	MacMillian/McGraw-Hill, California Science
Social Studies	Scott Foresman, History/Social Science for California
Standards Aligned CVUSD Adopted Curriculum: (6-8)	
English Language Arts/ELD	McGraw Hill, Study Sync
Mathematics	Houghton Mifflin "Go Math"
Science	Amplify Science
Social Studies	Teacher's Curriculum Institute "History Alive"

## Opportunity and Equal Educational Access

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

Current adoptions for English Language Arts and Mathematics provide instructional support for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

- iReady ELA Teacher Toolbox and Online Lessons
- iReady Math Teacher Toolbox and Online Lessons
- Adaptive Online Programs (ST Math, Khan Academy, Beable)
- School Counselor
- Community Liaison
- Paraprofessional Support
- Newcomer Program- ELA
- Read Naturally
- Touch Math
- Barton Reading Program

Evidence-based educational practices to raise student achievement

- Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance
- Teacher Collaboration focused on Data Analysis and Instructional Planning
- Guided Language Acquisition and Design Strategies (GLAD)
- Cognitively Guided Instruction for Mathematics (CGI); Number Talks & Problem Solving
- Small-group Instruction
- Improvement Science (Plan, Do, Study, Act Cycles)
- Needs Assessments (Quantitative Data & Qualitative Data)
- Science of Reading, LETRS Training
- Barton Reading and Spelling System

## Parental Engagement

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

School Counselor  
Community/Parent Liaison  
Parent University and Workshops  
Student Study Teams Process (SST)  
School Needs Assessment  
School Parent Walk-throughs and Program Evaluation  
Title 1 Meeting for Data Analysis and LCAP Goals  
Extended Learning Opportunities  
Parent Engagement Site Planning and Goal Setting

Our current parent communication platform is Parent Square. This app based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members.

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

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Title 1 Parent Meetings, Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

## Funding

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

Categorical funds are used to provide the following intervention services for under-performing students:

Instructional Coach  
School Counselor  
Community/Parent Liaison  
Bilingual Facilitator  
Newcomer Teacher  
Cajon 365 & Academy Professional Development (GLAD, CGI, LETRS)  
Support/Intervention Teachers  
Learning Loss Intervention Teachers  
After-school Tutoring

Fiscal support (EPC)

Title I, II, III, IV

Supplemental Concentration Funds

## Educational Partner 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

The School Plan for Student Achievement (SPSA) at Anza Elementary School is an integral process that relies on the continuous engagement of parents, students, and other stakeholders, particularly those representing diverse subgroups. The process involves ongoing review and development that includes assessing needs and evaluating programs through the School Site Council (SSC), Title I meetings, and the English Learner Advisory Committee (ELAC).

Each spring, using annual review data from the previous SPSA and by conducting site needs assessments, the site SPSA development process begins. In collaboration with SSC, the site SPSA is developed based on identified needs. Before the end of the year, through the SSC process, this site SPSA is approved and sent to the district school board for final approval.

This sets the stage for a year-round evaluation of existing programs to ensure they meet the evolving needs of our students. Throughout the year, the SSC meets regularly not only to review goals, metrics, and expenditures but also to monitor the effectiveness of implemented programs. Decision-making is data-driven, focusing on student outcomes to adapt educational programs, professional learning opportunities, and any supplemental curriculum required.

Our Title I meeting provides a platform for community input into the SPSA. This occurs alongside regular ELAC meetings, where the focus is on the needs of English Learners, culminating in recommendations for SPSA development.

Key to this continuous process is the SSC's role in periodically reviewing and revising the SPSA. With input from various educational partners, including insights from the ELAC and data from the Site Needs Assessment, the SSC makes necessary revisions during their meetings throughout the year, ensuring the plan and budget consistently align with school needs. Additionally, staff meetings and student polls contribute ongoing feedback, ensuring that the SPSA truly reflects the needs and aspirations of the entire school community.

# School and Student Performance Data

## Student Enrollment 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%	%		0	
African American	5.31%	5.66%	5.95%	24	34	39
Asian	5.97%	8.65%	11.28%	27	52	74
Filipino	%	0%	%		0	
Hispanic/Latino	26.11%	25.46%	26.98%	118	153	177
Pacific Islander	2.21%	1.16%	0.91%	10	7	6
White	50.44%	50.75%	46.04%	228	305	302
Multiple/No Response	2.88%	2.33%	2.29%	13	14	15
Total Enrollment				452	601	656

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	98	120	98
Grade 1	72	86	95
Grade 2	75	92	93
Grade3	66	80	93
Grade 4	67	77	84
Grade 5	74	82	89
Grade 6		64	70
Total Enrollment	452	601	656

### Conclusions based on this data:

1. Anza continues to be a richly diverse community of learners with a variety of needs. This presents a need to ensure curriculum and delivery of instruction is culturally responsive and meets the needs of the individual students. Based on the data in the table, Enrollment by Student Group, The Asian student group has increased the most by 3.8% in the last two years. The white subgroup decreased by 4% in the last two years, while all the others maintained a steady percentage in the past few years. In 2022-2023 Anza expanded by adding sixth grade students.
2. Anza's current enrollment is 679 students, which does not include the students enrolled in the State Funded Preschool Program. Enrollment in 2021-2022 school year decreased by 49 students which was a result of the impact of the COVID 19 pandemic. The 2022-2023 enrollment increased by 149 students. Enrollment increases were present in all grade levels. Based on this data, an identified need is to fund intervention support staff,

counselors, community liaison, instructional coach and instructional materials to ensure that all students' needs are being met.

3. The enrollment data shows an increase in enrollment in all grade level especially in kindergarten and second grade, This presents a need for for goals to increase our family and community engagements opportunities in kindergarten in order to retain our students. We must create a sense of connectedness that has a positive impact on students learning and achievement. Our increase in numbers is also due to the addition of 6th grade to the site.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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	269	373	405	60.20%	59.5%	61.7%
Fluent English Proficient (FEP)	35	44	52	8.50%	7.7%	7.9%
Reclassified Fluent English Proficient (RFEP)	12	21		4.6%	3.79%	

### Conclusions based on this data:

1. English Learners: Over the last two years the percent of English Learners has increased from 59.5% in 2021-2022 to 62.1% in 2022 - 2023 school years. The number of students identified by the Home Language Survey as English Learners report as the predominate primary languages as; Chaldean, Arabic, Spanish, Farsi, and Pashto.
2. Fluent English Learners, (FEP): The number of students identified as Fluent English Proficient has increased by 2.24% between 2020 - 2023. We will continue to focus on English Learner growth by supporting teachers in deepening their practice with instructing English Learners in the content areas. We have identified vocabulary as a large area of need and will set goals to intentionally plan and focus on academic and content area vocabulary within all lessons and units.
3. Reclassified Fluent English Proficient (RFEP): The number of students identified as Reclassified Fluent English Proficient has increased from 3.8% to 6.03% in 2022-2023. Teachers will continue to participate in data analysis during collaboration time for English Learners. Teachers will design and implement lessons and units that include effective and engaging strategies for all learners, with special attention to EL standards and skills. Our instructional coach will model and provide feedback to teachers related to lesson delivery and student progress on goals. Additional focus will be made to identify specific area of needs for Long-Term English Learners (LTEL) students. Personalized learning opportunities will be provided to support our LTEL students.

# 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 Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	249	234	304	0	203	283	0.0	86.8	93.1

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

Overall Achievement for All Students												
Grade Level	% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		6.40	5.30		22.66	18.37		23.65	18.37		47.29	57.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		6.90	7.07		63.55	51.59		29.56	41.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		5.42	3.18		46.31	42.40		48.28	54.42

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		6.40	4.59		67.98	62.54		25.62	32.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		7.88	6.71		55.17	58.66		36.95	34.63

**Conclusions based on this data:**

1. 42.04 % of students nearly met, met, or exceeded standard on the ELA assessment compared to 52.7% in 2022 . This is an overall decrease of 10.67% from the previous testing year. 57.95% of students were Below Standard compared to 47.29% in 2022. This is a difference of 10.66% from last testing year.
2. All areas of ELA (including reading and writing ) are still the areas of greatest need, with 58.63% of Anza students at/ near/above standard in Reading and 45.58% in Writing. There was an increase in the Below Basis level from 29.56% in 2021-2022 to 41.39% in 2022 -2023 in the ELA area of Reading. There was an increase in the Below Basis level from 48.28% in 2021-22 to 54.4% in 2022-2023 in the ELA area of Writing.
3. Listening is the strongest area for ELA with 67.13% of Anza students at/near/above standards in Listening. 65.37% of students are at/near/above standards in Research/Inquiry a 2.32% increase from 63% in 2021-2022

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students									
Grade Level	# of Students Enrolled			# of Students Tested			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	249	234	303	0	229	302	0.0	97.9	99.7

\* 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	% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		6.55	6.95		14.41	11.59		25.76	25.17		53.28	56.29

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		9.17	10.26		34.50	36.75		56.33	52.98

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		7.86	6.95		40.61	37.75		51.53	55.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		5.68	5.30		55.02	53.31		39.30	41.39

### Conclusions based on this data:

1. The overall number of students nearly meeting, met, and exceeding standards is 43.71% across all strands which is a 3% decrease from the prior testing year in 2021-2022. The percent of students below standard is 56.29% which is an increase of 3% from the last testing year.
2. The area of Concepts and Procedures is the area of greatest improvement for Anza students. The percent of students Below Standard is 53% which is a decrease from the last testing year score of 56.3%. In the area of Communication Reasoning the percent of students below standard increased by 3.8% from the previous year. Problem Solving/Data Analysis decreased by 2% from previous testing year.

