

# 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
Don Callejon School	43-69674-0110700	April 22, 2023	June 8, 2023

## 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  
Comprehensive Support and Improvement  
Targeted Support and Improvement  
Additional Targeted Support and Improvement  
The purpose of the School Plan for Student Achievement is to analyze school characteristics and data; and from that information, to create a targeted plan to address our identification as an additional targeted support and improvement school. The supports in this plan will impact all students, but will be focused on specific goal areas.

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.

The School Plan for Student Achievement is aligned with the Santa Clara Unified Local Control and Accountability Plan. The district plan guided the site specific work in the Don Callejon SPSA. Don Callejon has developed a K-8 structure that allows increased access to choice electives and cohorts of students in the middle school level focused upon building closer relationships amongst students and amongst and with staff. Currently, we are in an additional exploration of our STEAM vision focused on supporting our Arts component and what further development of that aspect will do towards an Innovative Arts and Design Academy in building student and community interest and engagement with our instructional offerings.

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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).

Due to the focus on creating a sustainable structure for Don Callejon, throughout the year the principal, admin team, leadership team, instructional team, and multi-tiered systems of support team met with parents, community members, staff, and students to get or give feedback on needs at the site, sometimes anonymously. Formal meetings consisted of School Site Council, English Language Advisory Council, DCS Leadership team, MTSS team, Coaches meetings, student leadership meetings, and Coffee with the Principal meetings. Informal meetings have consisted of individual parent or staff meetings, and conversations with students during breaks.

## Classroom Observations

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

Informal classroom observations occur on a weekly basis and have largely been focused on learning about each teachers teaching techniques and styles, but also to help lead discussions with our school site Teacher on Special Assignment to give her direction for her collaboration meetings with grade levels. Formal classroom observations as part of the evaluation cycle are scheduled once or twice a year based on seniority status. Based on our walks we have observed that high quality instruction is occurring, but not as consistently or as purposeful as we would like. In all classrooms the district provided curriculum is taught. Each classroom has some way of attempting to address social-emotional learning, sometimes relying upon our social worker, sometimes utilizing Project Cornerstone or utilizing Mindset Matters curriculum.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction. iReady, Fountas & Pinnell, and Santa Clara Unified School District's Social-Emotional Learning survey data from students, staff and parents was used. Within our current data, we are basing our plan for student improvement off this data as well as CAASPP Data and California Dashboard data from the 2021-2022 school year.

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

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction during collaboration meetings with our school site Teacher on Special Assignment.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified, though 1 is currently working outside of their credential (an emergency credential was approved for the 2022-2023 school year).

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

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence, excepting the 1 mentioned above. The school/district provides professional development for teachers in Designated and Integrated English Language Development, Innovative Technology use, elementary Foundational Skills, math via AVMR training, and PBL via the project based learning cohorts.

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

All professional development is designed to support transition to and implement of the California Standards and this year focused towards supporting our English Language Learners.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants. During the '22- '23SY a Collaboration structure was continued in the master schedule to foster grade level Data focused collaboration time for K-5. 6th and 7th (added) grade also has grade level common prep. For the '23-'24 school year, 8th grade will also gain a common prep period for collaboration.

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

Each grade level has at least a minimum of 1 Wednesday grade level focused collaboration afternoon. K-5 teachers have an additional weekly grade level collaboration period. 6th and 7th grade have had a daily common prep with one day being dedicated to collaboration.

## Teaching and Learning

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

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Arts, Mathematics, and Physical Education.

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

Supporting struggling students is a priority across our TK-12 programs. In elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

## Opportunity and Equal Educational Access

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

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, and homework clubs. Supports are offered based on individual student needs and via Student Support Team meetings.

## Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

## Parental Engagement

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

Programs that support at-risk students include PIP, support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

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

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC and ELAC (combined for 2 years) monitor the school's SPSA. Meetings occurred monthly via Zoom to allow more access to the community.

## Funding

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

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

## 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

Throughout the school year, Multiple stakeholders participated in the Don Callejon School Plan for Student Achievement:

Staff: Don Callejon staff had input on our school redesign that was the focus at the beginning of the year. There were many opportunities for staff input in the restructuring process for 6th through 8th

grade that included aspects of a number of goal areas. Elementary and Middle School Leadership Teams analyzed data and had input into goal areas and possible activities. (4/5/23)

Students: Student data was used for the plan, and some survey data was used. There was also a student leadership meeting regarding areas of need they identified at Don Callejon that could be addressed instructionally or structurally within a school day.

Parents: Parents had input into school activities through school site council/English language advisory council meetings, principal coffees, and direct feedback. The Don Callejon School Community Organization gave input throughout the year on parent interest with our monthly meetings.

School Site Council: School Site Council spent time analyzing student data, and generating ideas on planned improvements. This happened over multiple meetings as this plan was being developed. (2/14/23, 3/14/23, 4/11/23)

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This year, the areas of highest need have focused on Foundational Skills in K-2, with students entering school at a different academic ability level than has been common historically, English Language Arts, and Social Emotional Learning. Additionally, each of these areas have not been funded to the level of their need, as the focus this year (2022-2023) has been upon mathematics and English Language Development.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	69	72	58
Grade 1	62	56	66
Grade 2	74	54	49
Grade3	82	66	52
Grade 4	78	71	55
Grade 5	83	65	61
Grade 6	128	87	74
Grade 7	130	105	56
Grade 8	100	131	110
<b>Total Enrollment</b>	806	707	581

### Conclusions based on this data:

1. Don Callejon is a diverse K-8 school, with the largest subgroups being Asian (44%), Hispanic (28%), and Caucasian (12%).
2. We have enrollment loss across the board, though within the open enrollment system there are still many families interested in attending Don Callejon. However, due to a consolidation in our attendance area, we have lost what used to be an increased student population within 6th grade, and we continue to lose enrollment in 7th grade as they apply for choice programs such as SLI/STEM at Cabrillo Middle School.
3. We are adding a TK class for the following year, but unless enrollment and interest in our school can be increased and solidified, it is questionable whether a TK-8 offering is sustainable on this campus.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	170	158	114	21.10%	22.3%	19.6%
Fluent English Proficient (FEP)	227	173	149	28.20%	24.5%	25.6%
Reclassified Fluent English Proficient (RFEP)	11			6.5%		

### Conclusions based on this data:

1. More than half of the student population at Don Callejon has a language spoken at home other than English.
2. Of the students that have a language other than English spoken at home, typically about half are English Language Learners, and half are Fluent English Proficient (passed the language assessment when they enrolled) or Reclassified Fluent English Proficient (met the criteria to be reclassified as an English Learner).
3. In 2018/19, there was a decrease in the number of students reclassified. Then, in 2019/20, there was a large increase in the number of students reclassified. This could be related to the new English Language assessment (ELPAC), and the reclassification process related to that assessment.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	80	63		0	63		0	63		0.0	100.0	
Grade 4	72	67		0	64		0	64		0.0	95.5	
Grade 5	80	65		0	65		0	65		0.0	100.0	
Grade 6	126	85		0	85		0	85		0.0	100.0	
Grade 7	128	104		0	97		0	96		0.0	93.3	
Grade 8	105	129		0	127		0	124		0.0	98.4	
All Grades	591	513		0	501		0	497		0.0	97.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2471.			42.86			28.57			15.87			12.70	
Grade 4		2524.			48.44			23.44			20.31			7.81	
Grade 5		2578.			50.77			29.23			7.69			12.31	
Grade 6		2579.			35.29			36.47			16.47			11.76	
Grade 7		2505.			7.29			30.21			21.88			40.63	
Grade 8		2555.			17.74			33.06			18.55			30.65	
All Grades	N/A	N/A	N/A		30.18			30.78			17.30			21.73	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.33			53.97			12.70	
Grade 4		35.94			59.38			4.69	
Grade 5		38.46			55.38			6.15	
Grade 6		37.65			48.24			14.12	
Grade 7		15.22			54.35			30.43	
Grade 8		20.66			56.20			23.14	
All Grades		28.57			54.49			16.94	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.92			49.21			15.87	
Grade 4		28.13			67.19			4.69	
Grade 5		46.15			43.08			10.77	
Grade 6		31.76			55.29			12.94	
Grade 7		9.89			52.75			37.36	
Grade 8		24.37			38.66			36.97	
All Grades		27.72			49.90			22.38	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.87			73.02			11.11	
Grade 4		20.31			71.88			7.81	
Grade 5		30.77			63.08			6.15	
Grade 6		30.59			63.53			5.88	
Grade 7		10.87			67.39			21.74	
Grade 8		17.36			69.42			13.22	
All Grades		20.41			67.96			11.63	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.33			58.73			7.94	
Grade 4		23.44			71.88			4.69	
Grade 5		36.92			55.38			7.69	
Grade 6		37.65			55.29			7.06	
Grade 7		9.38			60.42			30.21	
Grade 8		21.31			63.93			14.75	
All Grades		25.66			61.01			13.33	

**Conclusions based on this data:**

1. For the most recent state achievement data, ELA, the breakdown of students meeting standards are: Grade 3: 74% (17/18: 83%), Grade 4: 88% (17/18: 74%), Grade 5: 88% (17/18: 78%), Grade 6: 61% (17/18: 51%), Grade 7: 37% (17/18: 45%), Grade 8: 47% (17/28: 46%). A majority of the grade levels increased in proficiency.
2. Reading had the highest number of students below standard for middle school. This supports reading instruction work that has been done (thinking strategies) and consideration of increasing the number of reading intervention classes.
3. The number of students not meeting standard at the elementary levels supports a continued focus on reading instruction for teachers, and funding the Instructional Coached that can support tier 1 instructional practices from K-

8. The need to support 6-8 students led to morphing to a K-8 coaching support model to compliment the TOSA coaching assigned by SCUSD.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	80	63		0	63		0	63		0.0	100.0	
Grade 4	72	67		0	65		0	65		0.0	97.0	
Grade 5	80	65		0	65		0	65		0.0	100.0	
Grade 6	126	85		0	84		0	84		0.0	98.8	
Grade 7	128	104		0	99		0	99		0.0	95.2	
Grade 8	105	129		0	127		0	124		0.0	98.4	
All Grades	591	513		0	503		0	500		0.0	98.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2481.			44.44			25.40			15.87			14.29	
Grade 4		2541.			49.23			20.00			21.54			9.23	
Grade 5		2577.			49.23			27.69			13.85			9.23	
Grade 6		2575.			45.24			17.86			21.43			15.48	
Grade 7		2492.			9.09			20.20			17.17			53.54	
Grade 8		2525.			14.52			17.74			25.81			41.94	
All Grades	N/A	N/A	N/A		31.40			20.80			20.00			27.80	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.62			41.27			11.11	
Grade 4		55.38			40.00			4.62	
Grade 5		55.38			32.31			12.31	
Grade 6		46.43			34.52			19.05	
Grade 7		13.27			38.78			47.96	
Grade 8		13.82			52.85			33.33	
All Grades		34.34			41.16			24.50	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		55.56			26.98			17.46	
<b>Grade 4</b>		52.31			33.85			13.85	
<b>Grade 5</b>		44.62			46.15			9.23	
<b>Grade 6</b>		30.95			51.19			17.86	
<b>Grade 7</b>		13.13			50.51			36.36	
<b>Grade 8</b>		14.52			56.45			29.03	
<b>All Grades</b>		31.00			46.40			22.60	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		41.27			49.21			9.52	
<b>Grade 4</b>		49.23			44.62			6.15	
<b>Grade 5</b>		36.92			50.77			12.31	
<b>Grade 6</b>		35.71			54.76			9.52	
<b>Grade 7</b>		10.10			56.57			33.33	
<b>Grade 8</b>		13.71			50.81			35.48	
<b>All Grades</b>		27.80			51.60			20.60	

