

Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Don Callejon School	43-69674-0110700	March 12th, 2024	June 13, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Don Callejon School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 3
- Educational Partner Involvement 3
- Resource Inequities 3
- Comprehensive Needs Assessment Components 3
 - California School Dashboard (Dashboard) Indicators 4
 - Other Needs 4
- School and Student Performance Data 6
 - Student Enrollment..... 6
 - CAASPP Results..... 9
 - ELPAC Results 15
 - California School Dashboard 19
- Goals, Strategies, & Proposed Expenditures..... 34
 - Goal 1..... 34
 - Goal 2..... 39
 - Goal 3..... 45
 - Goal 4..... 50
- Budget Summary 53
 - Budget Summary 53
 - Other Federal, State, and Local Funds 53
- Budgeted Funds and Expenditures in this Plan 54
 - Funds Budgeted to the School by Funding Source..... 54
 - Expenditures by Funding Source 54
 - Expenditures by Budget Reference 54
 - Expenditures by Budget Reference and Funding Source 54
 - Expenditures by Goal 55
- School Site Council Membership 56
- Recommendations and Assurances 57

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The Don Callejon Arts and Design (TK-8) School Plan for Student Achievement is aligned with and contains site specific work guided by the Santa Clara Unified Local Control and Accountability Plan. Don Callejon has developed a TK-8 structure that focuses around our new vision of an Art and Design School and plans, supports, and professional development around literacy per the district focus. There are also additional components focused on building meaningful engagement in the school community with families and students, with a particular focus on our Latino/a/x students and families based on district and site data identifying this as a particular area of need. Throughout this process, we have regularly met with the Don Callejon School Site Leadership team, the combined School Site Council and English Language Advisory Committee, as well as our staff at large and with open to the public meetings like Coffees with the Principal.

Educational Partner Involvement

How, when, and with whom did your Don Callejon 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 2023-2024 school year, multiple stakeholders participated in the Don Callejon School Plan for Student Achievement for the 2024-2025 school year:

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. (12/5/23, 12/7/23, 1/9/24, 1/17/24, 2/6/24, 2/7/24, 3/12/24, 3/13/24, 4/2/24, 4/3/24)

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 as well as small talks with groups of students about areas of need and adjustments to assist. (1/22/24 - 4/26/23)

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. (2nd Tuesdays, 3rd Fridays, and in-person/emails with parents).

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

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

AREAS OF HIGH NEED:

Chronic Absenteeism (Orange):

Groups in Red: English Learners, Hispanic, Two or More Races, Students with Disabilities

Groups in Orange: Asian, Socioeconomically Disadvantaged

Groups in Yellow: African American, White

Groups in Green: Filipino

Suspension Rate (Orange):

Groups in Red: African American, Socioeconomically Disadvantaged, Students with Disabilities

Groups in Orange: Asian, English Learners, Filipino, White

Groups in Yellow: Hispanic

Groups in Blue: Two or More Races

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

AREAS OF SOME FOCUS:

English Language Arts Performance (Green):

Groups in Orange: English Learners, Hispanic, Students with Disabilities

Groups in Yellow: Socioeconomically Disadvantaged

Groups in Blue: Asian, White

Mathematics Performance (Green):

Groups in Red: Hispanic

Groups in Orange: English Learners, Students with Disabilities

Groups in Yellow: Socioeconomically Disadvantaged

Groups in Green: White

Groups in Blue: Asian

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Based on iReady data as of 4/2/24:

Baseline Data:

English Learners students remain a group of focus-

English Learners: 36% performing 1 grade level below (K-5) and 28% performing 1 grade level below (6-8)

English Learners: 16% performing 2 or more grade levels below (K-5) and 68% performing 2 or more grade levels below (6-8)

(versus Non-English Learners-

14% performing 1 grade level below [K-5] and 14% performing 1 grade level below [6-8]

3% performing 2 or more grade levels below [K-5] and 16% performing 2 or more grade levels below [6-8])

Hispanic/Latino/a/x are another group of focus:

Hispanic/Latino/a/x: 39% performing 1 grade level below (K-5) and 25% performing 1 grade level below (6-8)

