

Anzar High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Anzar High School
Street	2000 San Juan Highway
City, State, Zip	San Juan Bautista, CA 95045-9558
Phone Number	(831) 623-7660
Principal	Angela Crawley, Principal
Email Address	Acrawley@asjUSD.k12.ca.us
School Website	https://www.asjUSD.k12.ca.us/o/anzar-high-school
County-District-School (CDS) Code	35752593530060

2021-22 District Contact Information

District Name	Aromas/San Juan Unified School District
Phone Number	(831) 623-4500
Superintendent	Michele Huntoon
Email Address	mhuntoon@asjUSD.k12.ca.us
District Website Address	www.asjUSD.k12.ca.us

2021-22 School Overview

We are proud to share this annual report about Anzar High School with the parents of our students. Anzar High School is the only high school in the Aromas-San Juan Unified School District. The school opened in 1994 as a result of a grassroots unification effort initiated by parents who sought a school that was focused on students. In June, 2017, Anzar was awarded the maximum six-year term by the WASC team, valuing a sound and comprehensive college prep program in a safe and and engaging climate.

Our purpose statement says:

We educate all high school students in a safe, challenging and equitable environment, in partnership with families and our culturally-rich community. In order to become responsible members of a global society, students will be engaged in real-world problem solving, meet the state standards, demonstrate their ability to think, and actively continue their education.

We will act as an effective team while making school-wide decisions, undertaking administrative tasks, developing and implementing curriculum in a collaborative manner, following the communication guidelines, and pursuing professional growth.

During the 2021-2022 school year, approximately 311 students are enrolled in grades nine through twelve at Anzar High School. Anzar's schedule is based on two semesters, with three grading periods per semester. Teaching students how to think critically is at the heart of our work. All instruction at the school is based on the belief that everyone is a learner, and that includes teachers as well as students. The curriculum at Anzar High School is specifically designed around the "habits of mind" that the staff considers key to a rounded, complete education. These five habits are an approach to learning, shared by all content areas:

- *Evidence (what do I know and how do I know it?)
- *Perspective (What biases are there, mine and others?)
- *Extension (What are the deeper implications?)
- *Relevance (What difference does it make? So what?)
- *Reflection (What did I learn?)

2021-22 School Overview

Anzar's educational program is rigorous and relevant, and college prep for all. Graduates not only need to surpass the minimum state standards for graduation, but must also successfully complete Graduation Exhibitions in order to graduate. Exhibitions are a combination of research and oral presentation that incorporate the six content areas of science, language arts, history, mathematics, world language, and art. They are in-depth explorations of issues that require students to gather evidence, identify multiple perspectives, and logically position themselves amongst those perspectives. This kind of critical thinking and analysis of complex issues will be invaluable in facing the decisions inherent in our complex society.

Besides integrating the habits of mind into their classrooms, all teachers employ the practices of Backwards Design for all curricular units, to ensure alignment of activities with assessment centered around the essential questions for the units.

Curriculum is deeply aligned to the State Common Core Standards, and teachers work collaboratively in professional learning groups regularly to assess student learning, using data to inform instruction.

All students must complete six semesters of service learning in their 4-year high school tenure, as a graduation requirement. We continue to strive for equal access to all curriculum to ensure that all students have the very best education offered and the most opportunities available beyond high school.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	87
Grade 10	77
Grade 11	70
Grade 12	94
Total Enrollment	328

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	0.9
Asian	0.6
Black or African American	0.3
Filipino	1.2
Hispanic or Latino	68
Two or More Races	0.9
White	24.4
English Learners	15.5
Foster Youth	0.6
Homeless	0.3
Socioeconomically Disadvantaged	54
Students with Disabilities	12.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15
Intern Credential Holders Properly Assigned	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1
Unknown	
Total Teaching Positions	18

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	1
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	1

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	1
Local Assignment Options	
Total Out-of-Field Teachers	1

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which the data were collected