**Conclusions based on this data:**

1. Based on the most recent state testing data...For Math, the breakdown of students meeting standards are: Grade 3: 80% (17/18: 94%), Grade 4: 82% (17/18: 81%), Grade 5: 77% (17/18: 72%), Grade 6: 42% (17/18: 35%), Grade 7: 25% (17/18: 33%), Grade 8: 29% (17/18: 35%). Half of the grade levels increased in proficiency, and half decreased.
2. Concepts and procedures had the highest number of students below standard, and this was especially seen in the middle school grades. This supports a current belief that a main area of struggle is basic conceptual procedures.
3. Mathematics is the lowest performing area for our Grades 6-8 students. This is an area where targeted funds should be focused. Resources have been allocated from the targeted resources invested in DCS. Aim is to secure resources similar to reading literacy to support math achievement data results.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1493.7	1461.2		1475.7	1446.1		1535.3	1496.2		20	20	
<b>1</b>	1480.6	*		1467.5	*		1493.1	*		16	8	
<b>2</b>	1511.4	1488.9		1493.5	1471.9		1528.7	1505.2		23	14	
<b>3</b>	1512.7	1508.1		1494.4	1499.3		1530.7	1516.4		11	18	
<b>4</b>	1521.8	*		1512.1	*		1531.2	*		11	6	
<b>5</b>	*	1512.6		*	1507.5		*	1517.5		6	11	
<b>6</b>	1502.6	*		1496.5	*		1508.0	*		25	5	
<b>7</b>	1522.1	1520.5		1519.0	1511.1		1524.7	1529.5		31	19	
<b>8</b>	1529.5	1547.5		1521.1	1536.2		1537.4	1558.5		30	30	
<b>All Grades</b>										173	131	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	65.00	45.00		15.00	30.00		15.00	20.00		5.00	5.00		20	20	
<b>1</b>	18.75	*		56.25	*		12.50	*		12.50	*		16	*	
<b>2</b>	30.43	7.14		56.52	57.14		8.70	35.71		4.35	0.00		23	14	
<b>3</b>	27.27	22.22		45.45	50.00		27.27	27.78		0.00	0.00		11	18	
<b>4</b>	36.36	*		36.36	*		18.18	*		9.09	*		11	*	
<b>5</b>	*	18.18		*	27.27		*	45.45		*	9.09		*	11	
<b>6</b>	8.00	*		36.00	*		32.00	*		24.00	*		25	*	
<b>7</b>	6.45	10.53		38.71	31.58		45.16	42.11		9.68	15.79		31	19	
<b>8</b>	3.33	13.33		43.33	46.67		43.33	33.33		10.00	6.67		30	30	
<b>All Grades</b>	20.23	19.08		40.46	43.51		28.32	32.06		10.98	5.34		173	131	



Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	55.00	35.00		30.00	35.00		5.00	25.00		10.00	5.00		20	20	
<b>1</b>	31.25	*		43.75	*		12.50	*		12.50	*		16	*	
<b>2</b>	47.83	14.29		30.43	57.14		17.39	21.43		4.35	7.14		23	14	
<b>3</b>	45.45	33.33		36.36	44.44		18.18	16.67		0.00	5.56		11	18	
<b>4</b>	45.45	*		18.18	*		27.27	*		9.09	*		11	*	
<b>5</b>	*	27.27		*	45.45		*	27.27		*	0.00		*	11	
<b>6</b>	12.00	*		52.00	*		20.00	*		16.00	*		25	*	
<b>7</b>	9.68	15.79		64.52	57.89		19.35	10.53		6.45	15.79		31	19	
<b>8</b>	10.00	13.33		60.00	70.00		23.33	16.67		6.67	0.00		30	30	
<b>All Grades</b>	27.75	25.19		45.66	51.15		17.92	19.08		8.67	4.58		173	131	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	60.00	30.00		15.00	45.00		25.00	20.00		0.00	5.00		20	20	
<b>1</b>	12.50	*		62.50	*		12.50	*		12.50	*		16	*	
<b>2</b>	26.09	0.00		60.87	71.43		13.04	28.57		0.00	0.00		23	14	
<b>3</b>	27.27	16.67		45.45	27.78		27.27	50.00		0.00	5.56		11	18	
<b>4</b>	18.18	*		27.27	*		45.45	*		9.09	*		11	*	
<b>5</b>	*	0.00		*	18.18		*	54.55		*	27.27		*	11	
<b>6</b>	8.00	*		16.00	*		28.00	*		48.00	*		25	*	
<b>7</b>	6.45	10.53		29.03	10.53		22.58	57.89		41.94	21.05		31	19	
<b>8</b>	6.67	13.33		23.33	33.33		36.67	30.00		33.33	23.33		30	30	
<b>All Grades</b>	17.92	14.50		31.79	34.35		26.59	37.40		23.70	13.74		173	131	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	65.00	40.00		35.00	50.00		0.00	10.00		20	20	
<b>1</b>	62.50	*		31.25	*		6.25	*		16	*	
<b>2</b>	43.48	28.57		52.17	71.43		4.35	0.00		23	14	
<b>3</b>	72.73	66.67		27.27	27.78		0.00	5.56		11	18	
<b>4</b>	54.55	*		36.36	*		9.09	*		11	*	
<b>5</b>	*	27.27		*	72.73		*	0.00		*	11	
<b>6</b>	24.00	*		48.00	*		28.00	*		25	*	
<b>7</b>	12.90	15.79		70.97	68.42		16.13	15.79		31	19	
<b>8</b>	10.00	13.33		80.00	80.00		10.00	6.67		30	30	
<b>All Grades</b>	35.26	34.35		54.34	59.54		10.40	6.11		173	131	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	30.00	15.00		55.00	80.00		15.00	5.00		20	20	
<b>1</b>	12.50	*		68.75	*		18.75	*		16	*	
<b>2</b>	21.74	7.14		73.91	78.57		4.35	14.29		23	14	
<b>3</b>	0.00	22.22		90.91	66.67		9.09	11.11		11	18	
<b>4</b>	36.36	*		45.45	*		18.18	*		11	*	
<b>5</b>	*	36.36		*	36.36		*	27.27		*	11	
<b>6</b>	24.00	*		56.00	*		20.00	*		25	*	
<b>7</b>	45.16	36.84		51.61	52.63		3.23	10.53		31	19	
<b>8</b>	26.67	33.33		70.00	66.67		3.33	0.00		30	30	
<b>All Grades</b>	26.59	25.19		63.01	67.18		10.40	7.63		173	131	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	45.00	45.00		50.00	45.00		5.00	10.00		20	20	
<b>1</b>	31.25	*		50.00	*		18.75	*		16	*	
<b>2</b>	34.78	7.14		56.52	92.86		8.70	0.00		23	14	
<b>3</b>	45.45	11.11		45.45	55.56		9.09	33.33		11	18	
<b>4</b>	18.18	*		72.73	*		9.09	*		11	*	
<b>5</b>	*	9.09		*	54.55		*	36.36		*	11	
<b>6</b>	12.00	*		16.00	*		72.00	*		25	*	
<b>7</b>	16.13	10.53		29.03	31.58		54.84	57.89		31	19	
<b>8</b>	16.67	30.00		40.00	36.67		43.33	33.33		30	30	
<b>All Grades</b>	24.86	20.61		41.04	49.62		34.10	29.77		173	131	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	80.00	65.00		20.00	25.00		0.00	10.00		20	20	
<b>1</b>	37.50	*		50.00	*		12.50	*		16	*	
<b>2</b>	56.52	28.57		43.48	71.43		0.00	0.00		23	14	
<b>3</b>	18.18	38.89		81.82	61.11		0.00	0.00		11	18	
<b>4</b>	9.09	*		72.73	*		18.18	*		11	*	
<b>5</b>	*	9.09		*	72.73		*	18.18		*	11	
<b>6</b>	4.00	*		84.00	*		12.00	*		25	*	
<b>7</b>	6.45	10.53		77.42	84.21		16.13	5.26		31	19	
<b>8</b>	0.00	0.00		80.00	96.67		20.00	3.33		30	30	
<b>All Grades</b>	23.70	24.43		64.16	70.99		12.14	4.58		173	131	

**Conclusions based on this data:**

1. The general trend with the number of students tested in elementary, and then in middle school, decreases each year. This is evidence of student's increased proficiency with English Language Development, and it's the progression we are trying to achieve through the grades.
2. In general in middle school, students are in higher proficiency levels as you move up in grade levels (in each domain). This is evidence of increased English Language Development in Grades 6-8.
3. English Language Development can be difficult to analyze trends with the ELPAC assessment because numbers/percentages are only shown in significant areas (especially seen in 17/18). In order to address, the full K-8 language development, targeted resources are invested in a .6FTE Instructional Coach to compliment the TOSA coaching that will take place from district resources.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>707</b>	<b>25.5</b>	<b>22.3</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Don Callejon School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	158	22.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	180	25.5
Students with Disabilities	73	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	5.7
American Indian	3	0.4
Asian	294	41.6
Filipino	40	5.7
Hispanic	175	24.8
Two or More Races	53	7.5
Pacific Islander	2	0.3
White	99	14.0

**Conclusions based on this data:**

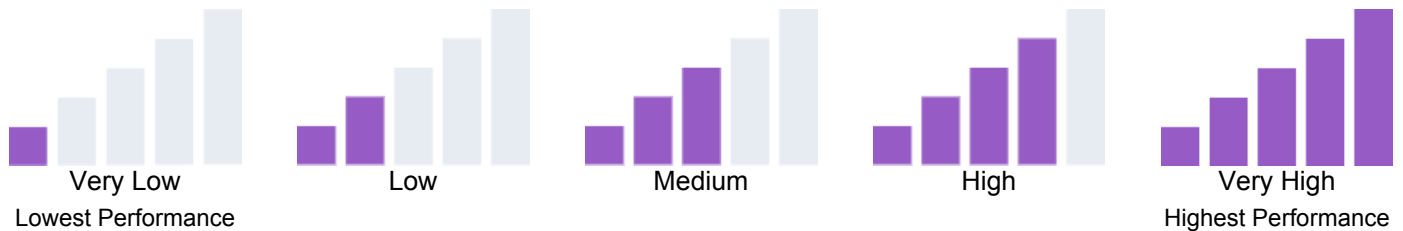
1. Don Callejon is a diverse school in terms of ethnicity, socio-economics, and second language learners.
2. The largest ethnic groups at Don Callejon School are Asian and Hispanic.