Hispanic/Latino/a/x: 15% performing 2 or more grade levels below (K-5) and 45% performing 2 or more grade levels below (6-8)

(versus All other demographic groups-

15% performing 1 grade level below [K-5] and 13% performing 1 grade level below [6-8]

4% performing 2 or more grade levels below [K-5] and 18% performing 2 or more grade levels below [6-8])

We also performed a California Healthy Kids Survey for Students, Families, and Staff and some areas of need are:

Absenteeism (Students):

5th Grade-

38% missed one or more day of school within the last 30 days

6th-8th Grade-

38% due to illness

3% due to bullying

5% due to lack of sleep

3% due to drug or alcohol use

28% due to other

School Connectedness (Students):

5th Grade-

74% Agree or Strongly Agree with feeling Connected to the School

6th-8th Grade-

60% Agree or Strongly Agree with feeling Connected to the School

Family Belonging:

94% Agree or Strongly Agree with feeling welcomed at the School

Staff Support:

92% Agree or Strongly Agree with feeling support at School

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Don Callejon School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.42%	0.34%	1	3	2
African American	4.3%	5.66%	6.71%	35	40	39
Asian	43.6%	41.58%	41.82%	351	294	243
Filipino	5.0%	5.66%	6.2%	40	40	36
Hispanic/Latino	27.5%	24.75%	23.75%	222	175	138
Pacific Islander	0.1%	0.28%	0.34%	1	2	2
White	12.7%	14.00%	14.97%	102	99	87
Multiple/No Response	6.3%	7.50%	5.85%	51	53	34
Total Enrollment				806	707	581

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
Total Enrollment	806	707	581

Conclusions based on this data:

1. Don Callejon is a diverse TK-8 school, with the largest subgroups being Asian (42%), Hispanic (24%), and Caucasian (15%).

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 from 5th to 6th grade as students apply to Peterson Basics Plus or charter/private schools, and again in 7th grade as they apply for choice programs such as SLI/STEM at Cabrillo Middle School. The 5th to 6th loss is mitigated by the influx of students returning from their previous choice school such as Washington Open and Millikin (elementary open enrollment options)
3. There has been a shift in racial/ethnic student groups that have different needs from our previous racial/ethnic student groups (as well as an increase in Multi-lingual Learners) which requires an instructional delivery adjustment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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	98	80	6.5%	13.9%	13.8%

Conclusions based on this data:

1. We continue to maintain a 14% reclassification rate, though it is increase from distance learning times.
2. Our number of Multi-lingual learners has dropped from about 50% of the school population to about 20% of the school population, though there has been an increase in newcomers (evident in other data).
3. Despite starting designated ELD in the 2022-2023 school year, we have not yet seen if there will be an improvement in our scores the way we deliver it.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	58	0	63	53	0	63	52	0.0	100.0	91.4
Grade 4	72	67	54	0	64	54	0	64	54	0.0	95.5	100.0
Grade 5	80	65	61	0	65	60	0	65	60	0.0	100.0	98.4
Grade 6	126	85	71	0	85	69	0	85	69	0.0	100.0	97.2
Grade 7	128	104	56	0	97	50	0	96	50	0.0	93.3	89.3
Grade 8	105	129	119	0	127	110	0	124	107	0.0	98.4	92.4
All Grades	591	513	419	0	501	396	0	497	392	0.0	97.7	94.5

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.	2472.		42.86	38.46		28.57	26.92		15.87	26.92		12.70	7.69
Grade 4		2524.	2499.		48.44	33.33		23.44	33.33		20.31	18.52		7.81	14.81
Grade 5		2578.	2565.		50.77	43.33		29.23	26.67		7.69	18.33		12.31	11.67
Grade 6		2579.	2590.		35.29	44.93		36.47	23.19		16.47	18.84		11.76	13.04
Grade 7		2505.	2560.		7.29	22.00		30.21	32.00		21.88	22.00		40.63	24.00
Grade 8		2555.	2523.		17.74	13.08		33.06	19.63		18.55	28.97		30.65	38.32
All Grades	N/A	N/A	N/A		30.18	30.61		30.78	25.77		17.30	22.96		21.73	20.66

