2020-21 Teacher Preparation and Placement

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	

Reading/Language Arts	LANGUAGE ARTS and ELD TK Robert-Leslie Publishing: The InvestiGator Club - Let's

	K-5, History/Social Science for California, Scott Foresman, Adopted 2006 K-5 Historia/Ciencias Sociales para California 2006, Scott Foresman, Adopted 2006 6-8, History Alive, Teachers Curriculum Institute (TCI), Adopted 2006 6-8 Historia Viva, Teachers Curriculum Institute (TCI), Adopted 2006		
Foreign Language			
Health	K-2, Primarily Health 1998, Wright Group, Adopted 1998 4-5, Healthy You 1996, Harcourt Brace, Adopted 2000 6-8, Positive Prevention Plus, Positive Prevention Plus, Adopted 2016 6-8, Project ALERT 2000, Best Foundation, Adopted 2003	Yes	0
Visual and Performing Arts	K-8, Music and You 1988, Macmillan Publishing Company, Adopted 1990	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

General
The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on 05/12/2022 and is available at the Facilities, Maintenance and Operations office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Two new buildings containing a total of 8 classrooms were recently installed. The schools parking area was expanded and new preschool playground was also installed

Facilities Description
This school has 26 permanent classrooms, 11 portable classrooms, a library, a multipurpose room, and an administration building. The main campus was built in 1960 and modernized in 1996.

Maintenance and Repair
District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The school is cleaned every other night by a cleaning crew. Work performed includes: sweeping, vacuuming, and mopping floors, emptying trash, cleaning sinks, filling dispensers, and dusting rooms, as scheduled. Grounds are maintained by District groundskeeping staff. There is one full-time day custodian. The day custodian is responsible for daily restroom cleaning, cleaning eating and food preparation areas, daily grounds clean up, minor facility repairs, and special emergency clean ups. Carpets are shampooed and tile flooring is cleaned and refinished every winter, spring, and summer break. A thorough deep cleaning of all areas is done every summer. District administration works daily with custodial and grounds supervisors to ensure a clean, safe school.

Deferred Maintenance Budget
The District allocates funds for completion of deferred maintenance projects which consist of major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior paint, and floor systems.

Year and month of the most recent FIT report	May 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.5	97.7	98.8	98.8	98.8

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Parent Participation

Successful education requires a strong partnership between parents and the school. To foster this partnership, we encourage parents to be involved in their child's education through regular communication with teachers and school staff. While parent conferences are held in November, we encourage you to talk with your child's teacher throughout the year. You can assist your child's progress by monitoring class work, providing a structured time for homework, reviewing progress reports, and becoming involved in school activities.

The following District and site committees are designed to foster parent involvement:

District Committees:

Superintendent's Citizen's Advisory Council (SCAC) – Parent representatives from each school meet with the Superintendent to receive information and give input about activities at the schools. The SCAC meets three times in a school year.

Learning Environment Task Force (LETF) – This committee monitors a comprehensive plan that maximizes facility use and improves the quality of program offerings at the school. Parent representative and staff meet as needed.

Local Control Advisory Committee/Title I District Advisory Council (LCAC/DAC) – Is comprised of parents, facilitators from Title I schools, community members and staff. Title I parent representatives are provided an opportunity to not only receive information regarding Title I programs, but also participate in the development of the District's Local Control Advisory Plan (LCAP) by giving input to improve student achievement.

District English Learner Advisory Committee (DELAC) - This committee meets almost every month and provides opportunities for representatives from each school to learn about District and State programs for English learners. We value and encourage community input as we strive to build meaningful relationships between district staff and our families.

Local Control Accountability Plan (LCAP) - School districts in California are required to develop, adopt, and annually update a

2022-23 Opportunities for Parental Involvement

three-year Local Control and Accountability Plan (LCAP). Cajon Valley LCAP Committee meaningfully engages a broad group of stakeholders comprised of parents, community members, school and district staff members to provide input in the development of the plan to identify annual goals, specific actions, and measures of student progress. The LCAP guides decision making about actions and services for all students in the district including low-income students, English Learners and foster youth.

School Committees:

School Site Council (SSC) – Each school has a School Site Council that meets monthly and is composed of parents, staff, and the principal. The School Site Council makes decisions for the school through the development and implementation of the Comprehensive School Plan for Student Achievement. The SSC approves categorical budget expenditures focused on improving student achievement. Additionally, the SSC provides input and reviews the Site Safety Plan yearly.