3. Further analysis is done on an ongoing basis by grade level teachers to identify and address specific concepts and skills in which students need more explicit instruction and/or practice. According to this data, our Students with Disabilities are our lowest performing student group, indicating a need for additional focus on math support for those students.

# School and Student Performance Data

## ELPAC Results

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
<b>K</b>	9.59	10.39	4.40	42.47	24.68	35.16	24.66	44.16	37.36	23.29	20.78	23.08	73	77	91
<b>1</b>	3.39	5.45	1.82	20.34	36.36	36.36	27.12	32.73	27.27	49.15	25.45	34.55	59	55	55
<b>2</b>	4.76	10.29	6.25	26.19	25.00	46.88	30.95	29.41	23.44	38.10	35.29	23.44	42	68	64
<b>3</b>	9.30	4.65	7.46	27.91	20.93	23.88	20.93	34.88	20.90	41.86	39.53	47.76	43	43	67
<b>4</b>	18.60	17.39	6.00	23.26	23.91	24.00	23.26	15.22	20.00	34.88	43.48	50.00	43	46	50
<b>5</b>	36.73	24.44	12.77	34.69	24.44	12.77	12.24	20.00	29.79	16.33	31.11	44.68	49	45	47
<b>6</b>		0.00	15.79		42.42	23.68		21.21	21.05		36.36	39.47		33	38
<b>All Grades</b>	13.27	10.63	7.04	30.10	27.52	30.34	23.30	29.97	26.70	33.33	31.88	35.92	309	367	412

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
<b>K</b>	17.81	7.79	5.49	42.47	31.17	41.76	17.81	33.77	32.97	21.92	27.27	19.78	73	77	91
<b>1</b>	10.17	25.45	16.36	25.42	34.55	30.91	27.12	23.64	27.27	37.29	16.36	25.45	59	55	55
<b>2</b>	14.29	19.12	25.00	28.57	27.94	31.25	23.81	19.12	23.44	33.33	33.82	20.31	42	68	64
<b>3</b>	13.95	16.28	28.36	34.88	34.88	19.40	18.60	16.28	14.93	32.56	32.56	37.31	43	43	67
<b>4</b>	34.88	28.26	22.00	27.91	26.09	22.00	4.65	8.70	14.00	32.56	36.96	42.00	43	46	50
<b>5</b>	48.98	37.78	19.15	34.69	26.67	23.40	2.04	6.67	19.15	14.29	28.89	38.30	49	45	47
<b>6</b>		21.21	31.58		36.36	18.42		3.03	10.53		39.39	39.47		33	38
<b>All Grades</b>	22.65	20.98	19.66	33.01	30.79	28.40	16.18	18.26	21.84	28.16	29.97	30.10	309	367	412

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
<b>K</b>	2.86	9.09	5.49	10.00	14.29	14.29	52.86	53.25	53.25	34.29	23.38	23.38	70	77	77
<b>1</b>	0.00	1.82	1.82	8.89	16.36	16.36	31.11	47.27	47.27	60.00	34.55	34.55	45	55	55
<b>2</b>	0.00	5.88	5.88	35.00	19.12	19.12	27.50	23.53	23.53	37.50	51.47	51.47	40	68	68
<b>3</b>	2.27	4.65	4.65	15.91	6.98	6.98	43.18	37.21	37.21	38.64	51.16	51.16	44	43	43
<b>4</b>	5.77	4.35	4.35	32.69	26.09	26.09	34.62	19.57	19.57	26.92	50.00	50.00	52	46	46
<b>5</b>	16.36	2.22	2.22	18.18	20.00	20.00	45.45	35.56	35.56	20.00	42.22	42.22	55	45	45
<b>6</b>		0.00	0.00		9.09	9.09		36.36	36.36		54.55	54.55		33	33
<b>All Grades</b>	3.88	4.63	4.63	21.68	16.35	16.35	34.30	37.06	37.06	40.13	41.96	41.96	309	367	367

#### Conclusions based on this data:

1. Approximately 68% of Anza students are English Learners or Reclassified English Learners. Anza is committed to providing students with a structured English Immersion Program which includes researched based strategies to support English Language Development. The ELPAC Summative Assessment was administered in the Spring of 2023. The data indicates that the number of students who are eligible to take the assessment increased from kindergarten to sixth grade. According to the data, there are 367 students tested school-wide which is an increase for the previous year by 58 students.
2. Within the Overall Language Table, the number of students in Level 1, 3, and 4 saw slight decrease, while the percent of students in level 2 slightly increased by 6.6% in 2022-2023. The Overall number of students tested on the Summative ELPAC assessment are within Levels 3 and 4 at 38%.
3. To ensure that English Learners, within a reasonable period of time, achieve proficiency, Anza teachers will align ELA/ELD standards and implement integrated and designated ELD and provide multiple opportunities throughout the day for students to develop their English language skills. Teachers will strategically target LTEL skill development and create personalized learning plan to ensure students make progress.

# School and Student Performance Data

## Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
601	87.9	62.1	0.2
Total Number of Students enrolled in Anza Elementary 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	373	62.1
Foster Youth	1	0.2
Homeless	3	0.5
Socioeconomically Disadvantaged	528	87.9
Students with Disabilities	97	16.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	5.7
Asian	52	8.7
Hispanic	153	25.5
Two or More Races	14	2.3
Pacific Islander	7	1.2
White	305	50.7

### Conclusions based on this data:

- 601 Students were enrolled in 2022-2023 school year. This includes Pre-school through sixth grade students. Anza is a culturally diverse community that includes 62% English Learners. The major primary languages spoken by our students are Chaldean, Arabic, Spanish, Farsi, and Pashto.



2. 528 student or 87.9% of the student population is Socioeconomically Disadvantaged. With the number of families identified within the criteria, Anza provides both a free Breakfast and Lunch program for our students.
3. Students are with disabilities are 16.3% of the total enrollment and continue to be a student group that has identified need with academic performance and attendance based on the Fall 2023 Dashboard.

# School and Student Performance Data






## Overall Performance

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2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  Orange		

### Conclusions based on this data:

- The Overall Academic Performance levels for English Language Arts are in the Red Level and the Orange Level in mathematics. The data represents the overall proficiency level of all third through sixth grade students who took the CAASPP assessment in May, 2023. According to this data, our Hispanic students and Students with Disabilities are our lowest performing student group, indicating a need for additional focus on literacy support for our students. It is clear that Anza has systemic work to do to increase overall academic performance. With our population, there are many factors that we need to address. Ensuring all students' fundamental needs are met along with Literacy

support are needed so our students can learn and thrive. Based on Anza allocates funding for our full time school counselor, instructional coach and bilingual facilitator to support this effort. .

2. The Overall Academic Engagement Performance Level is in the Yellow Level. Chronic Absenteeism impacted all subgroups especially Students with Disabilities, African American and Asian students, indicating a need for additional focus on parent and student engagement. Anza will keep students engaged in school and support their individual needs to keep them attending school on a regular basis. Teachers will continue to develop integrated units of study that increase engagement, support individual and personalized intervention plans. In a Multi-Tiered System of intervention, teachers will have the support of the principal, counselor, instructional coach, bilingual facilitator as they analyze data, design and adjust interventions and deliver effective instruction. Anza will continue to engage parents and provide support indicating a need for continued funding for community liaison.
3. The Overall Conditions and Climate Level is in the Orange Level. The Suspension Rate can be a reflection of a safe, secure, positive educational environment for students. Anza's MTSS team is committed to improve interventions and revising SST process so that all needs are met and learning thrives for students. Suspensions do not solve the underlying problems or conditions, we remain committed to intervening before suspension is necessary. Our action goals will reflect support for our school counselor, instructional coach, bilingual facilitator, and support staff.