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	28.85		53.97	63.46		12.70	7.69
Grade 4		35.94	27.78		59.38	62.96		4.69	9.26
Grade 5		38.46	36.67		55.38	58.33		6.15	5.00
Grade 6		37.65	42.03		48.24	43.48		14.12	14.49
Grade 7		15.22	20.00		54.35	64.00		30.43	16.00
Grade 8		20.66	13.33		56.20	51.43		23.14	35.24
All Grades		28.57	26.92		54.49	55.90		16.94	17.18

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	30.77		49.21	61.54		15.87	7.69
Grade 4		28.13	25.93		67.19	59.26		4.69	14.81
Grade 5		46.15	38.33		43.08	46.67		10.77	15.00
Grade 6		31.76	42.03		55.29	40.58		12.94	17.39
Grade 7		9.89	30.00		52.75	48.00		37.36	22.00
Grade 8		24.37	16.98		38.66	46.23		36.97	36.79
All Grades		27.72	29.41		49.90	49.36		22.38	21.23

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	9.62		73.02	88.46		11.11	1.92
Grade 4		20.31	12.96		71.88	79.63		7.81	7.41
Grade 5		30.77	23.33		63.08	75.00		6.15	1.67
Grade 6		30.59	30.43		63.53	59.42		5.88	10.14
Grade 7		10.87	16.00		67.39	62.00		21.74	22.00
Grade 8		17.36	12.26		69.42	68.87		13.22	18.87
All Grades		20.41	17.39		67.96	71.36		11.63	11.25

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	32.69		58.73	57.69		7.94	9.62
Grade 4		23.44	24.07		71.88	68.52		4.69	7.41
Grade 5		36.92	33.33		55.38	56.67		7.69	10.00
Grade 6		37.65	40.58		55.29	50.72		7.06	8.70
Grade 7		9.38	24.00		60.42	56.00		30.21	20.00
Grade 8		21.31	14.15		63.93	65.09		14.75	20.75
All Grades		25.66	26.85		61.01	59.59		13.33	13.55

Conclusions based on this data:

1. For the most recent state achievement data, ELA, the breakdown of students meeting standards are: Grade 3: 65% (21/22: 74%), Grade 4: 66% (21/22: 88%), Grade 5: 70% (21/22: 88%), Grade 6: 68% (21/22: 61%), Grade 7: 54% (21/22: 37%), Grade 8: 33% (21/22: 47%). We saw increases in performance in 6th and 7th grade.
2. 23% of our students scored at a "Standard Nearly Met" and by focusing resources to support their growth based on areas of need (based on overall data writing appears to be the largest area of need), we can work to pull more students in to "Standard Met". The area of need appears to be writing, where 21% of students were "Below Standard", and so a focus will need to be on addressing writing to challenge as well as scaffold supports for our students.
3. When looking comparatively at student performance in their current grade compared to their previous grade, the only grade level to reduce the number of students at "Standard Not Met" was 8th grade, which went from 41% not meeting standard as 7th graders in 21-22 to 38% no meeting standard as 8th graders in 22-23. Yet as a school, we went down overall from 22% at "Standard Not Met" in 21-22 to 21% "Standard not Met" in 22-23. It is hard to determine whether this is due to instructional shifts or due to enrollment changes within the last couple of years as our demographics have shifted drastically depending on the grade level.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	58	0	63	58	0	63	58	0.0	100.0	100.0
Grade 4	72	67	54	0	65	54	0	65	54	0.0	97.0	100.0
Grade 5	80	65	61	0	65	60	0	65	60	0.0	100.0	98.4
Grade 6	126	85	71	0	84	69	0	84	69	0.0	98.8	97.2
Grade 7	128	104	56	0	99	54	0	99	54	0.0	95.2	96.4
Grade 8	105	129	119	0	127	111	0	124	111	0.0	98.4	93.3
All Grades	591	513	419	0	503	406	0	500	406	0.0	98.1	96.9