English Learner Advisory Committee (ELAC) – This committee, composed of parents of English learners, meets monthly to learn about District and school programs available for English Learners, State ELPAC assessments requirements and reports, and provide input on English Learner Needs Assessments. Parents are encouraged to participate in school events and activities

School Events:

Anza parents are invited to participate in Family-Teacher Team meetings, Back-to-School Night, Family Literacy, Math, and Science Nights, Breakfast Club, Lunch On the Lawn, Holiday Sing, PeaceBuilder Pep Rallies, Open House, Classroom Walkabouts and Parent Education Classes and Workshops. Workshops for parents include Parent University, World of Work, Positive Parenting, ESL classes, Digital Tools, Student Access to their Device, Monthly Coffee with the Principal, and Title 1 Meetings,

In addition, our site involves parents through classroom volunteers, English Learner Advisory Committee (ELAC), and School Site Council (SSC) Power of Parents (POP).

Parent Education:

The Cajon Valley Union School District is committed to supporting families through a strong parent education program. The district and sites offer parent training opportunities which include virtual and in-person single and multiple session workshops that empower parents to support their children with both academic and social-emotional needs. Workshops and classes are based on parent/student needs and parent interests.

The Family and Community Engagement (FACE) Department develops and supports parent education opportunities through collaboration with district departments and site staff members who facilitate parent education workshops.

In addition, the district collaborates with various community agencies to support effective parent education. The district promotes parent education through the San Diego County Office of Education’s sponsored conferences, Grossmont Adult Education, the WorkForce Partnership, East County Career Center, Grossmont Community College Career Center, Rady Children’s Hospital, International Rescue Committee, California Collaborative of Educational Excellence, The Brookings Institute, and the California Engagement Initiative.

By empowering and educating staff, we are better able to listen to and address the needs of our parents through educational opportunities. The FACE Department provides professional development for school and district staff to help further deepen the collective understanding of what it means to authentically engage families to support their children. Staff trainings include, but are not limited to, an introduction to Family and Community Engagement, Positive Home Visits, developing Family Teacher Teams, and understanding community challenges and barriers.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the

2022-23 School Safety Plan

Anza School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous

2020-21 Elementary Average Class Size and Class Size Distribution

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,026	$52,641
Mid-Range Teacher Salary	$82,200	$83,981
Highest Teacher Salary	$111,899	$107,522
Average Principal Salary (Elementary)	$139,373	$136,247
Average Principal Salary (Middle)	$139,373	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$334,265	$242,166
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Each year, teachers and support staff participate in Professional Learning, as indicated in the Comprehensive School Plan for Student Achievement (SPSA), the Local Education Agency Plan and Local Control Accountability Plan (LCAP). Priorities for professional learning are established for teacher and staff training using student achievement data, teacher needs assessment surveys, and observations of instruction. In response to these priorities, sessions are developed to support classroom implementation. Teachers requiring additional certifications to meet student needs are enrolled in appropriate programs.

Certificated and support staff participate in workshops offered within the District (in person and virtual), offered by the San Diego County Office of Education, local universities or outside vendors as appropriate.
An online professional learning platform, Cajon 365, which includes Cajon Valley Union School District offerings for the year is accessible to all staff. This includes our district initiatives, safety, mandated trainings, and professional learning for new staff.
Professional Learning is available for certificated personnel as well as classified staff members who work with students. Site categorical fund expenditures must be approved by the School Site Council.
Professional Learning opportunities are offered during summer, winter, and spring intersession (in person and virtual), as well as during the school year. Certificated staff who attend workshops during the year are frequently called upon to present relevant information and teaching techniques during site and district professional development sessions.
Full day release and after-school workshops and trainings are also available.

In the 2020-21 school year, elementary and middle school teachers were released for one-half day each trimester to collaborate with grade level/department peers, analyze student work, review formative assessment data, develop lesson plans and identify instructional strategies to meet student needs. In addition, workshops on the topics listed below were offered prior to and during the school year:

Applied Behavioral Analysis Workshop for Special Education Teachers
Beable (online literacy supplemental program)
ELPAC Training
Cognitively Guided Instruction for Math (CGI)
Distance Learning Training
Engineering Design in the Classroom
ELD: Designated/Integrated
Family Engagement
Guided Language Acquisition and Design (GLAD)
Google Apps for Education (GAFE)
Imagine Learning (online supplementary program for ELD)
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Professional Development

Subject	