# School and Student Performance Data

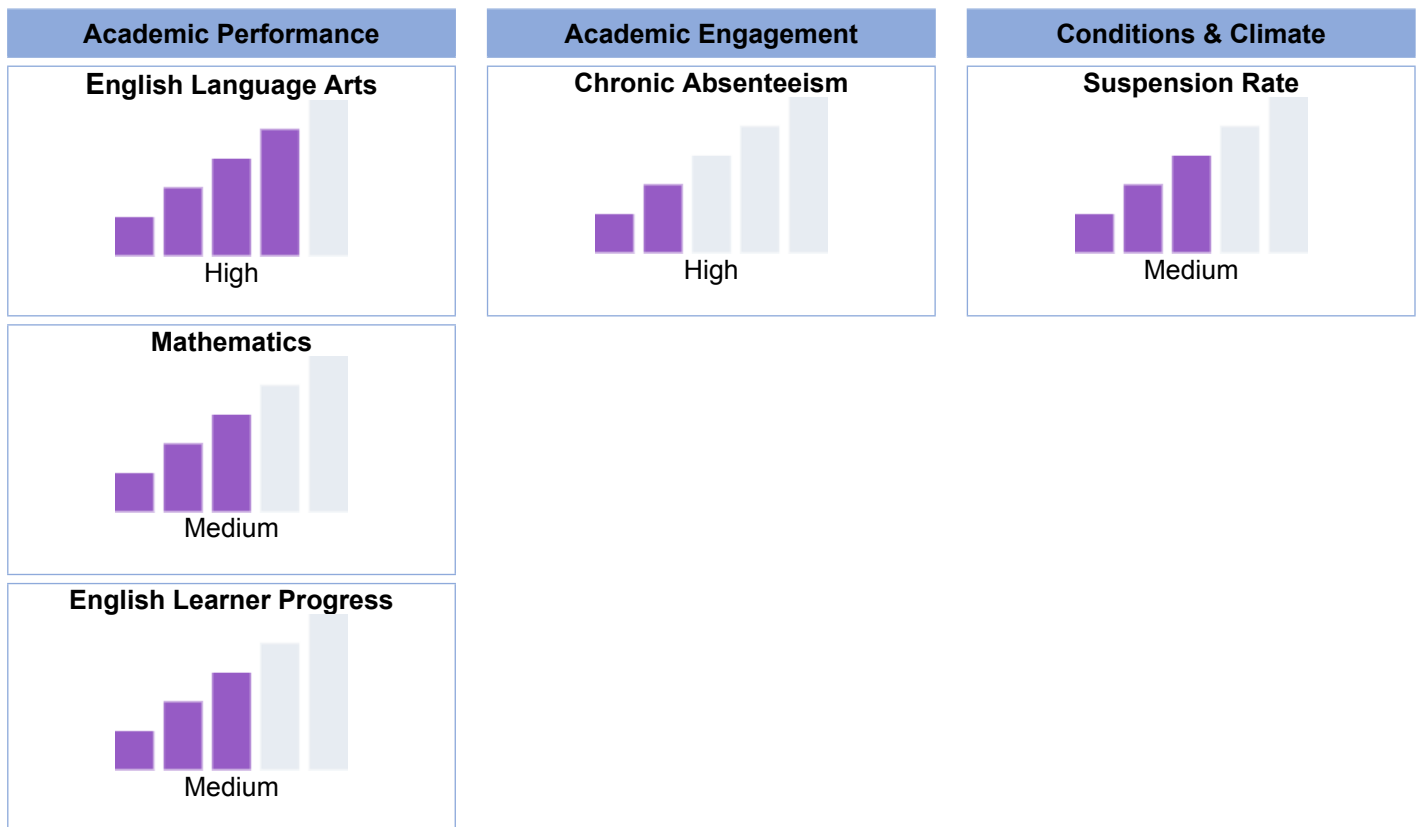
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Based on the overall performance area, there should be targeted interventions in Math (yellow performance area).
2. Based on the overall performance area, there should be targeted interventions in Suspensions (orange performance area).

3. Given more recent, CA Healthy Kids Survey Data and engagement with school stakeholders has led to the awareness and need to address social emotional learning needs of our students as they continue to endure and transition from the most challenging impacts of the global pandemic.

# School and Student Performance Data

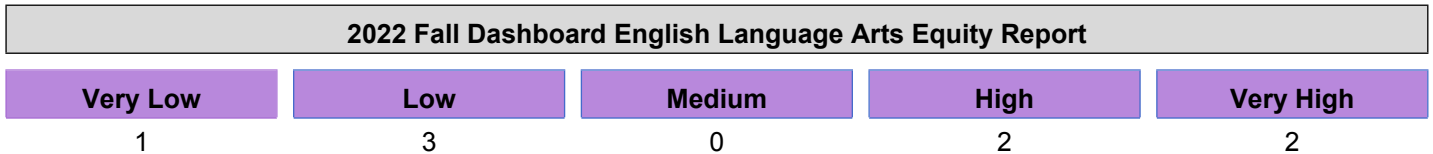
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

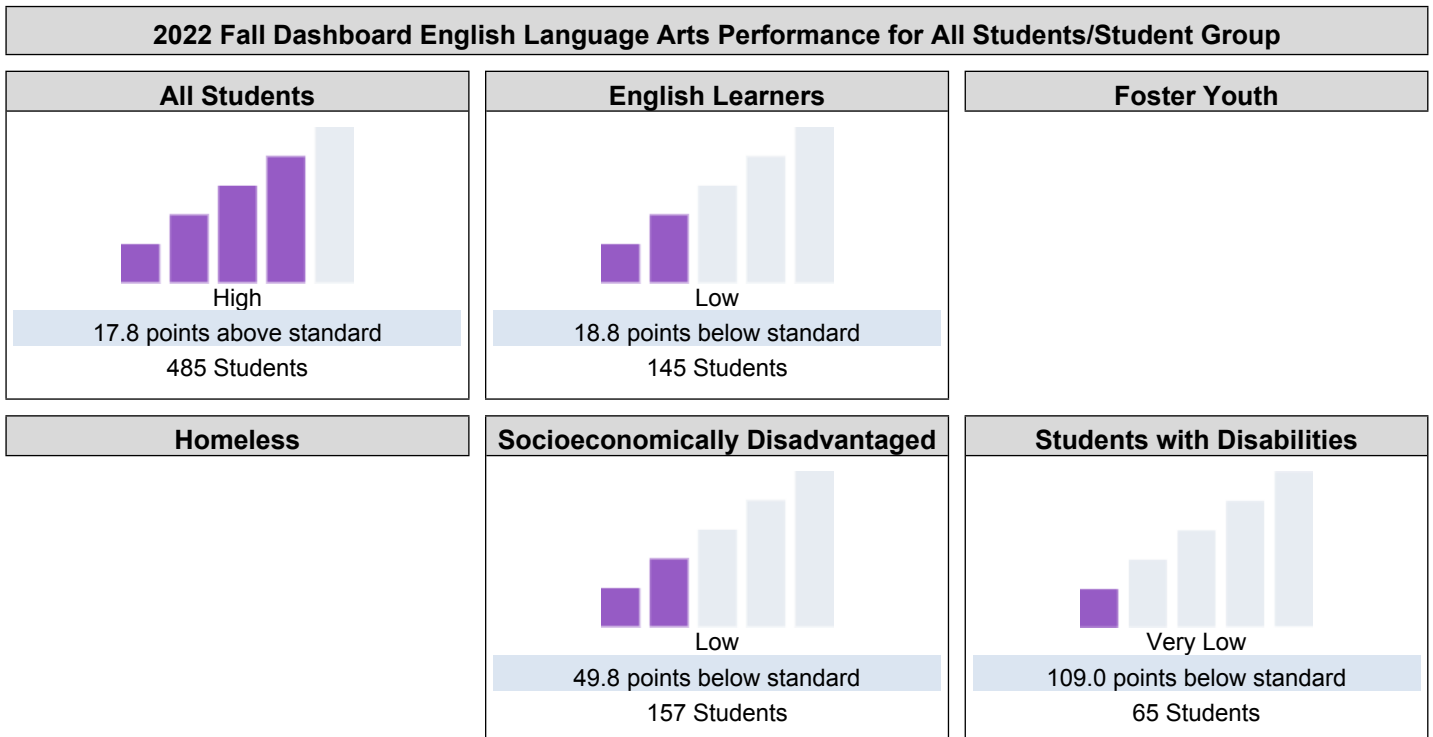
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

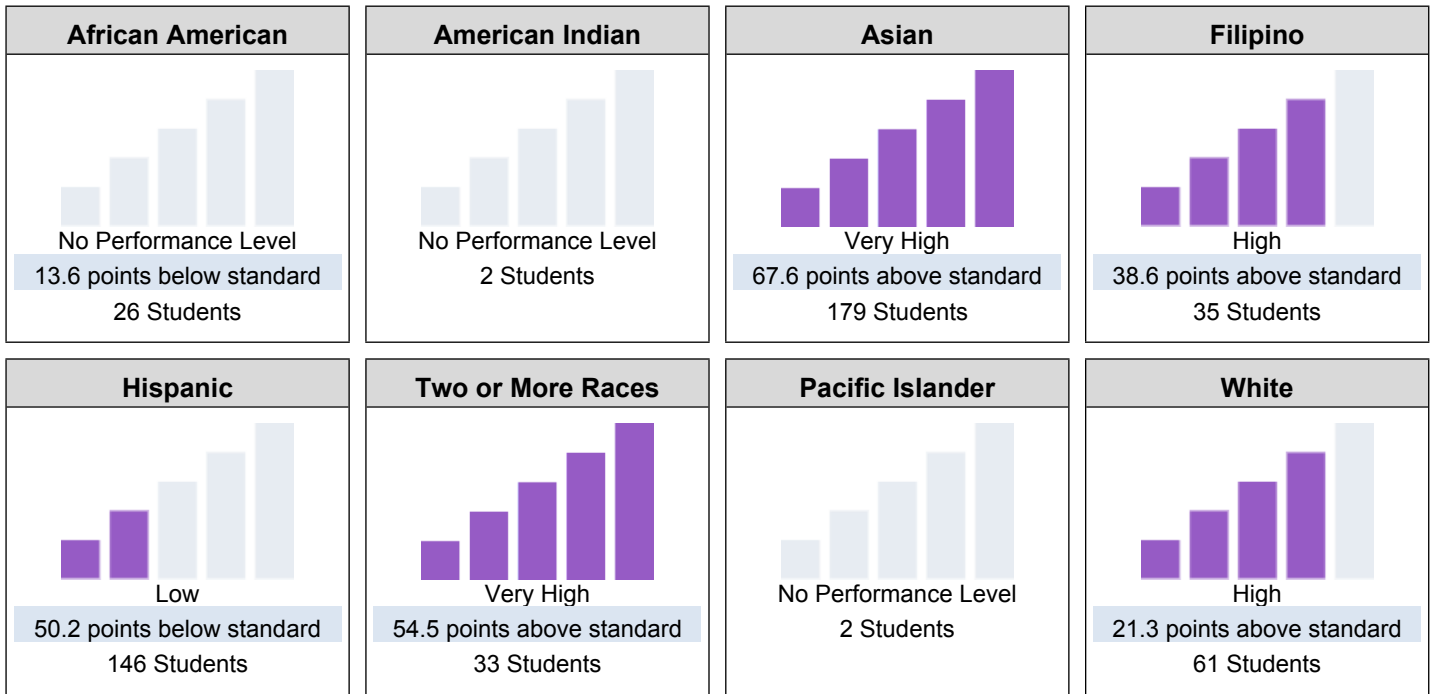


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.4 points below standard 74 Students	53.8 points above standard 71 Students	20.7 points above standard 259 Students

### Conclusions based on this data:

1. Overall, our students are above standard, and there was an increase in performance from the previous years. This could be reflected in our past Elementary instructional focus area (literacy for a few years).
2. All major ethnic groups increased in proficiency, but there is still a significant achievement gap between Asian/White students and Hispanic students.
3. There is a significant achievement gap between English Learners and English Only/Reclassified students. Resources such as Instructional Coach, PebbleGo, Readers and Writers Workshop plus R and W trainer are intentionally introduced to support ELA and ELD achievement.