# School and Student Performance Data

## Academic Performance English Language Arts

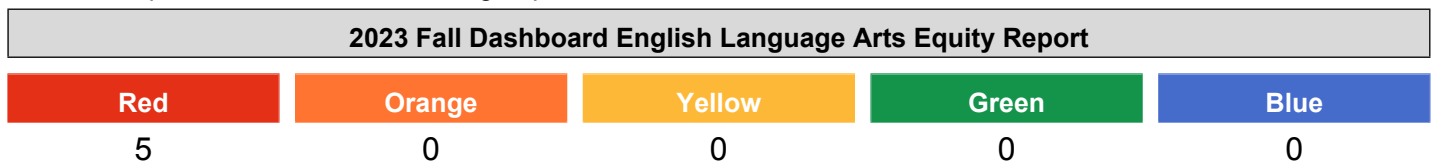
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  <p>Red</p> <p>81.2 points below standard</p> <p>Decreased Significantly -20.5 points</p> <p>278 Students</p>	<b>English Learners</b>  <p>Red</p> <p>96 points below standard</p> <p>Decreased Significantly -28.2 points</p> <p>185 Students</p>	<b>Foster Youth</b>  <p>No Performance Color</p> <p>0 Students</p>
<b>Homeless</b> <p>Less than 11 Students</p> <p>8 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>Red</p> <p>85.6 points below standard</p> <p>Decreased Significantly -24.8 points</p> <p>251 Students</p>	<b>Students with Disabilities</b>  <p>Red</p> <p>142.2 points below standard</p> <p>Decreased -9.8 points</p> <p>54 Students</p>

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b> 52.6 points below standard 20 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b> 57.7 points below standard 19 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Red 91.6 points below standard Decreased -7.6 points 78 Students	<b>Two or More Races</b> Less than 11 Students 4 Students	<b>Pacific Islander</b> Less than 11 Students 2 Students	<b>White</b>  Red 81.8 points below standard Decreased Significantly - 35.2 points 136 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 132.8 points below standard Decreased Significantly -38.7 points 139 Students	<b>Reclassified English Learners</b> 15.2 points above standard Decreased Significantly -26.6 points 46 Students	<b>English Only</b> 63 points below standard Decreased -12.2 points 79 Students
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#### Conclusions based on this data:

1. Academic Performance level for English Language Arts is in the Red Level for all Student overall. These subgroups include All Students, English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. Students with Disabilities and Hispanic scored in the Very Low. Based on the data, literacy support continues to be an area of need for all students.
2. Based on the data, a need for intervention support for all subgroups including Students with Disabilities and Hispanic needs to continued funding. We will continue to focus on literacy and improve our reading program for students and maintain the implementation of our intervention reading programs.
3. The comparison data for English Learners includes three subgroups, Current English Learners, Reclassified English Learners, and English Only. The data indicates that all the groups, Current English Learners, RFEP and English Only will need continued support and funding of EL program. According to this data, our Reclassified English learners are our highest performing student group, indicating a need for continued funding for our EL program including our English learner facilitator, English Language Development Assistant and intervention teacher. Students with Disabilities, which includes 54 students, shows the highest points below standards among all subgroups. Based on data, we will need to continue to provide coaching support to special education and general education teachers as they implement effective reading/language arts practices.

# School and Student Performance Data

## Academic Performance Mathematics

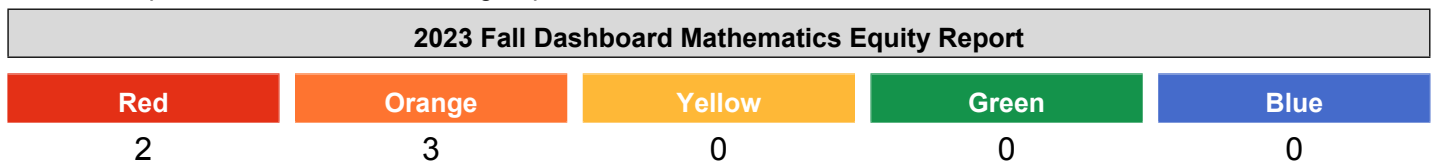
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 81.3 points below standard Decreased Significantly -16.8 points 275 Students	<b>English Learners</b>  Orange 87.8 points below standard Decreased Significantly -18.1 points 184 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 6 Students	<b>Socioeconomically Disadvantaged</b>  Orange 84.4 points below standard Decreased Significantly -16.8 points 248 Students	<b>Students with Disabilities</b>  Red 148 points below standard Decreased -9.7 points 53 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b> 101.5 points below standard 18 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b> 47.7 points below standard 19 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Red 110.4 points below standard Decreased Significantly - 18.1 points 77 Students	<b>Two or More Races</b> Less than 11 Students 4 Students	<b>Pacific Islander</b> Less than 11 Students 2 Students	<b>White</b>  Orange 68.9 points below standard Decreased Significantly - 21.2 points 136 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 113.1 points below standard Decreased Significantly -26.7 points 138 Students	<b>Reclassified English Learners</b> 12 points below standard Decreased -10.5 points 46 Students	<b>English Only</b> 82.2 points below standard Decreased Significantly -23.3 points 77 Students
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#### Conclusions based on this data:

- Academic Performance level for Mathematics falls within the Orange Level for all Student. These subgroups include All Students, English Learners, and Socioeconomically Disadvantaged. Based on the data, a need for intervention support for all subgroups including Students with Disabilities needs to continued funding. We will continue to improve our math program for students and maintain the implementation of our intervention programs.
- Students with Disabilities, which includes 53 students, fall in the Red Levels and shows the highest points below standards among all subgroups. Based on data, we will need to continue to provide coaching support to special education and general education teachers as they implement effective reading/language arts practices.
- Academic Performance levels for Mathematics for English Learners includes three subgroups, Current English Learners, Reclassified English Learners, and English Only. The data indicates that Reclassified English Learners continue to perform well which shows the need to continue the funding of the EL program and supports.

# School and Student Performance Data

## Academic Performance English Learner Progress

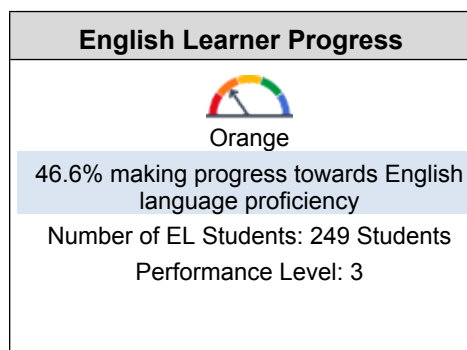
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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.

### 2023 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
24	103	2	112

#### 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-May 2023. Students in grades TK through 6th grade were given the Summative ELPAC assessment.
2. Overall 46.6.% of our English Learners are making progress towards English proficiency placing Anza in the Medium Level. 9.6% of English Learners decreased by one ELPI Level indicating that we need to continue funding for the EL program and teach intentional language development lessons and provide daily ELD time.
3. The overall percentage of students making progress towards English proficiency has decreased compared to the 54.4% in 2022. Given this data, we will continue to intentionally plan for language development within our integrated units and designated ELD time and rotations. Frequent data collection and analysis around student progress will assist us in designing personalized language development plans for students.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

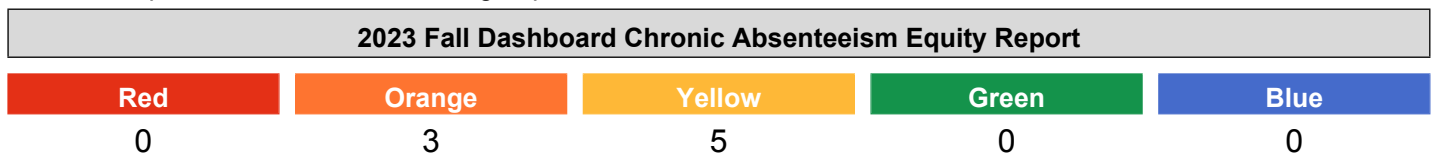
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  <p>Yellow</p> <p>31.8% Chronically Absent</p> <p>Declined Significantly -8.4</p> <p>642 Students</p>	<b>English Learners</b>  <p>Yellow</p> <p>24.8% Chronically Absent</p> <p>Declined Significantly -8.2</p> <p>407 Students</p>	<b>Foster Youth</b> <p>Less than 11 Students</p> <p>1 Student</p>
<b>Homeless</b> <p>72.2% Chronically Absent</p> <p>Increased 17.7</p> <p>18 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>Yellow</p> <p>30.4% Chronically Absent</p> <p>Declined Significantly -7.6</p> <p>582 Students</p>	<b>Students with Disabilities</b>  <p>Orange</p> <p>46.8% Chronically Absent</p> <p>Declined -4.2</p> <p>126 Students</p>