* 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.	2464.		44.44	37.93		25.40	24.14		15.87	20.69		14.29	17.24
Grade 4		2541.	2513.		49.23	38.89		20.00	20.37		21.54	24.07		9.23	16.67
Grade 5		2577.	2566.		49.23	53.33		27.69	6.67		13.85	20.00		9.23	20.00
Grade 6		2575.	2590.		45.24	47.83		17.86	21.74		21.43	8.70		15.48	21.74
Grade 7		2492.	2529.		9.09	31.48		20.20	7.41		17.17	24.07		53.54	37.04
Grade 8		2525.	2490.		14.52	13.51		17.74	5.41		25.81	20.72		41.94	60.36
All Grades	N/A	N/A	N/A		31.40	34.48		20.80	13.30		20.00	19.46		27.80	32.76

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	50.00		41.27	31.03		11.11	18.97
Grade 4		55.38	44.44		40.00	33.33		4.62	22.22
Grade 5		55.38	48.33		32.31	33.33		12.31	18.33
Grade 6		46.43	57.97		34.52	18.84		19.05	23.19
Grade 7		13.27	35.19		38.78	24.07		47.96	40.74
Grade 8		13.82	11.71		52.85	29.73		33.33	58.56
All Grades		34.34	37.93		41.16	28.33		24.50	33.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		55.56	37.93		26.98	34.48		17.46	27.59
Grade 4		52.31	37.04		33.85	40.74		13.85	22.22
Grade 5		44.62	45.00		46.15	40.00		9.23	15.00
Grade 6		30.95	39.13		51.19	40.58		17.86	20.29
Grade 7		13.13	25.93		50.51	44.44		36.36	29.63
Grade 8		14.52	12.61		56.45	44.14		29.03	43.24
All Grades		31.00	30.54		46.40	41.13		22.60	28.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.27	29.31		49.21	58.62		9.52	12.07
Grade 4		49.23	27.78		44.62	57.41		6.15	14.81
Grade 5		36.92	36.67		50.77	56.67		12.31	6.67
Grade 6		35.71	43.48		54.76	36.23		9.52	20.29
Grade 7		10.10	16.67		56.57	55.56		33.33	27.78
Grade 8		13.71	12.61		50.81	53.15		35.48	34.23
All Grades		27.80	26.35		51.60	52.46		20.60	21.18

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: 62% (21/22: 80%), Grade 4: 59% (21/22: 82%), Grade 5: 60% (21/22: 77%), Grade 6: 70% (21/22: 42%), Grade 7: 38% (21/22: 25%), Grade 8: 19% (21/22: 29%). Similar to ELA results, 6th and 7th grade were the only grades to see an increase in students at "Standard Met" or "Standard Exceeded".
2. 19% of our students scored at a "Standard Nearly Met" and by focusing resources to support their growth based on areas of need, we can work to pull more students in to "Standard Met". The areas of need appear to be concepts and procedures, where 34% of students were "Below Standard", and so a focus will need to be on addressing student application of concepts and procedures, both to challenge as well as to scaffold supports for our students.

3. When looking comparatively at student performance in their current grade compared to their previous grade, the no grade level to reduced the number of students at "Standard Not Met". As a school, we went up overall from 28% at "Standard Not Met" in 21-22 to 33% "Standard not Met" in 22-23. It is hard to determine whether this is due to instructional shifts or due to enrollment changes within the last couple of years as our demographics have shifted drastically depending on the grade level. Mathematics was identified by staff in May of 23 as an area of high focus, and our 23-24 professional development has been almost completely focused upon addressing this area of need and changing our practices within our classrooms.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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
K	1493.7	1461.2	1432.1	1475.7	1446.1	1430.8	1535.3	1496.2	1434.9	20	20	21
1	1480.6	*	1462.5	1467.5	*	1455.6	1493.1	*	1468.9	16	8	15
2	1511.4	1488.9	*	1493.5	1471.9	*	1528.7	1505.2	*	23	14	9
3	1512.7	1508.1	1497.1	1494.4	1499.3	1483.4	1530.7	1516.4	1510.4	11	18	21
4	1521.8	*	1539.3	1512.1	*	1521.9	1531.2	*	1556.3	11	6	15
5	*	1512.6	*	*	1507.5	*	*	1517.5	*	6	11	*
6	1502.6	*	1533.5	1496.5	*	1531.4	1508.0	*	1535.0	25	5	11
7	1522.1	1520.5	*	1519.0	1511.1	*	1524.7	1529.5	*	31	19	9
8	1529.5	1547.5	1517.5	1521.1	1536.2	1504.0	1537.4	1558.5	1530.4	30	30	28
All Grades										173	131	132