# School and Student Performance Data

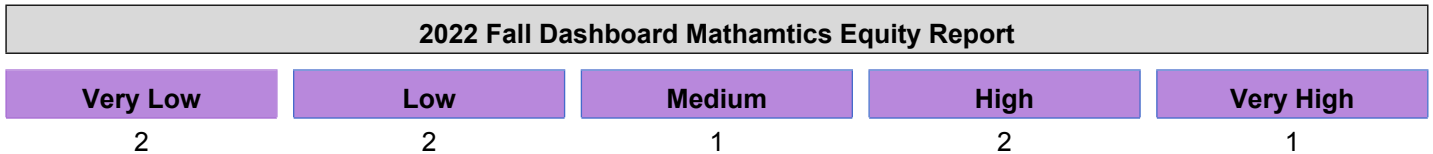
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

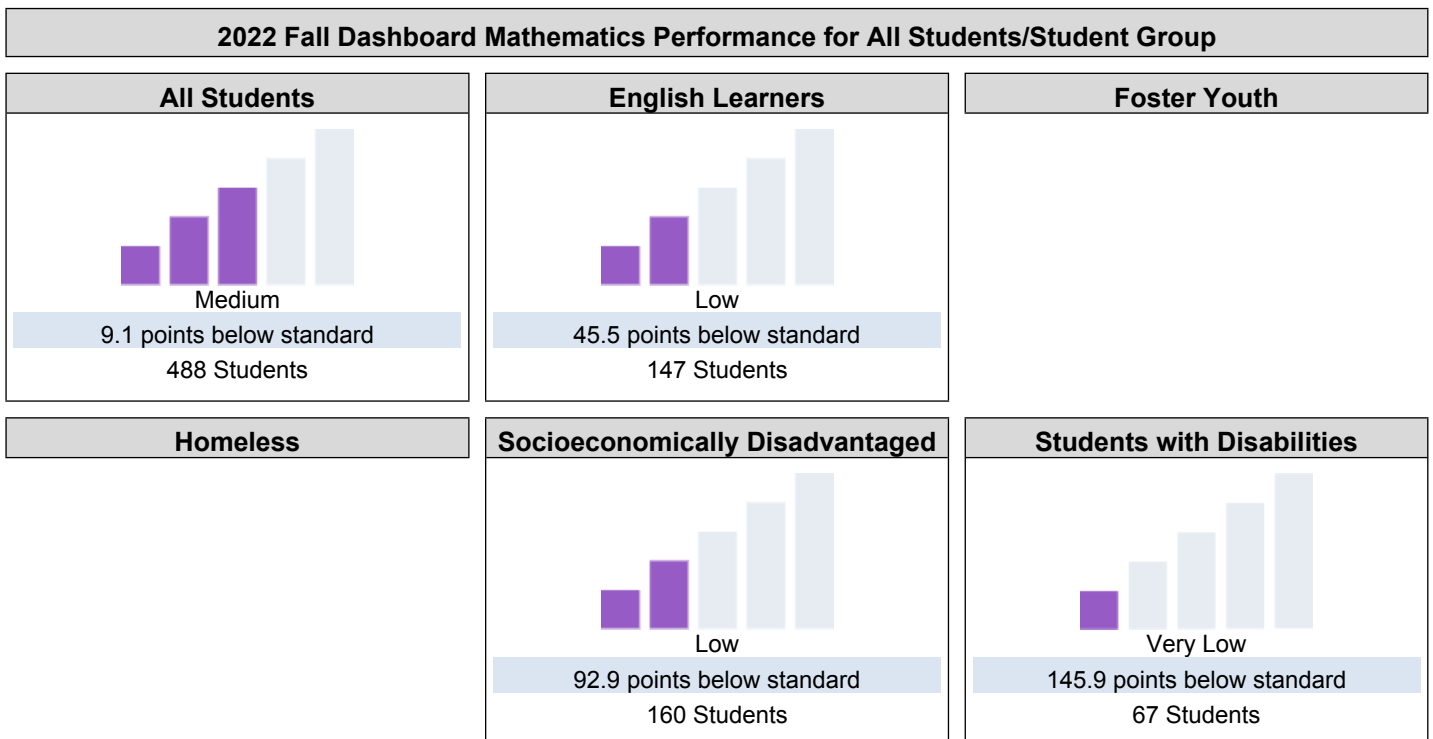
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



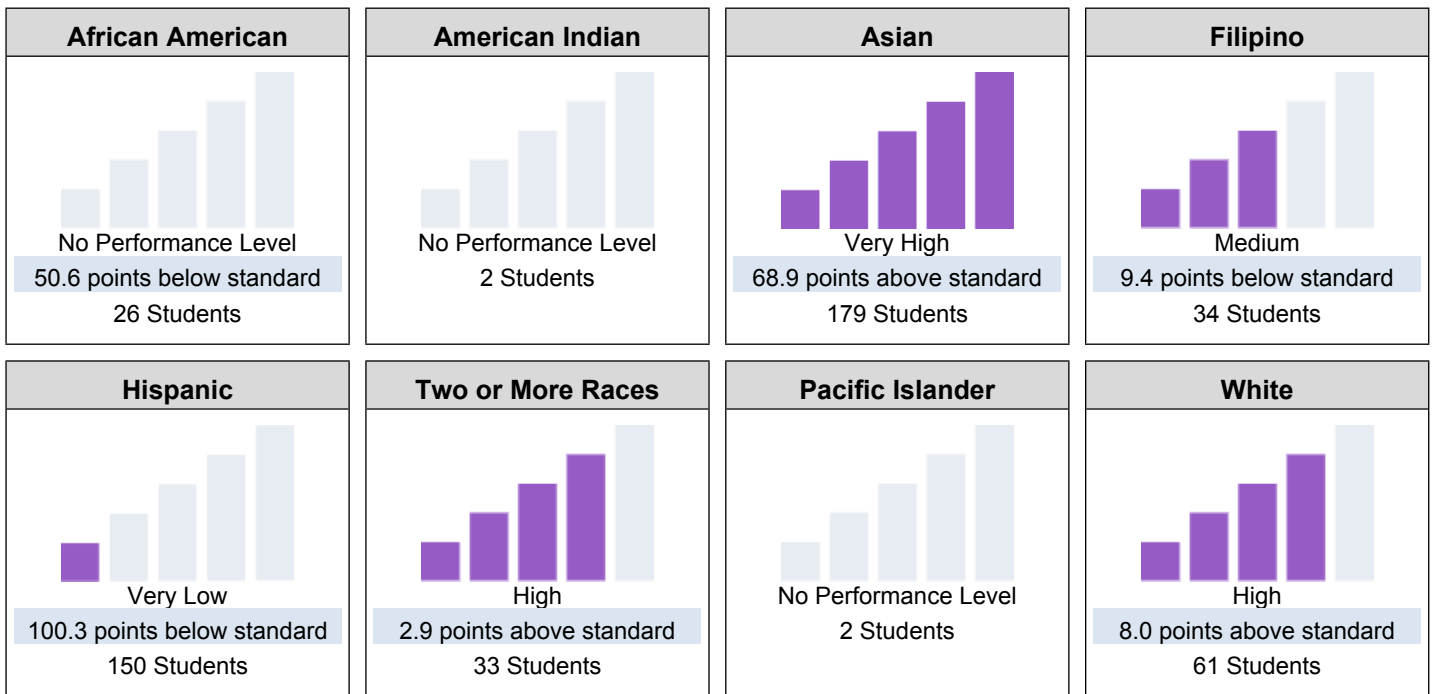
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">111.7 points below standard</p> <p>76 Students</p>	<p style="background-color: #e6f2ff;">25.3 points above standard</p> <p>71 Students</p>	<p style="background-color: #e6f2ff;">5.7 points below standard</p> <p>259 Students</p>

### Conclusions based on this data:

1. Based on the most recent state testing data, our students are slightly below standard with mathematics, and they maintained from years before. There was a significant difference between Elementary and Middle School performance. IReady data show us continued achievement gaps between Asian students and Hispanic/White students in math performance.
2. There is a significant achievement gap between Asian students and Hispanic/White students with math performance.
3. There is a significant achievement gap in mathematics between English Learners and English Only/Reclassified students.

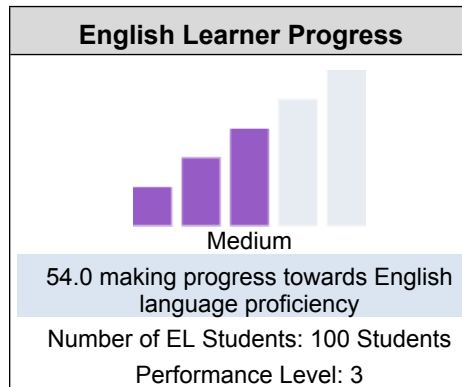
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.0%	35.0%	1.0%	53.0%

#### Conclusions based on this data:

1. Most students progressed at least one ELPI level, though we would like to see that from all students.
2. Analysis should be done to determine what students decreased or maintained an ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

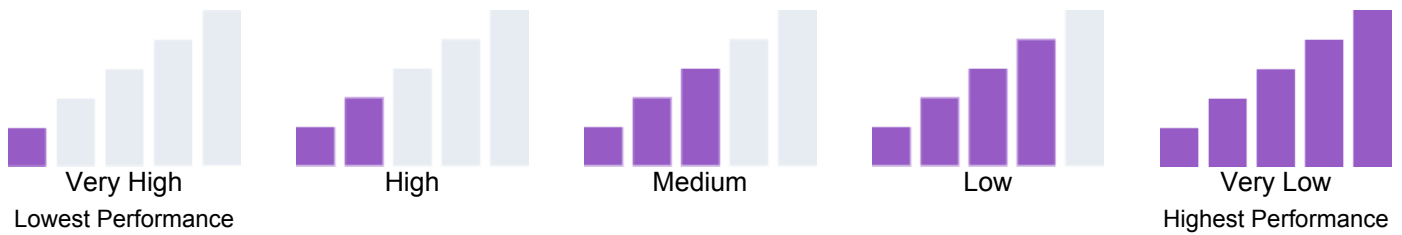
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# School and Student Performance Data