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  Orange 42.1% Chronically Absent Declined -12.7 38 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Yellow 19.4% Chronically Absent Declined -16.4 62 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Yellow 50.6% Chronically Absent Declined Significantly -9.4 158 Students	<b>Two or More Races</b>  Orange 46.2% Chronically Absent Declined -13.5 52 Students	<b>Pacific Islander</b> Less than 11 Students 6 Students	<b>White</b>  Yellow 21.5% Chronically Absent Declined Significantly -5 326 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. Three of the subgroups report in the Yellow Level. The subgroup, Students with Disabilities is in the Orange Level and had the highest percentage of Absenteeism with 46.8% of students.
2. The Academic Engagement Chronic Absenteeism Equity Report includes four student subgroups by Race/Ethnicity in the report. The groups include African American, Asian, Hispanic, Two or More Races, and White. African American and Two or More Races are in the Orange level for Absenteeism. Asian and Hispanic are in the Yellow level. The data indicated the need to continue finding to support student and parent engagement and support.
3. Chronic absenteeism is a problem in all of our subgroups. We need to continue to build opportunities for our students and parents to recognize the support systems we have at school and provide additional support through our community outreach programs, school counselor, community liaison, office staff, teachers, and principal. Staff will focus on connectedness to school, aligning supports for families and focusing on engagement strategies and building hope for students and parents.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

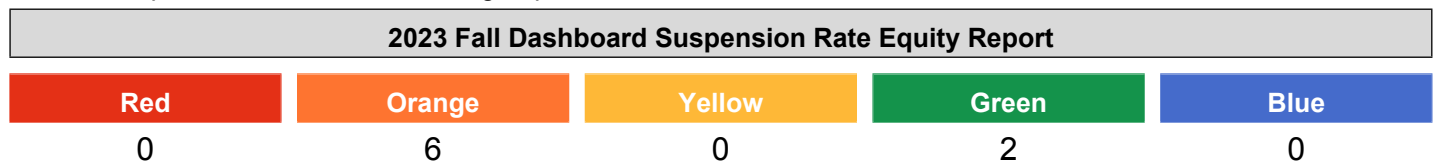
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.





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 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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 1 679 Students</p>	<b>English Learners</b>  <p>Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 0.4 433 Students</p>	<b>Foster Youth</b> <p>Less than 11 Students 1 Student</p>
<b>Homeless</b> <p>0% suspended at least one day</p> <p>Maintained 0 18 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1 613 Students</p>	<b>Students with Disabilities</b>  <p>Orange</p> <p>3.1% suspended at least one day</p> <p>Increased 1.2 130 Students</p>

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Green 2.6% suspended at least one day Declined -0.4 39 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Green 1.4% suspended at least one day Declined -2.8 71 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 1.2% suspended at least one day Increased 0.5 167 Students	<b>Two or More Races</b>  Orange 1.9% suspended at least one day Increased 1.9 53 Students	<b>Pacific Islander</b> Less than 11 Students 6 Students	<b>White</b>  Orange 1.7% suspended at least one day Increased 1.7 343 Students

#### 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 groups are in the Orange Level. We need to continue to review and adjust our MTSS approach to behavior. The focus for the 2022-2023 school year was literacy, social-emotional learning, student wellbeing and chronic absenteeism. However, the following information continues to be relevant for the 2023-2024 school year.
2. The Climate and Conditions Suspension Equity Report includes five student subgroups by Race/Ethnicity in the report. The groups include African American, Asian, Hispanic, Two or More Races, and White. The highest number of suspensions are among our Hispanic and White subgroup and are within the Orange Level with 1.2% and 1.7% suspended at least once. African Americans are in the Green Level and have the .4% decline from previous year.
3. Based on the data, an identified need is to continue funding for our counseling and academic support programs. We need to continue to review and adjust our MTSS approach to behavior. We will continue to focus on social-emotional learning, student wellbeing and chronic absenteeism.

# School and Student Performance Data

## iReady Reading Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	21-22			22-23			% Change in Tier 1 from 21-22 to 22-23
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	31	38	30	35	31	34	+4%
English Learners	23	38	39	25	30	45	+2%
Socioeconomically Disadvantaged	34	41	26	35	30	35	+1%
Students with Disabilities	12	41	47	15	31	55	+3%

Diagnostic #3 (% of students per tier)							
	21-22			22-23			% Change in Tier 1 from 21-22 to 22-23
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
American Indian or Alaska Native	0	100	0	100	0	0	+100%
Asian	18	41	41	25	23	52	+7%
Black or African American	37	37	26	32	37	32	-5%
Native Hawaiian or Other Pacific Islander	50	50	0	78	0	22	+28%
White	36	33	31	39	32	29	+3%
Two or More Races	41	35	24	40	33	27	-1%

Reading Diagnostic 23-24 *(% of students per tier)							
	Diagnostic #1			Diagnostic #2			% Change in Tier 1
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	11	33	57	21	34	44	+10%
Socio-economically Disadvantaged	11	31	59	19	35	46	+8%
English Learners	3	26	71	10	32	57	+7%
Students w/Disabilities	1	23	76	10	23	67	+9%
American Indian or Alaska Native	0	0	100	0	0	100	None
Asian	8	27	65	13	29	58	+5%
Black or African American	10	30	60	13	37	50	+3%
Native Hawaiian or Other Pacific Islander	14	29	57	43	14	43	+29%
White	11	35	54	22	38	40	+11%

Reading Diagnostic 23-24 *(% of students per tier)							
Two or More Races	0	25	75	8	25	67	+8%

**Conclusions based on this data:**

1. All students showed an increase by 4% change in Tier 1 from 2021-2022 to 2022-2023 school year. The growth continue in the 2023-2024 school year with an increase of 10%.
2. All subgroups showed an increase in change in Tier 1 in 2022--2023 except for the Black or African American subgroup. However that subgroup showed a 3% change in Tier 1 in
3. All subgroups showed growth in the 2022-2023 Diagnostic #1 and Diagnostic #2.

# School and Student Performance Data

## iReady Reading Diagnostic Growth Reports

**Typical Growth** = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.

% of students making or on track to make typical growth			
	2021-2022 Based on D3	2022-2023 Based on D3	2023-2024 (On Track) Based on D2
All Students	41	62	60
Socio-economically Disadvantaged	44	62	60
English Learners	39	62	59
Students w/Disabilities	35	49	56
American Indian or Alaska Native	100	100	0
Asian	40	58	67
Black or African American	42	61	60
Native Hawaiian	75	78	71
White	39	64	58

**Stretch Growth** = an ambitious, but attainable, level of annual growth that puts below-grade level students on a path to proficiency and puts on-grade level students on a path to advanced proficiency levels.

% of students making or on track to make stretch growth			
	2021-2022 Based on D3	2022-2023 Based on D3	2023-2024 (On Track) Based on D2
All Students	14	29	36
Socio-economically Disadvantaged	14	31	35
English Learners	11	27	34
Students w/Disabilities	6	21	29
American Indian or Alaska Native	0	100	0
Asian	14	29	31
Black or African American	27	16	33
Native Hawaiian	50	22	43
White	13	33	36

### Conclusions based on this data:

1. All subgroups showed an increase of over 15% in the Typical Growth in the past 2 years.
2. All subgroups have shown growth of over 15% in Stretch Growth. Students with Disabilities have shown the highest Stretch Growth with an increase of 23% in the last 2 years.

# School and Student Performance Data

## iReady Math Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	21-22			22-23			% Change in Tier 1 from 21-22 to 22-23
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	26	45	29	27	42	31	+1%
English Learners	22	45	34	20	41	40	-2%
Socioeconomically Disadvantaged	29	48	23	27	42	32	-2%
Students with Disabilities	15	38	47	9	39	52	-6%

Diagnostic #3 (% of students per tier)							
	21-22			22-23			% Change in Tier 1 from 21-22 to 22-23
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
American Indian or Alaska Native	0	0	100	0	0	100	
Asian	11	53	37	18	38	43	+7%
Black or African American	21	39	39	21	45	34	None
Native Hawaiian or Other Pacific Islander	25	50	25	44	33	22	+19%
White	31	43	26	32	41	27	+1%
Two or More Races	29	47	24	7	60	33	-22%

Math Diagnostic 23-24 *(% of students per tier)							
	Diagnostic #1			Diagnostic #2			% Change in Tier 1
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	5	35	60	13	46	41	+8%
Socio-economically Disadvantaged	5	34	61	13	45	42	+8%
English Learners	1	29	70	5	42	53	+4%
Students w/Disabilities	2	20	78	9	29	62	+7%
American Indian or Alaska Native	0	0	100	0	0	100	
Asian	2	17	81	6	35	60	+4%
Black or African American	4	33	63	7	52	41	+3%
Native Hawaiian or Other Pacific Islander	0	43	57	14	43	43	+14%
White	6	38	56	16	48	36	+10%
Two or More Races	0	9	91	0	36	64	None



**Conclusions based on this data:**

1. English Learners, Socioeconomically Disadvantaged, and Students with Disabilities had a decrease in Tier one and an increase in tier three. Students with Disabilities had the highest decrease with 6%. Native Hawaiian or Pacific Islander had the highest increase in % change from tier 1 to tier 3 with a 19% increase. Based on this data, an identified need is the continued support of our English Learners and socioeconomically disadvantaged students.
2. Students with disabilities had the greatest decrease in % change in Tier 1 with a -8%%. Based on this data, an identified need is to provide additional teacher training in order to support students with disabilities.
3. The % of all students have shown an 8% increase in % change in tier 1 . All subgroups showed an increase. Native Hawaiian or Pacific Islanders showed the highest increase with 14% increase. Based on the data, an identified need is to continue with teacher professional development and student support services.