October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	N/A: individual novels taught at high school level		0
Mathematics	Carnegie Mellon Common Core math curriculum for Algebra 1, Geometry, Advanced Algebra Larson's PRE-CALCULUS WITH LIMITS: A graphing approach (Jan. 2012) INTRODUCTION TO STATISTICS (Triola, 5th edition)	Yes	0
Science	CONCEPTUAL PHYSICAL SCIENCE (Hewitt, Suchocki, Hewitt) CONCEPTUAL PHYSICS (Hewitt, 8th edition) BIOLOGY (Miller, Levine) CHEMISTRY, THE STUDY OF MATTER (Prentice Hall)		0
History-Social Science	Holt-McDougal and Winston Prentice Hall MODERN WORLD HISTORY (Jan. 2012) Economics: Principles in Action (2013) & Magruder's American Govt. (rev. 2013)		0
Foreign Language	AVANCEMOS (1, 2 & 3) McDougall-Littell SENDAS LITERARIAS (1 & 2) Walqui-van-Lier/ Barraza		0
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements - Anzar High School provides a safe, clean environment for students and staff. Construction began on the campus in 1997. There are 18 classrooms, one gym, one library, two computer labs, a Vocational Education building with the labs (opened in January of 2007), and several athletic fields. On-going maintenance and inspections keep facilities in good repair and working order. The Vocational Education building houses a Culinary Arts kitchen, a Woodworking shop, and a computer lab for Photography and Video Production ("Multi-Media") classes. A science classroom was refurbished into a fully-functioning Science Lab during the summer of 2014 for the 15-16 school year. Two portable classrooms were re-located onto the Anzar campus from Aromas School in the summer of 2015. Our facilities function well. The school's organic garden produces year-round and has been maintained by District personnel. Our latest FIT report was August 2015.

Year and month of the most recent FIT report

October, 2021

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		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	69	56	81.16	18.84	56.36
Female	34	29	85.29	14.71	67.86
Male	35	27	77.14	22.86	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	47	39	82.98	17.02	57.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	15	78.95	21.05	60
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	26	86.67	13.33	56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	7	63.64	36.36	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	69	48	69.57	30.43	21.28
Female	34	26	76.47	23.53	15.38
Male	35	22	62.86	37.14	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	47	33	70.21	29.79	24.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	13	68.42	31.58	16.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	21	70.00	30.00	20.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	6	54.55	45.45	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	26.23	N/A	19.80	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	61	77.22	22.78	26.23
Female	34	27	79.41	20.59	25.93
Male	45	34	75.56	24.44	26.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	60	45	75.00	25.00	15.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	12	80.00	20.00	58.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	32	71.11	28.89	15.63
Students Receiving Migrant Education Services	13	10	76.92	23.08	--
Students with Disabilities	--	--	--	--	--

2020-21 Career Technical Education Programs

In the school year 2020-2021 Anzar High School offered Advanced Photography, Woodshop, and Food Services and Preparation (culinary arts course). The Advanced Photography is a UC-approved Fine Arts courses. Culinary Arts was approved in the 2015 - 2016 school year for UC-approved Electives course.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	19
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	97.14

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parents of Anzar students are offered a variety of support and oversight areas opportunities for active involvement; in 2021-2022 parents participate via Zoom meetings. The Booster Club helps fund both academic and athletic programs at the school and oversees teacher appreciation efforts, as well. The main focus of the Booster Club this year has been in supporting staff. The School Site Council is instrumental in supporting school program and teachers. School Site Council includes parents who participate in governance and school policy, including participation in WASC. Our ELAC group is growing each month as is virtual attendance to our Principal/Superintendent Monthly Coffee Hours. In the past five years, the Local Control Accountability Plan Stakeholder meetings have involved Anzar students, parents, and community. Both the graduation exhibition program and the service learning program offer opportunities for meaningful parental involvement, as well. The exhibitions are virtually judged by trained panels of community members, and often parents continue to volunteer in this capacity long after their students have graduated. With the service requirement of six semesters for all students, many parents are involved in overseeing student placements in the community or in their workplaces.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	12.5	6.9	9.5	12.5	6.9	9.5	9.0	8.9	9.4
Graduation Rate	86.1	75.0	77.4	86.1	75.0	77.4	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	84	65	77.4
Female	36	30	83.3
Male	48	35	72.9