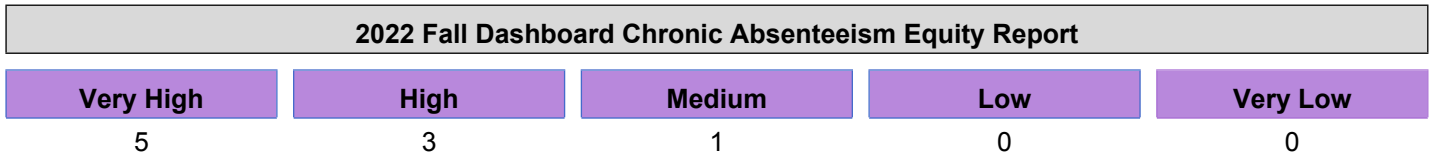
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

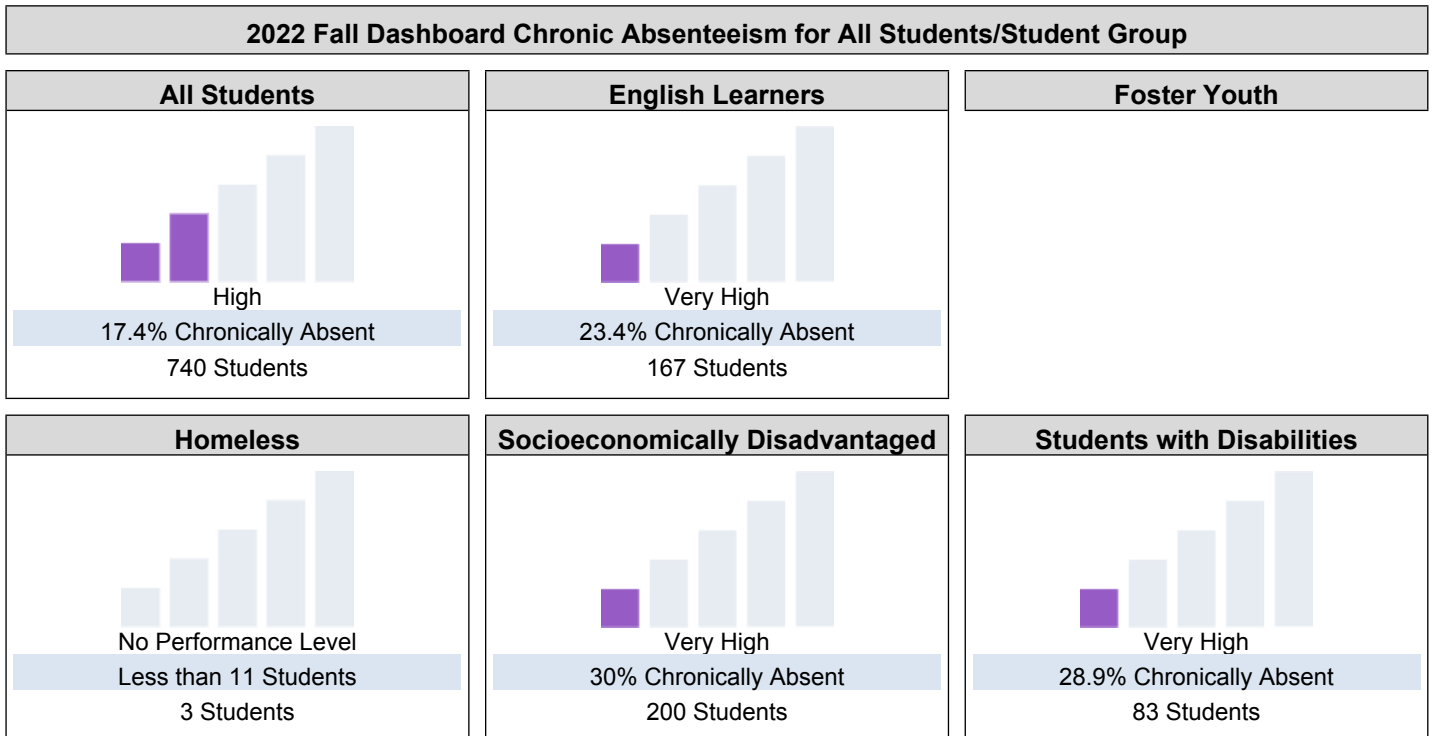
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



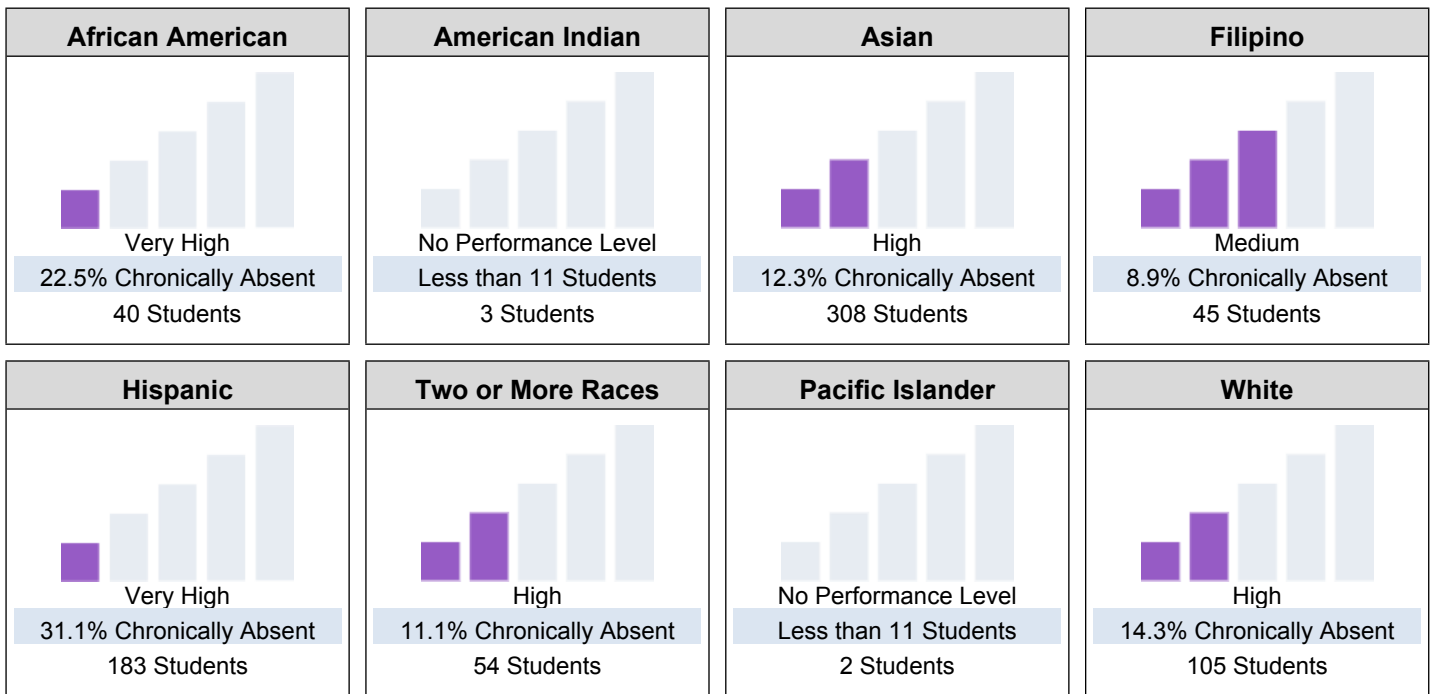
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. With CA's most recent data, we have continued chronic absenteeism 1.4% overall from the noted year.
2. The largest decline in chronic absenteeism was with Asian and White students. Hispanic students have the highest chronic absenteeism (area to focus on).
3. Socioeconomically Disadvantaged students and Students with Disabilities both have high rates of chronic absenteeism. This could be groups to focus on for improvement.

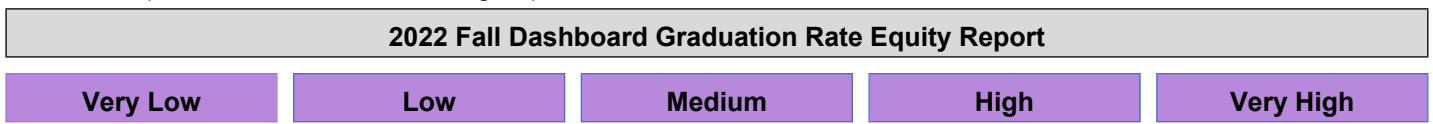
# School and Student Performance Data

## Academic Engagement Graduation Rate

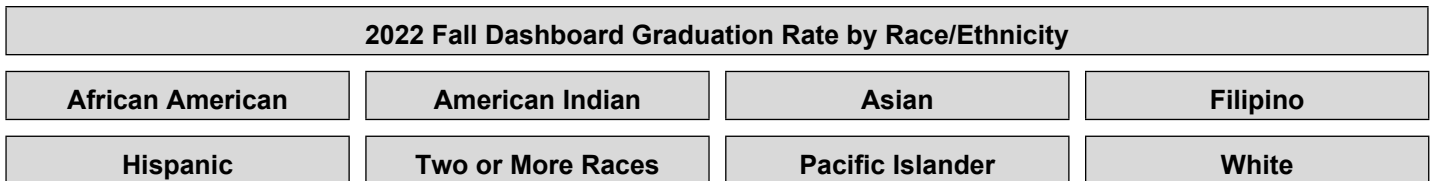
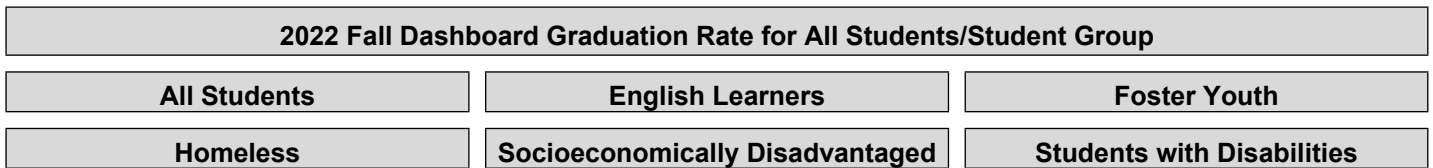
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



### Conclusions based on this data:

1. Not applicable to our K-8 grade span.



# School and Student Performance Data

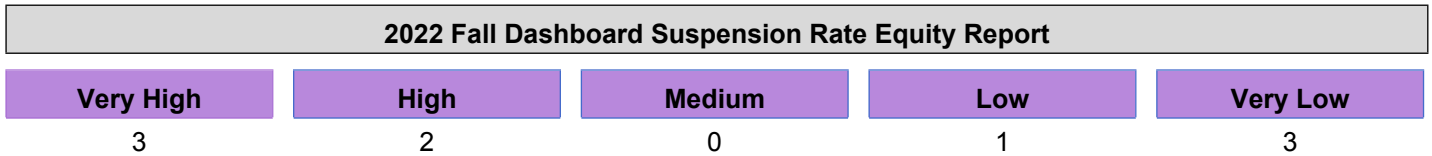
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