# School and Student Performance Data

## iReady Math Diagnostic Growth Reports

**Typical Growth** = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.

### % of students making or on track to make typical growth (Goal -70%)

	2021-2022	2022-2023	2023-2024 (On Track)
All Students	38	54	58
Socio-economically Disadvantaged	39	55	59
English Learners	40	57	56
Students w/Disabilities	31	30	53
American Indian or Alaska Native	0	0	100
Asian	49	51	52
Black or African American	12	64	52
Native Hawaiian	50	44	71
White	39	57	60

**Stretch Growth** = an ambitious, but attainable, level of annual growth that puts below-grade level students on a path to proficiency and puts on-grade level students on a path to advanced proficiency levels.

### % of students making or on track to make stretch growth

	2021-2022	2022-2023	2023-2024 (On Track)
All Students	15	21	37
Socio-economically Disadvantaged	16	22	37
English Learners	15	22	36
Students w/Disabilities	10	15	31
American Indian or Alaska Native	0	0	0
Asian	20	21	27
Black or African American	4	19	22
Native Hawaiian	25	11	43
White	16	26	41

### Conclusions based on this data:

1. On Diagnostic #2 our annual typical growth score was 59% with the expected goal on this diagnostic at 70%. Our goal for Diagnostic #3 is to increase the percentage by 11%. Based on this data, an identified need is to continue to access the iReady personalized system for our student and provide intervention strategies for small group instruction.
2. The percentage of students on track to meet their typical growth increased in all subgroups from Spring 2022 to Winter 2022. The number of All students on track to meet typical growth goal increased by 12% and English Learners, and Socioeconomically Disadvantaged Students and Students with Disabilities increase by 14%. Based on this data, an identified need is to continue to access the iReady personalized system for our students and provide intervention strategies for small group instruction. Anza will need to continue to fun collaboration time and professional development for teachers along with small group intervention support.

3. Our students groups with the lowest score are Students with Disabilities with 54% and Asian students with 48% on track to meeting their typical growth goal. Based on this data, an identified need is to continue to access the iReady personalized system for our students and provide intervention strategies for small group instruction. Additionally, students require Specialized Academic Instruction to support IEP goals in mathematic skills. English Learners benefit from GLAD strategies utilized in core content areas such as Mathematics- Word Problems and Mathematical Reasoning.

# School and Student Performance Data

## Annual Gallup Parent Survey Data

### Annual Gallup Parent Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19	58	24	18
19-20	48	41	11
20-21	63	34	2
21-22	42	55	2
22-23	45	45	11

### Gallup Parent Survey Key Engagement Items

Question: My child's school always delivers on what it promises.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.39	81	3
19-20	4.52	95	2
20-21	4.59	91	1
21-22	4.5	95	1
22-23	4.3	82	5

Question: I feel proud to be a parent at my child's school.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.41	85	14
19-20	4.49	86	5
20-21	4.71	92	2
21-22	4.45	93	3
22-23	4.49	87	5

Question: This school is a perfect fit for my child.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.24	76	14
19-20	4.36	80	5
20-21	4.55	89	2
21-22	4.42	88	3
22-23	4.23	78	5

**Conclusions based on this data:**

1. Parent engagement has slightly increased by 3% from 2021-2022 to 2022-2023. 45% of parents reported that they are fully engaged. Based on this data, it's important to continue the parent outreach to increase parent engagement and support.
2. 82% of parents report that they strongly agree that their child's school always delivers on what it promises. This data shows the need for continued efforts and programs to engage and provide meaningful opportunities for parent participation.

# School and Student Performance Data

## Annual Gallup Student Survey Data

### Annual Gallup Student Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19	69	31	
19-20	71	29	
20-21	74	23	3
21-22	73	22	5
22-23	50	30	20
23-24	51	33	16

### 23-24 Student Gallup Poll

	% Strongly Agree/Agree	% Strongly Disagree/Disagree
Overall Engagement	N/A	N/A
At this school, I get to do what I do best every day	55	10
My teachers make me feel my schoolwork is important	68	10
I feel safe in this school.	62	13
I have fun at school.	63	13
I have a best friend at school.	93	5
In the last seven days, someone has told me I have done good work at school.	61	16
In the last seven days, I have learned something interesting at school.	71	7
The adults at my school care about me.	60	6
I have at least one teacher who makes me excited about the future.	70	14

### Conclusions based on this data:

1. The percent of students fully engaged in the annual Gallup survey has been steady from 2019-2022, but decreased drastically in 2022-2023 from 73% in 2021-2022 to 51 % in 2023-2024.
2. The 2023-2024 survey shows that 93% of students have a best friend at school and 70% feel that they have at least one teacher who makes them excited about their future.  
The data shows that need to build relationships and community and continued need for funding for the SEL learning.
3. 62% of students feel safe at school. Based on this data is critical that we continue to fund the counseling services, campus aides, and student social and emotional curriculum to ensure students have a safe and supportive school community.

# 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

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 5: Pupil Engagement (Engagement), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## LEA/LCAP Goal

All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.

## Goal 1

All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values. Anza Elementary School will increase access to our Modern Curriculum for all students by ensuring access for the following subgroups, English Learners, Long Term English Learners, students with disabilities, disadvantaged youth, homeless and foster youth and students with exceptional needs. By June 2025, Anza Elementary will increase student engagement by 2% and decrease chronic absenteeism by 2%.

## Identified Need

In reviewing achievement levels for our students in the California CAASPP and ELPAC Assessments, 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 within our Modern Curriculum by providing meaningful and purposeful activities that focus on the Modern Curriculum content as well as foundational skill development.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 6 Student Survey	<p>2024 Priority 6 Student Survey</p> <p>At least one adult in my school knows my interests. Mean Score: 3.66</p> <p>At least one adult in my school knows my hopes/goals for the future. Mean Score: 3.43</p> <p>The things I'm learning in school are important to me. Mean Score: 3.97</p> <p>The things I'm learning in school are important to my future. Mean Score4.07</p>	<p>2025 Priority 6 Student Survey</p> <p>Increase mean score by 0.2</p> <p>At least one adult in my school knows my interests. Mean Score: 3.86</p> <p>At least one adult in my school knows my hopes/goals for the future. Mean Score: 3.63</p> <p>The things I'm learning in school are important to me. Mean Score: 4.17</p> <p>The things I'm learning in school are important to my future. Mean Score: 4.27</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gallup Student Poll	2023 Student Gallup Poll 51% of students are engaged 55% of respondents agreed (rating 4 or 5) with the statement "At this school, I get to do what I do best everyday." 73% of respondents agreed (rating 4 or 5) with the statement "I have a great future ahead of me." 84% of respondents agreed (rating 4 or 5) with the statement "I know I will find a good job in the future."	2024 Student Gallup Poll Increase student engagement by 2% Increase % of respondents agreeing with each statement by 2% 57% of respondents agreed (rating 4 or 5) with the statement "At this school, I get to do what I do best everyday." 75% of respondents agreed (rating 4 or 5) with the statement "I have a great future ahead of me." 86% of respondents agreed (rating 4 or 5) with the statement "I know I will find a good job in the future."
CAASPP Academic Engagement	2023 CAASPP Chronic Absenteeism : Yellow Level 31.8%	2023 CAASPP Chronic Absenteeism : Decrease by 2%

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)

English Learners, Newcomers, Long Term English Learners

### Strategy/Activity

Anza Elementary School will provide Newcomer students and Long Term English Learners with a specialized program to support English language acquisition. Frequent data collection and analysis around student progress will assist us in designing personalized language development plans for students.

### 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)



127,052.

Title I  
1000-1999: Certificated Personnel Salaries  
Title I Facilitator/Teacher Salary

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged Students, Students with Disabilities, Foster and Homeless students

### Strategy/Activity

The program facilitator will model and provide feedback to teachers related to lesson delivery and student progress on goals. Additional focus will be on student Literacy and be made to identify specific areas of need for all under-performing students. We will provide coaching support to special education and general education teachers as they implement effective reading/language arts and math practices.