American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	63	47	74.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	17	14	82.4
English Learners	16	10	62.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	59	44	74.6
Students Receiving Migrant Education Services	19	13	68.4
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	358	330	73	22.1
Female	169	158	28	17.7
Male	189	172	45	26.2
American Indian or Alaska Native	3	3	1	33.3
Asian	2	2	1	50.0
Black or African American	1	1	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	243	225	52	23.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	90	80	16	20.0
English Learners	56	53	20	37.7
Foster Youth	5	4	3	75.0
Homeless	5	4	1	25.0
Socioeconomically Disadvantaged	195	184	54	29.3
Students Receiving Migrant Education Services	47	47	13	27.7
Students with Disabilities	46	42	19	45.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	6.07	0.00	3.99	0.09	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.60	2.34	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Anzar High School publishes, enforces and regularly reviews a school-wide discipline guide. The guide is updated by the staff and published annually in the Parent-Student Handbook and School website. The intent of the discipline matrix is to ensure consistent, fair enforcement of consequences, as supported by Ca. Ed. Code and local law enforcement. The staff reviews the discipline matrix annually, adding or editing details and clarifying and refreshing content as needed. Changes have been made to reflect possible distance learning disruptions. A reflective, restorative justice approach is utilized as students who are not meeting behavior expectations are asked to consider the consequences of their actions on themselves and others around them, at all times. Alternatives to suspension are actively employed whenever possible. We are fully engaged and facilitating our WINGS (PBIS) program. Anzar has a 40% Admin Support position, assisting with discipline and interventions, a guidance counselor, and a full-time campus supervisor, who are in turn supported by the Principal. Student safety is of utmost priority to the staff. Anzar participates in the 9th and 11th grade Healthy Kids survey every two years, and scrutinizes the results/feedback carefully, as it pertains to the program. Anzar has two counselors on campus, one who focuses on preventative care and the other focuses on student's mental wellbeing. Our district partners with a social worker who focuses on attendance and mental wellbeing.

While on campus, Anzar High School conducts scheduled fire and earthquake drills, and at least two larger-scale disaster/lock-down drills. Crisis boxes are updated annually, safety backpacks are placed in each classroom, and emergency cards are readily available in the office area. The intercom system, automated caller, the school website, social media pages, text-messaging, and all call systems as well as our school-wide Parent Square program keep students and parents informed in a timely manner. At the weekly staff meeting, time is formally set aside to discuss student issues. Behaviors that are inappropriate, patterns that worry staff, issues around students and families outside of school that affect performance-all can be addressed meaningfully and in a pro-active mindset. In addition, students meet four times per week with their "Advisory" group of students and a school Advisor, who monitors and provides additional support. SSTs and parent conferences are encouraged. Parent workshops focused on improving student academic performance are held annually mid-year. A monthly MTSS Team Check-In meeting takes place and involves administration, counselors, Attendance Clerk and Registrar, the

2021-22 School Safety Plan

Resource Specialist, and Campus Supervisor. Anzar staff aims to be proactive, as opposed to reactive, with student behavioral expectations.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	6	4	2
Mathematics	19	4	4	
Science	22	8	4	2
Social Science	24	1	5	1

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	7	6	1
Mathematics	19	9	5	1
Science	21	5	8	
Social Science	24	4	6	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	6	6	2
Mathematics	21	7	7	
Science	25	3	6	2
Social Science	24	2	8	3

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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	Ratio
Pupils to Academic Counselor	

2020-21 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)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0.6875
Psychologist	0.3333
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,583	\$1,095	\$6,488	\$76,416
District	N/A	N/A	\$6,888	\$76,064
Percent Difference - School Site and District	N/A	N/A	-6.0	0.5
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	-26.2	6.6

2020-21 Types of Services Funded

Anzar High School strives to assist students in their social and personal development, as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, have trouble with decision-making, or issues with handling peer pressure. With the support of a District psychologist, a district bilingual counselor, a preventative counselor with County Behavioral Health, and Sticks and Stones, a trauma-based counseling program; the Advisory program supports students. When a student enrolls at Anzar High School, he/she is assigned to an Advisor, a relationship that will continue throughout the student's experience at the school. The Advisor helps students plan schedules, gives advice and guidance about Graduation Exhibitions, service learning, and post-high school plans, and is available for academic help. As such, Advisors serve as counselors. Most Advisors are teachers, but several classified and Administrative staff members serve in the Advisor capacity, as well. The ratio of students to Advisors is approximately 25 - 1. Students qualifying for Special Education benefit from a full-inclusion program. Student Study Teams are on-going with adaptive educational options based on Individual Education Plans (IEPs). Speech/Language therapy is provided by speech specialists through an interactive computer-hosted appointment. Contracts are reconfigured at each of the six grading periods, and through grade improvement, students are released from the contract.

