School Year: **2024-25**

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.

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.

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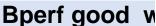
Comprehensive Needs Assessment Components

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:

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 From 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.

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

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)

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 send 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 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 by Subgroup

Student Enrollment
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

Student Enrollment by Grade Level

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

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students								
	# 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				

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	Overall Language Percentage of Students at Each Performance Level for All 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
K	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
1	3.39	5.45	1.82	20.34	36.36	36.36	27.12								

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.

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

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

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	
52.6 points below standard		57.7 points below standard	
20 Students	No Performance Color	19 Students	
	0 Students		

School and Student Performance Data

Academic Performance
Mathematics

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.

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

101.5 points below standard

18 Students

School and Student Performance Data

Academic Performance
English Learner Progress

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 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

English Learner Progress

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Yellow	No Performance Color
42.1% Chronically Absent	0 Students	19.4% Chronically Absent	0 Students
Declined -12.7		Declined -16.4	
38 Students		62 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
		Less than 11 Students	
Yellow	Orange		Yellow
50.6% Chronically Absent	46.2% Chronically Absent	6 Students	21.5% Chronically Absent
Declined Significantly -9.4	Declined -13.5		Declined Significantly -5
158 Students	52 Students		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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspensioi5s554 g 1s7h0.93000031 Tm 0 g Equity R 0 g ( )]TJʃ

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Green	No Performance Color
2.6% suspended at least one day	0 Students	1.4% suspended at least one day	0 Students
Declined -0.4		Declined -2.8	
39 Students		71 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
		Less than 11 Students	
		6 Students	
Orange	Orange		Orange
1.2% suspended at least one day	1.9% suspended at least one day		1.7% suspended at least one day
Increased 0.5	Increased 1.9		Increased 1.7
167 Students	53 Students		343 Students

Conclusions based on this data:

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	

d 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 47 l h W n q			Tier 3				

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.　　　　11

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.

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

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

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

| 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)

	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

Changes will be made as needed for next year.

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

EL, socioeconomic disadvantaged, homeless and foster youth

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

	2000-2999: Classified Personnel Salaries Health Clerk

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.

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 En 0.25 I 353.6499939yl8AMCID	

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)

Alll 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)iitures 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

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) fl7GS1 9.57501221 0.211 Tm8.70o 4Tm8.7bye of 1 gsch PC Q 54t ƙArts ieuc(n

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)

(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

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

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:

Recommendations and Assurances