### 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)

14,942.

Source(s)

S/C  
1000-1999: Certificated Personnel Salaries  
Program Facilitator

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

English Learners, Students with special needs, Foster and homeless

### Strategy/Activity

Teachers will continue to intentionally plan and provide instructional units and lessons to support course access for our students. Frequent data collection and analysis around student progress will assist us in designing personalized language development plans for students.

### 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)

6,000.

Source(s)

Title I  
4000-4999: Books And Supplies  
Instructional Supplies

2,500.

Title I  
1000-1999: Certificated Personnel Salaries

	Professional Development/Collaboration
6,000.	Title I 1000-1999: Certificated Personnel Salaries Collaboration and Release Time

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

English Learners, Long Term English Learners, students with disabilities, disadvantaged youth, homeless and foster youth and students with exceptional needs.

### Strategy/Activity

Anza will provide additional supplemental materials and digital programs and teacher training and professional development to support course access for the following subgroups, English Learners, Long Term English Learners, students with disabilities, disadvantaged youth, homeless and foster youth and students with exceptional needs.

### 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)
8,000.	Title I 4000-4999: Books And Supplies Instructional materials and supplies for Modern Curriculum
7000.	Title I 1000-1999: Certificated Personnel Salaries PD including GLAD, LETRS, and Haggerty

## Annual Review

### SPSA Year Reviewed: 2023-24

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 deleted.

## ANALYSIS

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

Activity #1- English Learners, Newcomers, and Long Term English Learners. GLAD Training. Due to scheduling and sub availability, Anza had one teacher attend GLAD training in the 2023-2024 school year. Principal and program coordinator provided feedback to new teachers through classroom observations, informed discussions, accessing curriculum materials, and specific

training in both effective teaching strategies and progress monitoring. Building teacher knowledge and capacity through LETRS learning and trainings supports students learning. s.

Activity #2-ELDA ELDA (English Language Development Assistant) worked with students in small groups to support with student language acquisition.

Activity #3- EL Facilitator- English Learners, Newcomers, and Long Term English Learners. Students received additional support through both integrated and designated ELD instruction in targeted lessons. Personalized learning plans were created and monitored by classroom teachers and bilingual facilitator. Newcomer students in 2nd through 5th grade participated in a specialized program that included daily designated and integrated ELD instruction. The bilingual facilitator presented the lesson, monitored the progress and supported the classroom teacher. Newcomer students in TK through 1st grade received additional ELD support from the classroom teachers.

Activity #4- Instructional Coach- model and provide feedback to teachers related to lesson delivery and student progress on goals. Additional focus will be on student Literacy and be made to identify specific areas of need for all under-performing students. We will provide coaching support to special education and general education teachers as they implement effective reading/language arts and math practices.

#### #5 PD

Activity #2- Socioeconomically Disadvantaged, Foster & Homeless, Students with special needs. Teachers will be provided with coaching, modeling and feedback related to lesson delivery and student progress on goals. Additional focus will be on student Literacy and be made to identify specific areas of need for all under-performing students. We will provide coaching support to special education and general education teachers as they implement effective reading/language arts and math practices.

Activities #5,#6 & #7- Instructional Planning and Supplemental Materials. Supplemental materials for both ELA and math were purchased to support all students. Teachers participated in needed professional development to support implementation of curriculum. All teachers were trained to use Haggerty, a Phonic program to support students literacy and student progress and success in reading skills.

The implementation of the program will support a strong foundation for student literacy.

Activity #8- Access to Environmental Science, Robotics and Engineering Lessons and Activities. Certificated teacher provided robotic and engineering lessons and activities to all students. Professional consultant was unable to continue work with site, but we are hoping to find a new partnership to facilitate the site garden.

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

ELDA resigned mid year and it was challenging finding a qualified replacement. Shortage in subs and coverage interrupts professional learning and implemented as articulated in the goals. Some teachers were unable to participate in professional development opportunities as planned and we did not meet our articulated goal for increasing the number of teaches for GLAD certification.

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.

Changes will be made as needed for next year.

# 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

Priority 1: Basic (Conditions of Learning), Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement)

## LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

## Goal 2

Anza Elementary School is a community whereby all students, staff, and families feel safe, empowered, and respected. By May, 2025 Anza Elementary school will increase staff, student, and parent engagement by 2% as measured by the annual Gallup Surveys for each group. By June 2025, all classrooms will implement and sustain social emotional curriculum daily for 30 minutes, By June, 2025, suspension of all students will decrease by 2% with a focus on decreasing suspension for our socioeconomically disadvantaged subgroup.

## Identified Need

In reviewing 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. Based on parent and staff Gallup Survey Results, Anza will continue to ensure that all stakeholder groups feel safe, empowered, and respected. One identified need is to increase the number of students who feel they belong at school based on the Gallup Student Poll. The Suspension data includes five student subgroups that include all Students, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. The highest number of suspensions are among our Hispanic students, English Learners, and Students with Disabilities are within the Orange Level. African American students are in the Green Level for suspensions.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (Suspension) All Students English Learners	2023 Accountability Dashboard (Suspension) All Students: Orange English Learners: Orange	2024 Accountability Dashboard (Suspension) Decrease suspension rate by at least 2% All Students Yellow English Learners: Yellow
California Accountability Dashboard Performance Level (Chronic Absenteeism) All Students English Learners	2023 Accountability Dashboard (Chronic Absenteeism) All Students: Yellow English Learners: Yellow	2024 Accountability Dashboard (Chronic Absenteeism) Decrease chronic absenteeism rate by at least 2% All Students Green
Local Student Survey	2024 Student Gallup Poll	2025 Student Gallup Poll

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(Gallup, Priority 6)	<p>63% of respondents agreed (rating 4 or 5) with the statement "I feel safe in this school."</p> <p>60% of respondents agreed (rating 4 or 5) with the statement "The adults at my school care about me."</p>	<p>Increase % of respondents agreeing with each statement by 2%</p> <p>65% of respondents agreed (rating 4 or 5) with the statement "I feel safe in this school."</p> <p>62% of respondents agreed (rating 4 or 5) with the statement "The adults at my school care about me."</p>
Local Parent Survey (Gallup)	<p>2023 Parent Gallup Survey</p> <p>45% of respondents are fully engaged.</p> <p>45% of respondents are indifferent.</p> <p>11% of respondents are actively disengaged.</p> <p>82% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises."</p> <p>87% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school."</p> <p>78% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."</p>	<p>2024 Parent Gallup Poll</p> <p>Increase Parent Engagement by 2%</p> <p>47% of respondents are fully engaged.</p> <p>Increase % of respondents agreeing with each statement by 2%</p> <p>84% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises."</p> <p>85% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school."</p> <p>80% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."</p>
Priority 6: Local Student Survey	<p>2024 Priority 6 Student Survey</p> <p>"I feel like I belong at school" Mean Score: 3.49</p> <p>"My classmates treat me with respect" Mean Score: 3.16</p>	<p>2025 Priority 6 Student Survey</p> <p>Increase mean score by 0.2 for each statement below:</p> <p>"I feel like I belong at school" Mean Score: 3.69</p> <p>"My classmates treat me with respect" Mean Score: 3.36</p>

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)

EL, socioeconomic disadvantaged, homeless and foster youth

#### Strategy/Activity

Our goal is to strengthen student success by actively involving families and the community in our school. We will set up a Cultural Appreciation Panel, invite parents to help with projects and observe classes, and offer training for parent volunteers. Together, we aim to build a supportive and inclusive school environment.

#### 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)

27,712.

#### Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Parent/Community Liaison

13,042.

Title I  
1000-1999: Certificated Personnel Salaries  
Counselor 10%

2,243.

Title I Parent Involvement  
1000-1999: Certificated Personnel Salaries  
Teacher Additional Time - Teacher for Parent  
University Workshops and Parent Workshops

550.

Title I  
2000-2999: Classified Personnel Salaries  
Childcare

#### Strategy/Activity 2

##### Students to be Served by this Strategy/Activity

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

All Anza students will benefit from our school strategy, however specific subgroups from the MTSS model- Tier 2 and Tier 3 include EL, socioeconomic disadvantaged, homeless and foster youth will be the primary focus subgroups.

#### Strategy/Activity

Our Anza Staff, including parent liaison and school counselor, will increase parent engagement to the school community. The focus will be their child's educational experience and assisting parents to be able to support their child socially, emotionally, and academically. We will achieve this through: Parent Needs Assessment, Parent Workshops, Family/Teacher Teams/ Home Visits, School Counselor Programs and Workshops, ESL Ecosystem lessons, Expectation for Success, Modern Teacher School and Classroom Codes, Effective Communication tools, Parent University and Parents as First Teacher Program. In order to implement this strategy, Anza will need to allocate funds for additional School Counselor, Parent Liaison, workshop cost, babysitting, and communication tools.