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
K	65.00	45.00	19.05	15.00	30.00	23.81	15.00	20.00	38.10	5.00	5.00	19.05	20	20	21
1	18.75	*	6.67	56.25	*	60.00	12.50	*	33.33	12.50	*	0.00	16	*	15
2	30.43	7.14	*	56.52	57.14	*	8.70	35.71	*	4.35	0.00	*	23	14	*
3	27.27	22.22	23.81	45.45	50.00	42.86	27.27	27.78	19.05	0.00	0.00	14.29	11	18	21
4	36.36	*	33.33	36.36	*	53.33	18.18	*	13.33	9.09	*	0.00	11	*	15
5	*	18.18	*	*	27.27	*	*	45.45	*	*	9.09	*	*	11	*
6	8.00	*	36.36	36.00	*	27.27	32.00	*	9.09	24.00	*	27.27	25	*	11
7	6.45	10.53	*	38.71	31.58	*	45.16	42.11	*	9.68	15.79	*	31	19	*
8	3.33	13.33	7.14	43.33	46.67	42.86	43.33	33.33	25.00	10.00	6.67	25.00	30	30	28
All Grades	20.23	19.08	18.18	40.46	43.51	42.42	28.32	32.06	22.73	10.98	5.34	16.67	173	131	132

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
K	55.00	35.00	14.29	30.00	35.00	23.81	5.00	25.00	42.86	10.00	5.00	19.05	20	20	21
1	31.25	*	6.67	43.75	*	40.00	12.50	*	53.33	12.50	*	0.00	16	*	15
2	47.83	14.29	*	30.43	57.14	*	17.39	21.43	*	4.35	7.14	*	23	14	*
3	45.45	33.33	42.86	36.36	44.44	19.05	18.18	16.67	23.81	0.00	5.56	14.29	11	18	21
4	45.45	*	46.67	18.18	*	46.67	27.27	*	6.67	9.09	*	0.00	11	*	15
5	*	27.27	*	*	45.45	*	*	27.27	*	*	0.00	*	*	11	*
6	12.00	*	54.55	52.00	*	18.18	20.00	*	18.18	16.00	*	9.09	25	*	11
7	9.68	15.79	*	64.52	57.89	*	19.35	10.53	*	6.45	15.79	*	31	19	*
8	10.00	13.33	17.86	60.00	70.00	42.86	23.33	16.67	14.29	6.67	0.00	25.00	30	30	28
All Grades	27.75	25.19	27.27	45.66	51.15	34.85	17.92	19.08	22.73	8.67	4.58	15.15	173	131	132

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
K	60.00	30.00	14.29	15.00	45.00	23.81	25.00	20.00	47.62	0.00	5.00	14.29	20	20	21
1	12.50	*	6.67	62.50	*	60.00	12.50	*	26.67	12.50	*	6.67	16	*	15
2	26.09	0.00	*	60.87	71.43	*	13.04	28.57	*	0.00	0.00	*	23	14	*
3	27.27	16.67	9.52	45.45	27.78	52.38	27.27	50.00	28.57	0.00	5.56	9.52	11	18	21
4	18.18	*	33.33	27.27	*	46.67	45.45	*	20.00	9.09	*	0.00	11	*	15
5	*	0.00	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
6	8.00	*	36.36	16.00	*	18.18	28.00	*	9.09	48.00	*	36.36	25	*	11
7	6.45	10.53	*	29.03	10.53	*	22.58	57.89	*	41.94	21.05	*	31	19	*
8	6.67	13.33	0.00	23.33	33.33	42.86	36.67	30.00	21.43	33.33	23.33	35.71	30	30	28
All Grades	17.92	14.50	13.64	31.79	34.35	42.42	26.59	37.40	25.00	23.70	13.74	18.94	173	131	132