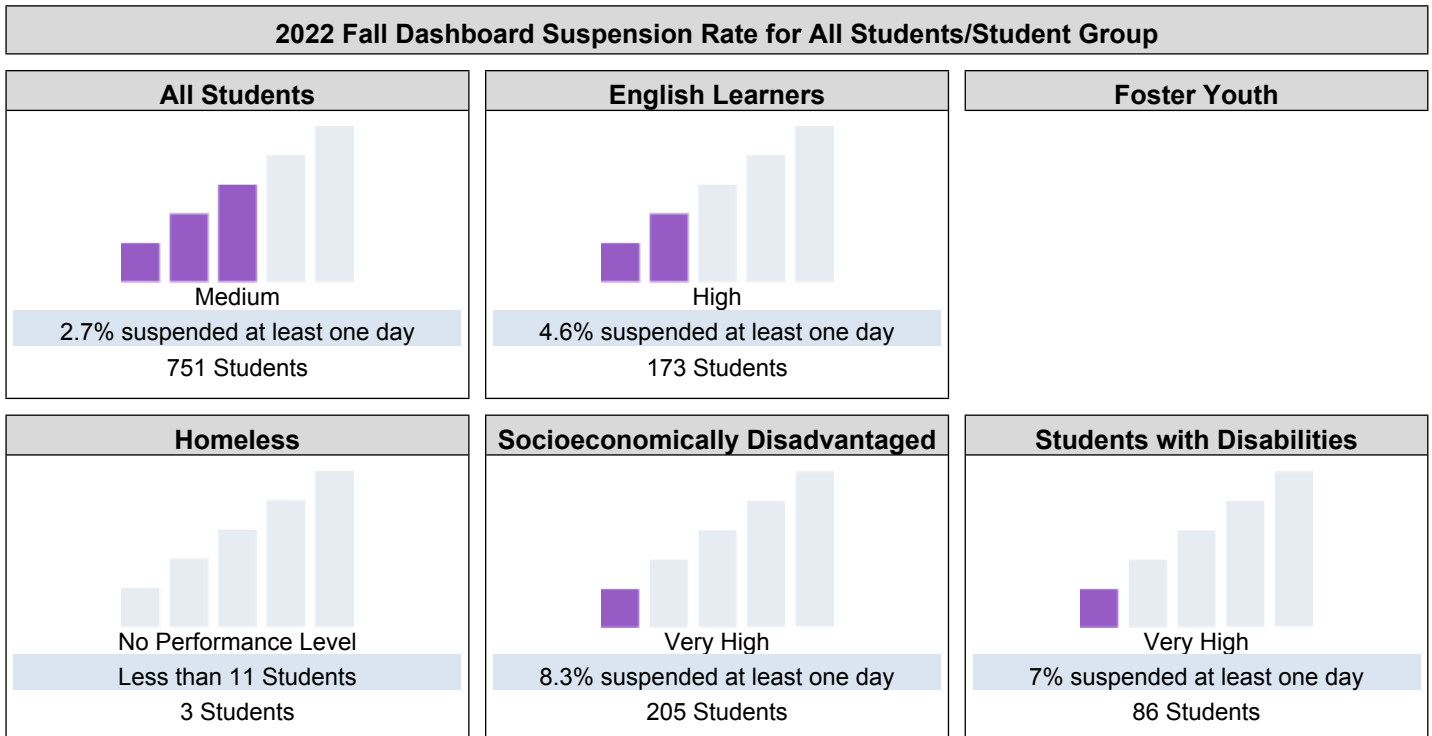
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



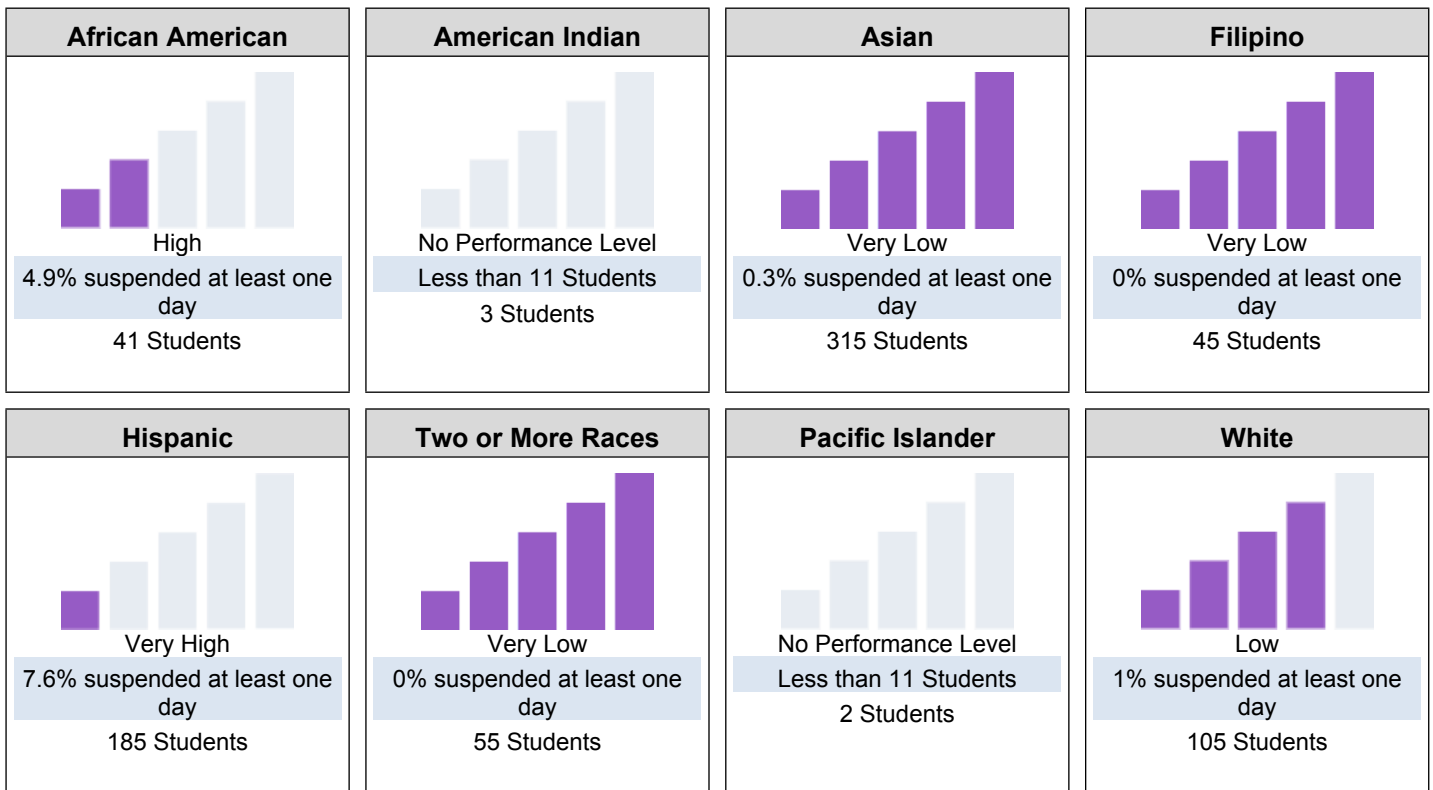
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. The suspension rate increased in 2019 to 4/1% (2.8% in 2018). This has been a focus in the 19/20 school year.
2. A number of the subgroups had 5% or more of the students suspended at least once. Students with Disabilities had the highest percentage of students suspended at least once (14.5%). The gap in suspension percentages is important to track and monitor.
3. Changes in education code will reflect improvements in this area, but it will still be important for us to look at how we can improve.

# 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

Mathematics

## District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

1. We use data to improve adult practice and student outcomes.
2. We focus first on students historically underserved to close opportunity gaps.
3. We create high performing systems and teams that innovate and make an impact

We do this by:

1. ELD in all classrooms
2. Teams that engage in data inquiry cycles
3. MTSS across the schools

## Goal 1

As measured by the state assessments (grades 3-8) and i-Ready Math (K-8), Don Callejon student performance will improve by 5% in the number of students at or above grade level and will reduce the number of students near meeting standard or below standard by 5% compared to their previous academic years data, especially in groups identified through Additional Targeted Support and Improvement.

## Identified Need

Don Callejon, along with other schools in Santa Clara Unified School District, has been identified for Additional Targeted Support and Improvement by the state of California. For Don Callejon, we were identified due to the low performance of our Hispanic and our Students with Disabilities in multiple metrics, including mathematics.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	<p>2021-22 Results (3rd through 8th grade Results)</p> <p>Whole School- Standard Exceed: 31.4%</p> <p>Standard Met: 20.80%</p> <p>Standard Nearly Met: 20.00%</p> <p>Standard Not Met: 27.80%</p> <p>English Learners- Standard Exceed: 10.23%</p>	<p>2023-24 Goals(5th through 8th grade results - To follow cohorts)</p> <p>Whole School- Standard Exceed/Met: 55.00%</p> <p>Standard Nearly Met/Not Met: 45.00%</p> <p>English Learners- Standard Exceed/Met: 25%</p> <p>Standard Nearly Met/Not Met: 75%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Standard Met: 15.91%</p> <p>Standard Nearly Met: 18.18%</p> <p>Standard Not Met: 55.68%</p> <p>Economically Disadvantaged-Standard Exceed: 6.54%</p> <p>Standard Met: 15.69%</p> <p>Standard Nearly Met: 26.80%</p> <p>Standard Not Met: 50.98%</p> <p>Hispanic/Latinx-Standard Exceed: 6.00%</p> <p>Standard Met: 12.67%</p> <p>Standard Nearly Met: 28.67%</p> <p>Standard Not Met: 52.67%</p> <p>Students with Disabilities-Standard Exceed: 6.25%</p> <p>Standard Met: 6.25%</p> <p>Standard Nearly Met: 17.19%</p> <p>Standard Not Met: 70.31%</p>	<p>Economically Disadvantaged-Standard Exceed/Met: 30%</p> <p>Standard Nearly Met/Not Met: 70%</p> <p>Hispanic/Latinx-Standard Exceed/Met: 28%</p> <p>Standard Nearly Met/Not Met: 72%</p> <p>Students with Disabilities-Standard Exceed/Met: 20%</p> <p>Standard Nearly Met/Not Met: 80.00%</p>
i-Ready Math	<p>2022-23 March Results</p> <p>Whole School-Mid or Above Grade Level: 47.16%</p> <p>Early On Grade Level: 13.58 %</p> <p>1 Grade Level Below: 26.24%</p> <p>2 Grade Levels Below: 3.49%</p> <p>3 or More Grade Levels Below: 9.54%</p> <p>English Learners-</p>	<p>2023-24 Goals</p> <p>Whole School-Mid or Above Grade Level: 53%</p> <p>Early On Grade Level: 16%</p> <p>Below Grade Level: 31%</p> <p>English Learners-Mid or Above Grade Level: 28%</p> <p>Early On Grade Level: 18%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Mid or Above Grade Level: 22.64%</p> <p>Early On Grade Level: 14.15%</p> <p>1 Grade Level Below: 40.57%</p> <p>2 Grade Levels Below: 8.49%</p> <p>3 or More Grade Levels Below: 14.15%</p> <p>Economically Disadvantaged- Mid or Above Grade Level: 18.12%</p> <p>Early On Grade Level: 12.32%</p> <p>1 Grade Level Below: 40.58%</p> <p>2 Grade Levels Below: 7.25%</p> <p>3 or More Grade Levels Below: 21.74%</p> <p>Hispanic/Latinx- Mid or Above Grade Level: 16.39%</p> <p>Early On Grade Level: 9.02%</p> <p>1 Grade Level Below: 40.16%</p> <p>2 Grade Levels Below: 9.02%</p> <p>3 or More Grade Levels Below: 25.41%</p> <p>Students with Disabilities- Mid or Above Grade Level: 17.24%</p> <p>Early On Grade Level: 6.9%</p> <p>1 Grade Level Below: 25.86%</p> <p>2 Grade Levels Below: 6.9%</p> <p>3 or More Grade Levels Below: 43.1%</p>	<p>Below Grade Level: 54%</p> <p>Economically Disadvantaged- Mid or Above Grade Level: 24%</p> <p>Early On Grade Level: 16%</p> <p>Below Grade Level: 60%</p> <p>Hispanic/Latinx- Mid or Above Grade Level: 22%</p> <p>Early On Grade Level: 13%</p> <p>Below Grade Level: 65%</p> <p>Students with Disabilities- Mid or Above Grade Level: 24%</p> <p>Early On Grade Level: 10%</p> <p>Below Grade Level: 66%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

**Strategy/Activity 1**

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

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

All students

**Strategy/Activity**

Utilize funds to support before, during, and after school enrichment and intervention programs, materials, and experiences to address areas of need or challenge students to engage at the next level.