#### 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)
500.	S/C 2000-2999: Classified Personnel Salaries Translation of printed school resources
1,200.	Title I Parent Involvement 4000-4999: Books And Supplies Workshop Materials, Family Resources, Home/School Programs Materials

### 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

Over 87% of Anza students are socioeconomically disadvantaged. With the number of families identified within the criteria, Anza will provide both a Breakfast and Lunch program for our students. Campus Aides will support students during non-instructional time to ensure safety and social wellbeing.

#### 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)
50,936	S/C 2000-2999: Classified Personnel Salaries Campus Aide Salaries

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

English Learners, Identified Hispanic Students and Students with Disability

#### Strategy/Activity

Additional 0.60 FTE Counselor to provide school-based counseling support to our English Learners Hispanic Students and Students with disabilities. The counselor will use trauma-informed practices, teach coping skills, and employ strategies for success in academic, and social-emotional domains. We need to continue to review and adjust our MTSS approach to behavior. Additionally, we are dedicated to restorative practices as an alternative to suspension. Our school counselor will provide support to teachers, staff, students and parents in the area of Restorative Practices Theory and Practice.

#### 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)
59,709.	Title I 1000-1999: Certificated Personnel Salaries School Counselor 60% Salary

**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**

All Classroom teachers will provide 30 minutes daily instruction for social-emotional learning to all students.

**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)
2000.	Title I 4000-4999: Books And Supplies Grade level Books and Resources for socio-emotional learning resources

**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**

Over 87% of Anza students are socioeconomically disadvantaged. With the number of families identified within the criteria, Anza will provide both a Breakfast and Lunch program for our students. A health clerk will support students during the school day to ensure safety and provide first aide support.

**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)
16,697	Title I

# Annual Review

## SPSA Year Reviewed: 2023-24

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 deleted.

## ANALYSIS

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

**Activity #1 & 2- Increase Parent Engagement-** During the 2023-2024 school year, Anza increased the opportunities for parents to engage which included monthly meetings with the principal, parent meetings, workshops and parent classes. Parent engagement opportunities also included Parent Workshops, classes and training, ELAC and SSC meetings. Parents were also provided with opportunities to attend a back to school bash, a parent teacher team meeting and open house during the school year. Parents were also invited to school wide events that included Trunk or Treat, Holiday Sing, Spring Dance, Jog-A-Thon, and several grade level lunch on the lawn. The bilingual community Liaison reaches out to all newcomer parents to collect information so the site can best meet the students' needs and to inform and provide parents with community supports as needed.

**School Counselor-** Anza students receive social- emotional, behavior and academic support from the school counselor. Anza's school counselor provided support to all students through small group sessions, individual sessions as well as whole class social-emotional lessons. In addition the school counselor supports teachers, staff and parents with activities and strategies they can utilize with students.

**Activity #3- Home/School Primary Language Support-** Every effort is made to provide district and school communication in primary home languages which include Arabic, Chaldean, Spanish, and Farsi.

**Activity #4** The school counselor provided direct individual support to students and families in the area of social-emotional, behavioral, and academic needs. The support was provided as needed to students and families.

**Suspension-Restorative Practices-** Anza school counselor continues to provide professional development to teachers and staff for Restorative Practices and Positive Behavior Interventions via staff meeting, individual teacher meetings, SST meetings, IEP meetings and parent education.

**Activity #5 & 6 -SEL Instruction-** Anza students have received daily 30 minutes social-emotions learning/strategies lessons. The Anza school-wide daily schedule was designed with the first 30 minutes of the school day dedicated to Social-emotional learning lessons and activities.

**Activity #7 Campus Aides-Provide Breakfast/Lunch-** During the 2023-2024 school year, Anza provided free breakfast and lunch to all students. Campus aides support and supervise students during unstructured time to ensure safety and wellbeing of students.

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

NA

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.

NA

# 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

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

## Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. By June 2025, all students will improve academic achievement in ELA from 23.67% meeting standard to 25.67% as measured by the CAASPP Summative Assessment. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 65% of students are making Typical Growth on Diagnostic #3. In addition, 65% of English Language Learners will meet their typical growth on iReady Diagnostic assessments.

## Identified Need

Based on our California Accountability dashboard, our school is performing “red” in ELA and “orange” in math. At the end of last year, on our iReady diagnostic #3, 35% of students were in tier 1 for ELA and 27% were in tier 1 for math. When looking at student growth, on diagnostic #2 in February 2024, 66% of students were on track to meet “typical growth” on ELA and 65% on Math. Based on this data, we see a need for a continued focus on evidence based literacy and mathematics instruction.

Based on our comprehensive needs assessment, a large focus for goal 3 will be on supporting our English Learners. Based on our California Accountability dashboard, our English Learners are performing “red” in ELA and “orange” in math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (ELA) All Students English Learners	2023 Accountability Dashboard (ELA) All Students: Red English Learners:Red	2024 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points All Students Orange English Learners: Orange
California Accountability Dashboard Performance Level (Math) All Students English Learners	2023 Accountability Dashboard (Math) All Students:Orange English Learners: Orange	2024 Accountability Dashboard (Math) Increase Student Performance by at least 3 points All Students Yellow English Learners: Yellow

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Assessment Data (Reading) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3	May/June 2023 Diagnostic #3 (Reading) All Students: 35% Tier 1 English Learners: 25% Tier 1	May/June 2024 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 2% All Students: 37% at Tier 1 English Learners: 27% at Tier 1
iReady Diagnostic Assessment (Math) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3	May/June 2023 Diagnostic #3 (Math) All Students: 27% Tier 1 English Learners: 20% Tier 1	May/June 2024 Diagnostic #3 (Math) Increase % of students at Tier 1 by at least 2% All Students: 29% at Tier 1 English Learners: 22% at Tier 1
iReady Diagnostic Growth (ELA) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2	Dec/Jan 23-24 Diagnostic #2 (Reading) All Students: 66% "on track" to make "typical growth" English Learners: 64% "on track" to make "typical growth"	Dec/Jan 24-25 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2% All Students: ###% "on track" to make "typical growth" English Learners: ###% "on track" to make "typical growth"
iReady Diagnostic Growth (Math) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2	Dec/Jan 23-24 Diagnostic #2 (Math) All Students: 65% "on track" to make "typical growth" English Learners: 60% "on track" to make "typical growth"	Dec/Jan 24-25 Diagnostic #2 (Math) Increase % of students "on track" to make "typical growth" by 2% All Students: 67% "on track" to make "typical growth" English Learners: 62% "on track" to make "typical growth"
CAASPP Overall Achievement (ELA) % All Students Met or Exceeded Standard for ELA % English Learners Met or Exceeded Standard for ELA	May/June 2023 CAASPP ELA All Students: 23.67% Met or Exceeded Standard English Learners: 6.71% Met or Exceeded Standard	May/June 2024 CAASPP ELA Increase % of students that met or exceeded standard by 2% All Students: ###% met or exceeded standard English Learners: ###% met or exceeded standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Overall Achievement (Math) % All Students Met or Exceeded Standard for Math % English Learners Met or Exceeded Standard for Math	May/June 2023 CAASPP Math All Students: 18.54% Met or Exceeded Standard English Learners: 11.77% Met or Exceeded Standard	May/June 2024 CAASPP Math Increase % of students that met or exceeded standard by 2% All Students: 20.54% met or exceeded standard English Learners: 13.77% met or exceeded standard
California Accountability Dashboard: English Learner Progress Indicator % making progress towards English language proficiency	2023 Accountability Dashboard (ELPI) 46.6% making progress towards English language proficiency	2024 Accountability Dashboard (ELPI) Increase % of English Learners making progress toward English language proficiency by 2% 4% making progress towards English language proficiency
California Dashboard ELPI % of English learners that decreased at least one ELPI level on ELPAC	2023 California Dashboard ELPI 10% of English learners that decreased at least one ELPI level on ELPAC <ul style="list-style-type: none"> <li>1.5% decline from the preview year</li> </ul>	2024 California Dashboard ELPI Decrease by at least 2% 8% of English learners that decreased at least one ELPI level on ELPAC

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)

English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities

### Strategy/Activity

Intervention support teacher will work with students to provide targeted intervention supports for all students.

### 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)

14,942.

Title I  
1000-1999: Certificated Personnel Salaries  
Support Teacher

## 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

In the area of ELA, Reading and Writing are the greatest needs for improvement for Anza students. Teachers and staff will provide instructional strategies and materials for all students to increase ELA proficiency. To ensure access to the Modern Curriculum and improve student literacy, Anza Elementary School will provide classroom teachers with Literacy Project Professional Development that includes CORE, LETRS, and Haggerty. This work will include teacher collaboration, implementations of lessons/feedback, data analysis and parent/students engagement.