Anzar High School has qualified for Title I funds for nine years, due to an increase in students qualifying for the free-and reduced lunch program.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$48,727	\$45,813
Mid-Range Teacher Salary	\$71,893	\$70,720
Highest Teacher Salary	\$102,166	\$93,973
Average Principal Salary (Elementary)	\$113,558	\$111,613
Average Principal Salary (Middle)	\$0	\$119,477
Average Principal Salary (High)	\$125,159	\$120,270
Superintendent Salary	\$151,500	\$150,704
Percent of Budget for Teacher Salaries	30%	29%
Percent of Budget for Administrative Salaries	8%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	15.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	3
Science	1
Social Science	0
Total AP Courses Offered	7

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

With a site-based decision-making model in place, the Anzar staff works together to determine critical areas of need for ongoing staff development. In the past five years, this has included training in the areas of special education instructional best practices, literacy across content-areas, grade-level planning for effective advisories, 4-yr. content area course scaffolding, strategies for meaningful instruction changes to improve SBAC scores (including Interim Assessment Blocks and Professional Learning Group training), annual revision of the exhibition program, our discipline practices, our Habits of Mind (the EPERRs, which guide curriculum in all content areas), the intersession program, our communication practices, results of student and parent surveys, EL and SPED student "best practices" instructional strategies, the use of writing rubrics across content areas, research/scrutiny/adaptation of grading practices in the high school classrooms, Common Core State Standards math curricular and instructional PD, MTSS training/ new initiatives, PBIS training/ new initiatives. The past five years focused largely on bringing curriculum content and rigor in line with the Common Core State Standards, and then evaluating our effectiveness. During the past five school years, all classrooms were digitally equipped to improve instruction and access for students and teachers.

The teacher evaluation process at Anzar is also designed to maximize teacher improvement potential. Pre- and post conferences, along with school-wide teacher choice of observation timing, maximize the meaningfulness of the process. For tenured teachers in good standing, the Professional Partners program encourages collegiality and the opportunity to widen content area horizons. Drop-in observations are regularly encouraged amongst all teachers, who enjoy feedback in an uncommonly trusting atmosphere. During these observations, teachers use a 3, 2, 1 peer observation form where teachers are looking for interesting and inspiring strategies, things to use in their own classrooms, and questions to ask at the next professional learning group meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	4

Aromas/San Juan Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Aromas/San Juan Unified School District
Phone Number	(831) 623-4500
Superintendent	Michele Huntoon
Email Address	mhuntoon@asjUSD.k12.ca.us
District Website Address	www.asjUSD.k12.ca.us

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	529	480	90.74	9.26	37.84
Female	251	235	93.63	6.37	44.78
Male	278	245	88.13	11.87	31.28
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	344	322	93.60	6.40	35.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	23	76.67	23.33	39.13
White	143	125	87.41	12.59	40.65
English Learners	194	179	92.27	7.73	14.86
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	22.22
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	267	92.39	7.61	29.39
Students Receiving Migrant Education Services	70	65	92.86	7.14	28.57
Students with Disabilities	78	62	79.49	20.51	9.68

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	529	476	89.98	10.02	19.45
Female	251	232	92.43	7.57	16.88
Male	278	244	87.77	12.23	21.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	344	318	92.44	7.56	17.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	26	86.67	13.33	34.62
White	143	123	86.01		19.67
English Learners	194	182	93.81	6.19	8.84
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	266	92.04	7.96	13.26
Students Receiving Migrant Education Services	70	66	94.29	5.71	16.67
Students with Disabilities	78	61	78.21	21.79	5.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