**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)
10000	Targeted Allocation 4000-4999: Books And Supplies Materials to support enrichment and intervention programs
10000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Funds for professional development, hours for enrichment or intervention for staff, and substitute days as needed focused on programs that provide intervention for all students in need, or provide enrichment during or before or after school hours focused on mathematical literacy.

**Strategy/Activity 2**

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

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

English language learners, Students below grade level, All students

**Strategy/Activity**

Ensure training of staff in and materials for integrated English Learner practices, Designated English Learner practices, foundational skills, and project based learning to ensure access for all students to appropriately challenging mathematics curriculum and supplementary materials.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Targeted Allocation 4000-4999: Books And Supplies Materials for supporting targeted groups to increase mathematics literacy.
10000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Funds for professional development, hours for enrichment or intervention for staff, and substitute days as needed focused on programs that provide intervention for English Learners and other targeted groups, or provide enrichment during or before or after school hours focused on mathematical literacy.

### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

To build engagement in mathematics and strengthen application of mathematical thinking, begin to plan and transition school to an Innovative Arts and Design Academy through site visits, trainings, and meetings to create a rigorous, programmatic approach to our school offerings.

#### 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)
7000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Funds for professional development and exploration of materials and school structures focused on the idea and creation of an Innovative Arts and Design Academy.

### Strategy/Activity 4

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

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

Students in Special Education

## Strategy/Activity

To explore, plan, train, and purchase materials for a co-teaching or a full inclusion model approach in grades 6, 7, and 8 to build a practice that meets the needs of 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)

3000

Source(s)

Targeted Allocation  
5800: Professional/Consulting Services And Operating Expenditures  
Funds for professional development, planning days, substitutes (as needed) and travel related to exploring and creating a full inclusion model at Don Callejon that provides all appropriate and equitable supports.

## Annual Review

### SPSA Year Reviewed: 2022-23

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 year our collaboration time focused equally on data related to reading, writing, and mathematics. Within the data dives, area of need were explored and targeted with instructional practices recommended by our school site teacher on special assignment. While we attempted to increase our STEAM focused offerings, overall we increased occurrences and displays of project based learning, though at times a STEAM focus was hard to identify.

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

A part of the allocated budget was focused on getting all staff project based learning trained. However, as some staff knew they were leaving at the end of the school year, many did not engage with those professional development opportunities. In addition, a new focus on the school site and district end has been English language development and many staff members focused their professional development efforts this year on that area of focus.

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.

Across the board, each goal has been adjusted to incorporate the school pursuing the idea of becoming an Innovative Arts and Design Academy, as well as examining how best to provide mental wellness support for students, for students. We have also been identified as an Additional



Targeted Support and Improvement site, and resources are allocated to address our highest priority subgroups: Students with special needs, English Language Learners, students with a lower socio-economic background, Latino/Latinx students, and our African ancestry 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

English Language Arts

## District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

1. We use data to improve adult practice and student outcomes.
2. We focus first on students historically underserved to close opportunity gaps.
3. We create high performing systems and teams that innovate and make an impact

We do this by:

1. ELD in all classrooms
2. Teams that engage in data inquiry cycles
3. MTSS across the schools

## Goal 2

As measured by the state assessments (grades 3-8), i-Ready Reading (K-8), and English Language Proficiency Assessments for California (ELPAC), Don Callejon student performance will improve by 5% in the number of students at or above grade level and will reduce the number of students near meeting standard or below standard by 5% compared to their previous academic years data, especially in groups identified through Additional Targeted Assistance Improvement.

## Identified Need

Don Callejon, along with other schools in Santa Clara Unified School District, has been identified for Additional Targeted Support and Improvement by the state of California. For Don Callejon, we were identified due to the low performance of our Hispanic and our Students with Disabilities in multiple metrics, including English Language Arts.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts assessment (3-8)	<p>2021-22 Results (3rd through 8th grade Results)</p> <p>Whole School- Standard Exceed: 30.18%</p> <p>Standard Met: 30.78%</p> <p>Standard Nearly Met: 17.30%</p> <p>Standard Not Met: 21.73%</p> <p>English Learners- Standard Exceed: 5.88%</p>	<p>2023-24 Goals(5th through 8th grade results - To follow cohorts)</p> <p>Whole School- Standard Exceed/Met: 67%</p> <p>Standard Nearly Met/Not Met: 33%</p> <p>English Learners- Standard Exceed/Met: 27%</p> <p>Standard Nearly Met/Not Met: 73%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Standard Met: 15.29%</p> <p>Standard Nearly Met: 23.53%</p> <p>Standard Not Met: 55.29%</p> <p>Economically Disadvantaged-Standard Exceed: 8.67%</p> <p>Standard Met: 24.67%</p> <p>Standard Nearly Met: 24.67%</p> <p>Standard Not Met: 42%</p> <p>Hispanic/Latinx-Standard Exceed: 8.9%</p> <p>Standard Met: 23.29%</p> <p>Standard Nearly Met: 28.08%</p> <p>Standard Not Met: 39.73%</p> <p>Students with Disabilities-Standard Exceed: 3.39%</p> <p>Standard Met: 10.17%</p> <p>Standard Nearly Met: 22.03%</p> <p>Standard Not Met: 64.41%</p>	<p>Economically Disadvantaged-Standard Exceed/Met: 39%</p> <p>Standard Nearly Met/Not Met: 61%</p> <p>Hispanic/Latinx-Standard Exceed/Met: 38%</p> <p>Standard Nearly Met/Not Met: 62%</p> <p>Students with Disabilities-Standard Exceed/Met: 20%</p> <p>Standard Nearly Met/Not Met: 80%</p>
i-Ready Reading	<p>2022-23 March Results</p> <p>Whole School-Mid or Above Grade Level: 49.73%</p> <p>Early On Grade Level: 18.6%</p> <p>1 Grade Level Below: 16.28%</p> <p>2 Grade Levels Below: 4.47%</p> <p>3 or More Grade Levels Below: 10.91%</p> <p>English Learners-</p>	<p>2023-24 Goals</p> <p>Whole School-Mid or Above Grade Level: 55%</p> <p>Early On Grade Level: 24%</p> <p>Below Grade Level: 21%</p> <p>English Learners-Mid or Above Grade Level: 22%</p> <p>Early On Grade Level: 26%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Mid or Above Grade Level: 16.36%</p> <p>Early On Grade Level: 20.91%</p> <p>1 Grade Level Below: 34.55%</p> <p>2 Grade Levels Below: 7.27%</p> <p>3 or More Grade Levels Below: 20.91%</p> <p>Economically Disadvantaged-Mid or Above Grade Level: 26.67%</p> <p>Early On Grade Level: 14%</p> <p>1 Grade Level Below: 23.33%</p> <p>2 Grade Levels Below: 9.33%</p> <p>3 or More Grade Levels Below: 26.67%</p> <p>Hispanic/Latinx-Mid or Above Grade Level: 21.37%</p> <p>Early On Grade Level: 18.32%</p> <p>1 Grade Level Below: 25.19%</p> <p>2 Grade Levels Below: 9.92%</p> <p>3 or More Grade Levels Below: 25.19%</p> <p>Students with Disabilities-Mid or Above Grade Level: 11.67%</p> <p>Early On Grade Level: 18.33%</p> <p>1 Grade Level Below: 21.67%</p> <p>2 Grade Levels Below: 3.33%</p> <p>3 or More Grade Levels Below: 45%</p>	<p>Below Grade Level: 52%</p> <p>Economically Disadvantaged-Mid or Above Grade Level: 32%</p> <p>Early On Grade Level: 19%</p> <p>Below Grade Level: 49%</p> <p>Hispanic/Latinx-Mid or Above Grade Level: 27%</p> <p>Early On Grade Level: 24%</p> <p>Below Grade Level: 49%</p> <p>Students with Disabilities-Mid or Above Grade Level: 17%</p> <p>Early On Grade Level: 24%</p> <p>Below Grade Level: 59%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fountas and Pinnell (K-5)	2022-2023 Trimester 3: 71.7% Overall meeting/exceeding 40.5% English learner meeting/exceeding 49.2% Low-Income meeting/exceeding 52.6% Hispanic/Latinx meeting/exceeding 45.5% Students with IEP's meeting/exceeding	2023-2024 School Goals: 77% Overall meeting/exceeding 46% English learner meeting/exceeding 55% Low-Income meeting/exceeding 58% Hispanic/Latinx meeting/exceeding 51% Students with IEP's meeting/exceeding
English Learner Progress Indicator	Spring 2022 Results: Number of EL Students with 2 ELPAC Assessments: 101 54.5% Making progress towards English language proficiency 34.5% Maintained 11% Declined	2023-2024 School Goals: 60% Making progress towards English language proficiency 40% Maintained 0% Declined
Reclassification of English Learners to Fluent English Proficient (RFEP)	2022-2023 Number/Percent reclassified 11 students, 5.9% reclassified	2023-2024 Reclassification 5.9% or more of students reclassified

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

### Strategy/Activity 1

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

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

All Students

Strategy/Activity

Utilize funds to support before, during, and after school enrichment and intervention programs, materials, and experiences to address areas of need or challenge students to engage at the next level in their literacy.

### 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)

10000

Targeted Allocation  
4000-4999: Books And Supplies  
Materials and supplies focused on training up in curriculum and providing both intervention and enrichment opportunities for students.

10000

Targeted Allocation  
5800: Professional/Consulting Services And Operating Expenditures  
Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. Intervention and enrichment costs: hourly pay.

### Strategy/Activity 2

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

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

English Language Learners, Students with disabilities, and Hispanic/Latino/Latinx students, all students

Strategy/Activity

Ensure training of staff in and materials for integrated English Learner practices, Designated English Learner practices, foundational skills, and project based learning to ensure access for all students to appropriately challenging literacy curriculum and supplementary materials.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10000

Targeted Allocation  
5800: Professional/Consulting Services And Operating Expenditures  
Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. Intervention and enrichment costs: hourly pay. Focus is on support the strategy identified student groups.