### 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)

4,000.

Title I  
4000-4999: Books And Supplies  
American Reading Company

2,000.

Title I  
4000-4999: Books And Supplies  
Heggerty

7,000.

S/C  
4000-4999: Books And Supplies  
Instructional supplies

## 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

Analysis of data- Further analysis will be done on an ongoing basis by grade level teachers to identify and address specific concepts and skills in which students need more explicit instruction and/or practice. Teachers will provide feedback to students and parents to increase student achievement.

### 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 5800: Professional/Consulting Services And Operating Expenditures Professional Development
3,000.	Title I 2000-2999: Classified Personnel Salaries Collaboration time

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

English Learners and at risk students

#### Strategy/Activity

Teachers will provide targeted reading and math instructional opportunities by using iReady data and intervention lessons.

#### 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)
7,400	Title I 1000-1999: Certificated Personnel Salaries Before/After School Tutoring
6,000	S/C 1000-1999: Certificated Personnel Salaries Before/After School Tutoring
4,000	S/C 4000-4999: Books And Supplies Instructional Supplies

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged Students, Homeless and Foster Students

#### Strategy/Activity

Students will participate in learning opportunities outside of school to gain first hand and hands on learning experiences.

#### 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)
2,580.	Title I 5800: Professional/Consulting Services And Operating Expenditures Educational Excursions

## Annual Review

### SPSA Year Reviewed: 2023-24

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 deleted.

## ANALYSIS

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

Activity #1 Purchase English Language Arts and Mathematics online digital resources/materials- Funds were provided for instructional materials to support ELA and Math personalized learning opportunities for students. Instructional materials include; American Reading Company- 100 Book Challenge- Bookshelf Program, School Pace, SeeSaw, ST Math, StarFall, and Read Naturally.

Activity #2 Integrate priority standards/monitor progress- Teachers received training and access to district priority standards. Teachers used the priority standards for instructional planning and creating lessons. Student progress was shared with students and parents on a regular basis.

Activity #3 Mathematics instructional strategies and materials- Anza teachers accessed district level Cognitive Guided Instruction, CGI professional development. Strategies were implemented into the math lessons for students. Additional math materials and math manipulative were provided to students.

Activity #4 Analysis of student data- Teachers used iReady and School Pace data to assist in the process of monitoring student growth. Teachers collaborated and analyzed student data on a regular basis to determine instructional plans and to determine appropriate goals and interventions for students. Teachers provided feedback to students and parents on a regular basis. Participating in the literacy district trainings (LETRS) helped teachers begin to evaluate what we currently use to see if it meets all criteria for an effective literacy program that best supports students' learning.

Activity #5 iReady data and Intervention lessons- Teachers administered the iReady Diagnostic Assessments and analyzed the data to create small groups and provide appropriate supports and interventions for all students. Teachers also utilized the data from School Pace and the core assessment for K-2nd grade to help create small groups of students for ELA intervention programs. Teachers also began using the phonics intervention supports in iReady and Nat Geo to support student reading and literacy. Reading support teacher focussed on reading intervention and implemented lessons for students.

Activity #6 Supplemental Materials/Student Reading Books- In an effort to increase reading progress for students, high interest fiction and non-fiction books were purchased to support reading skills for students. Books were distributed to students for small group lessons, whole class literary study or student choice.

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

NA

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.

NA

# 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

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## LEA/LCAP Goal

Students with disabilities will demonstrate expected yearly growth in literacy skills.

## Goal 4

Increase the percentage of students with disabilities meeting or exceeding standards in English Language Arts (ELA) from 2.22% to 4.22% by the end of the academic year through targeted instructional strategies and professional development for educators.

## Identified Need

To improve literacy outcomes for students with disabilities, who currently have only 2.22% meeting or exceeding standards in ELA, there is a critical need for targeted interventions and supports that address the unique learning challenges faced by these students. This includes implementing individualized instructional strategies and providing specialized training for educators to enhance specialized literacy instruction.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (ELA) Students with Disabilities	2023 Accountability Dashboard (ELA) Students with Disabilities: Red	2024 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points Students with Disabilities: Orange
iReady Diagnostic Assessment Data (Reading) % of Students with Disabilities at Tier 1 on Diagnostic #3	May/June 2023 Diagnostic #3 (Reading) Students with Disabilities: 15% Tier 1	May/June 2024 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 2% Students with Disabilities: 17% at Tier 1
iReady Diagnostic Growth (ELA) % of students with disabilities "on track" to make "typical growth" D2	Dec/Jan 23-24 Diagnostic #2 (Reading) Students with Disabilities: 10% "on track" to make "typical growth"	Dec/Jan 24-25 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Students with Disabilities: 12% "on track" to make "typical growth"
CAASPP Overall Achievement (ELA) % Students with Disabilities Met or Exceeded Standard for ELA	May/June 2023 CAASPP ELA Students with Disabilities: 2.22% Met or Exceeded Standard	May/June 2024 CAASPP ELA Increase % of students that met or exceeded standard by 2% Students with Disabilities: 4.22% met or exceeded standard

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)

Students with disabilities

#### Strategy/Activity

Provide ongoing professional development focused on evidence-based literacy instruction strategies, multi-sensory approaches, and the use of assistive technology.

#### 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)
4,000	S/C 5800: Professional/Consulting Services And Operating Expenditures Professional Development
3,000.	S/C 1000-1999: Certificated Personnel Salaries Collaboration
2,000.	S/C 2000-2999: Classified Personnel Salaries Professional Development and collaborations

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Students with disabilities

#### Strategy/Activity

Anza Elementary School will provide students with disabilities with a specialized program to support their progress and growth. Frequent data collection and analysis around student progress will assist us in designing personalized academic instruction for students. Program facilitator will model and provide feedback to teachers related to lesson delivery and student progress on goals. We will provide coaching support to special education teachers as they implement effective reading/language arts and math practices.

#### 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)

20,000

S/C  
1000-1999: Certificated Personnel Salaries  
Special Ed. Coach/Facilitator

2,121

S/C  
4000-4999: Books And Supplies  
Instructional Supplies

#### Strategy/Activity 3

##### 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)

## Annual Review

#### SPSA Year Reviewed: 2023-24

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 deleted.

## ANALYSIS

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

This a new goal, analysis will be documented for the 24-25 SPSA after goal is implemented.

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

This a new goal, analysis will be documented for the 24-25 SPSA after goal is implemented.

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.

This a new goal, analysis will be documented for the 24-25 SPSA after goal is implemented.

# 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	\$0
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	\$431,126.00

## 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	\$313,184.00
Title I Parent Involvement	\$3,443.00

Subtotal of additional federal funds included for this school: \$316,627.00

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 (\$)
S/C	\$114,499.00

Subtotal of state or local funds included for this school: \$114,499.00

Total of federal, state, and/or local funds for this school: \$431,126.00

# 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
S/C	\$114,499	0.00
S/C Carryover		
Title I	\$313,184	0.00
Title I Parent Involvement	\$3,443	0.00
Title I Carryover		

## Expenditures by Funding Source

Funding Source	Amount
S/C	114,499.00
Title I	313,184.00
Title I Parent Involvement	3,443.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	283,830.00
2000-2999: Classified Personnel Salaries	101,395.00
4000-4999: Books And Supplies	36,321.00
5800: Professional/Consulting Services And Operating Expenditures	9,580.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	43,942.00
2000-2999: Classified Personnel Salaries	S/C	53,436.00
4000-4999: Books And Supplies	S/C	13,121.00



5800: Professional/Consulting Services And Operating Expenditures	S/C	4,000.00
1000-1999: Certificated Personnel Salaries	Title I	237,645.00
2000-2999: Classified Personnel Salaries	Title I	47,959.00
4000-4999: Books And Supplies	Title I	22,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,580.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	2,243.00
4000-4999: Books And Supplies	Title I Parent Involvement	1,200.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	171,494.00
Goal 2	174,589.00
Goal 3	53,922.00
Goal 4	31,121.00

# 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

Name of Members	Role
Tammy Wright	Parent or Community Member
Angela Yalda	Parent or Community Member
James Ballentine	Parent or Community Member
Janelle Factura-Amenta	Parent or Community Member
John Aguilera	Parent or Community Member
Doaa Poulus	Other School Staff
Deanna Jones	Classroom Teacher
Ryan Cox	Classroom Teacher
Heather Begrin	Classroom Teacher
Abby Maayah	Principal

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 06/12/2024.

Attested:

	Principal, Paige Byers on June 12, 2024
	SSC Chairperson, Tammy Wright on June 12, 2024