10000

**Targeted Allocation**

4000-4999: Books And Supplies  
Supplementary materials to all our teachers to create a bridge from the district provided curriculum to project based learning lessons within the classroom. Particular focus on ensuring materials that increase access for the strategy identified student groups.

**Strategy/Activity 3**

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

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

All students

**Strategy/Activity**

To build engagement in literacy and strengthen application of both English Language Arts and English Language Development state standard skills, begin to plan and transition school to an Innovative Arts and Design Academy through site visits, trainings, and meetings to create a rigorous, programmatic approach to our school offerings.

**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)**

3500

**Targeted Allocation**

5800: Professional/Consulting Services And Operating Expenditures  
Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay.

3500

**Targeted Allocation**

4000-4999: Books And Supplies  
Materials that help further the research, planning, and action towards an Innovative Arts and Design Academy for students.

**Strategy/Activity 4**

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

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

Students with disabilities

**Strategy/Activity**

To explore, plan, train, and purchase materials for a co-teaching or full-inclusion model approach in grades 6, 7, and 8 to build a practice that meets the needs of 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	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay.
1000	Targeted Allocation 4000-4999: Books And Supplies Materials that help further the research, planning, and action towards a co-teaching or full-inclusion model at Don Callejon.

### Strategy/Activity 8

#### 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)
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## Annual Review

### SPSA Year Reviewed: 2022-23

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 year, the school was initially focused on funding an additional TOSA to support teachers and their development, specifically within the 6th, 7th, and 8th grade years. We completely purchased a Heineman class set for 7th grade classes (allowing access to the curriculum for 6th and 7th grade), however we did not pursue the TOSA option and instead invested in materials, supplies, intervention, and enrichment experiences for students school-wide, focused on building literacy. Due to the focus on English language Development, and how it is a consistent focus for the school we also decided to combine the ELA and ELD goals into Goal 2 in our '23-'24 SPSA to allow a more targeted focus on literacy at all levels. We did achieve last years ELA and ELD goals (Goals 2 and 4), however they were vague in their description.



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

Instead of bringing in a TOSA, we decided to use those funds for materials related to English Language Arts, English Language Development, and enrichment and intervention services for students that were previously provided by other positions.

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.

We combined our ELA and ELD focuses into a literacy focus to allow streamlining of intent and action as we move forward. Additionally, we placed a specific growth goal of 5% instead of the previously vague "growth will happen" goal that was in the '22-'23 SPSA. We have also added funds for us to explore and plan for what a potential Innovative Arts and Design Academy could look like.

Finally, as we now have a moderate/severe special day program on our campus, it has been important to ensure they are included in all of our discussions and focuses.

# 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

School Climate/Safety, Student and Family Engagement and Student Wellness

## District Priorities/LCAP Goals/District Focus Areas Alignment

District Priorities:

1. We use data to improve adult practice and student outcomes.
2. We focus first on students historically underserved to close opportunity gaps.
3. We create high performing systems and teams that innovate and make an impact

We do this by:

1. ELD in all classrooms
2. Teams that engage in data inquiry cycles
3. MTSS across the schools

## Goal 3

As a school community, we will strive for an environment that supports physical and emotional health and safety for all as measured by maintaining at least 95% average daily attendance, decreasing chronic absenteeism to 10% or below (30 or fewer students) overall, and reducing our suspensions by at least 3% for all, but especially in groups identified through Additional Targeted Assistance Improvement.

## Identified Need

Don Callejon, along with other schools in Santa Clara Unified School District, has been identified for Additional Targeted Support and Improvement by the state of California. For Don Callejon, we were identified due to the high suspension rates of our students with disabilities, English language learners, and Hispanic/Latino/Latinx students, as well as for the chronic absenteeism of each of these groups of students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance:	2022-2023 Overall: 93.99% English learner: 92.18% Low-Income: 92.64% Black/African Ancestry: 93.94% Hispanic/Latino/Latinx: 92.17% Students with IEP's: 90.49%	2023-2024 Overall: 95% English learner: 95% Low-Income: 95% Black/African Ancestry: 95% Hispanic/Latino/Latinx: 95% Students with IEP's: 95%
Chronic Absenteeism	2022-2023 Overall: 16.12% English learner: 26.67% Low-Income: 22.56% Black/African Ancestry: 12.82%	2023-2024 Overall: 10% English learner: 16% Low-Income: 12% Black/African Ancestry: 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic/Latino/Latinx: 28.13% Students with IEP's: 29.63%	Hispanic/Latino/Latinx: 18% Students with IEP's: 19%
Suspensions	2022-2023 Overall: 3.26% (20 students, 33 suspensions) English learner: 3.70% (5 students, 7 suspensions) Low-Income: 7.93% (13 students, 22 suspensions) Black/African Ancestry: 7.69% (3 students, 5 suspensions) Hispanic/Latino/Latinx: 5.63% (9 students, 18 suspensions) Students with IEP's: 9.89% (9 students, 14 suspensions)	2023-2024 Overall: 1% English learner: 1% Low-Income: 4% Black/African Ancestry: 4% Hispanic/Latino/Latinx: 2% Students with IEP's: 6%
Social-Emotional Learning Survey (students)	Surveys suggest student self-identified competency levels: Whole School (3rd-8th): Very High: 14.02% High: 24.7% Moderate: 32.62% Low: 15.24% Very Low: 13.11%  Areas of lowest competency: 1) Self-awareness in learning 2) Responsible Decision Making 3) Relationship Skills  Areas of highest competency: 1) Self-awareness for the future 2) Social Awareness at school  Students with Disabilities: Very High: 9.38% High: 21.88% Moderate: 31.25% Low: 18.75% Very Low: 18.75%  Area of lowest competency: 1) Self-awareness for learning/Relationship Skills  Area of highest competency:	Data measurement tool varies year to year (next year should be the California Healthy Kids survey), but the focus for Social-Emotional learning will be on improving student self-awareness of their own learning and supporting students, staff, and the community in responsible decision making.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>1) Self-awareness for the future</p> <p>Hispanic/Latino/Latinx Students:            Very High: 5.63%            High: 9.86%            Moderate: 40.85%            Low: 21.13%            Very Low: 22.54%</p> <p>Area of lowest competency:            1) Self-awareness for learning</p> <p>Area of highest competency:            1) Self-awareness for the future</p> <p>English Language Learners:            Very High: 13.73%            High: 23.53%            Moderate: 23.53%            Low: 13.73%            Very Low: 25.49%</p> <p>Area of lowest competency:            1) Self-awareness for learning</p> <p>Area of highest competency:            1) Social awareness at school</p>	

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

**Strategy/Activity 1**

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

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

All students

**Strategy/Activity**

Educate in and maintain positive student behavior and pro-social interaction for all school community members through Wellness support and training and materials for SEL curriculum, integrated restorative practices, community reward focused Positive Behavior Intervention Systems, and a refined discipline system that focuses on reflection, goal setting, and problem solving.

**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)
5417	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. Intervention and enrichment costs: hourly pay.
10000	Targeted Allocation 4000-4999: Books And Supplies Materials and supplies to improve staff understanding of improved behavior intervention systems, as well as for student celebrations and community building events to increase the focus areas of self-awareness, responsible decision making, and communal effort to support and improve.

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

To build resilience and improve students ability to express their emotions through positive avenues, begin to plan and transition school to an Innovative Arts and Design Academy through site visits, trainings, and meetings to create a rigorous, programmatic approach to our school offerings.

### 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	Targeted Allocation 4000-4999: Books And Supplies Materials and supplies to assist with students exploring Innovative art and design as an outlet for emotional regulation, as well as a means for self-reflection on growth and increased engagement with school and its systems.
6000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures

Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay.

### Strategy/Activity 3

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

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

All students

#### Strategy/Activity

Plan and put on community events to exhibit student learning both academically and socially as well as focus on strengthening both peer to peer and community relationships.

#### 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

Targeted Allocation  
1000-1999: Certificated Personnel Salaries  
Hourly pay for staffing for beyond school hours events focused on community building and exhibiting student learning and growth.

1000

Targeted Allocation  
2000-2999: Classified Personnel Salaries  
Hourly pay for staffing for during and beyond school hour events focused on community building and exhibiting student learning and growth.

7000

Targeted Allocation  
4000-4999: Books And Supplies  
Materials and supplies for community events to build positive student and community engagement with the school.

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

We were unable to identify a parent volunteer lead for Project Cornerstone at the middle school level, though we had a compromise where we sent the newsletter for Project Cornerstone out

monthly to middle school families. In regards to our process overall, what we focused on was examining existing structures and determining what we can do to improve them. Our Student Success Team process was improved with the aid of our K-5 TOSA, and has given a baseline for our next years approach. Additionally, in comparing the previous PBIS process and what occurred this year, a modification was made and suggested by staff that we will pursue into next year as well.

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

Knowing nothing about Positive Discipline, we decided to reallocate funds in other directions to support the school such as intervention hours and supplies, as well as adjusting out Orange Folder (Student Support team process).

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.

Based on how we are moving, we put more funds towards communal celebrations and systems that support working towards collective goals as a student body (and a staff). Additionally, working towards the idea of an Innovative Arts and Design Academy will give a specific draw for students to come and be engaged with what we are attempting to offer.

# 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

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

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.

	None Specified None Specified
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### Strategy/Activity 2

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

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

Strategy/Activity



**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified None Specified
	None Specified None Specified

**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.

	None Specified None Specified
	None Specified None Specified

# 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

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 2

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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### Strategy/Activity 7

#### 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)

# 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

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

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.

# 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

## District Priorities/LCAP Goals/District Focus Areas Alignment

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

# 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	\$
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	\$133,417.00

## 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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
Targeted Allocation	\$133,417.00

Subtotal of state or local funds included for this school: \$133,417.00

Total of federal, state, and/or local funds for this school: \$133,417.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	128,113	-5,304.00

## Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	133,417.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,000.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	63,500.00
5800: Professional/Consulting Services And Operating Expenditures	66,917.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	2,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	1,000.00
4000-4999: Books And Supplies	Targeted Allocation	63,500.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	66,917.00

## Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	50,000.00
Goal 2	50,000.00
Goal 3	33,417.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 11 Parent or Community Members

Name of Members	Role
Anthony Alberts	Principal
Helen Spencer Mao	Classroom Teacher
Meredith Tanaka	Classroom Teacher
Hannah Johnson	Classroom Teacher
Abigail Andrade	Parent or Community Member
Ramesh Rao	Parent or Community Member
Sonali Sangwan	Parent or Community Member
John Duong	Classroom Teacher
Sohini Stone	Parent or Community Member
Aaron Schomberg	Other School Staff
Abitha Rajagopalan	Other School Staff
Fatima Laoumaini	Parent or Community Member
Srividya Hari	Parent or Community Member
Allen Valdellon	Parent or Community Member
Vanessa Wong	Parent or Community Member
Greg Yee	Parent or Community Member
Eunmi Oh	Parent or Community Member
Dinara Black	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/11/2023.

Attested:



Principal, Anthony M Alberts on 4/11/2023



SSC Chairperson, Abigail Andrade on 4/11/2023