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
K	65.00	40.00	19.05	35.00	50.00	66.67	0.00	10.00	14.29	20	20	21
1	62.50	*	40.00	31.25	*	60.00	6.25	*	0.00	16	*	15
2	43.48	28.57	*	52.17	71.43	*	4.35	0.00	*	23	14	*
3	72.73	66.67	47.62	27.27	27.78	33.33	0.00	5.56	19.05	11	18	21
4	54.55	*	73.33	36.36	*	20.00	9.09	*	6.67	11	*	15
5	*	27.27	*	*	72.73	*	*	0.00	*	*	11	*
6	24.00	*	45.45	48.00	*	27.27	28.00	*	27.27	25	*	11
7	12.90	15.79	*	70.97	68.42	*	16.13	15.79	*	31	19	*
8	10.00	13.33	17.86	80.00	80.00	53.57	10.00	6.67	28.57	30	30	28
All Grades	35.26	34.35	35.61	54.34	59.54	45.45	10.40	6.11	18.94	173	131	132

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
K	30.00	15.00	9.52	55.00	80.00	71.43	15.00	5.00	19.05	20	20	21
1	12.50	*	0.00	68.75	*	80.00	18.75	*	20.00	16	*	15
2	21.74	7.14	*	73.91	78.57	*	4.35	14.29	*	23	14	*
3	0.00	22.22	38.10	90.91	66.67	42.86	9.09	11.11	19.05	11	18	21
4	36.36	*	46.67	45.45	*	53.33	18.18	*	0.00	11	*	15
5	*	36.36	*	*	36.36	*	*	27.27	*	*	11	*
6	24.00	*	54.55	56.00	*	36.36	20.00	*	9.09	25	*	11
7	45.16	36.84	*	51.61	52.63	*	3.23	10.53	*	31	19	*
8	26.67	33.33	28.57	70.00	66.67	46.43	3.33	0.00	25.00	30	30	28
All Grades	26.59	25.19	29.55	63.01	67.18	52.27	10.40	7.63	18.18	173	131	132

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
K	45.00	45.00	23.81	50.00	45.00	66.67	5.00	10.00	9.52	20	20	21
1	31.25	*	6.67	50.00	*	73.33	18.75	*	20.00	16	*	15
2	34.78	7.14	*	56.52	92.86	*	8.70	0.00	*	23	14	*
3	45.45	11.11	0.00	45.45	55.56	76.19	9.09	33.33	23.81	11	18	21
4	18.18	*	33.33	72.73	*	66.67	9.09	*	0.00	11	*	15
5	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*
6	12.00	*	9.09	16.00	*	45.45	72.00	*	45.45	25	*	11
7	16.13	10.53	*	29.03	31.58	*	54.84	57.89	*	31	19	*
8	16.67	30.00	14.29	40.00	36.67	35.71	43.33	33.33	50.00	30	30	28
All Grades	24.86	20.61	13.64	41.04	49.62	58.33	34.10	29.77	28.03	173	131	132

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
K	80.00	65.00	52.38	20.00	25.00	33.33	0.00	10.00	14.29	20	20	21
1	37.50	*	20.00	50.00	*	73.33	12.50	*	6.67	16	*	15
2	56.52	28.57	*	43.48	71.43	*	0.00	0.00	*	23	14	*
3	18.18	38.89	42.86	81.82	61.11	47.62	0.00	0.00	9.52	11	18	21
4	9.09	*	53.33	72.73	*	46.67	18.18	*	0.00	11	*	15
5	*	9.09	*	*	72.73	*	*	18.18	*	*	11	*
6	4.00	*	45.45	84.00	*	27.27	12.00	*	27.27	25	*	11
7	6.45	10.53	*	77.42	84.21	*	16.13	5.26	*	31	19	*
8	0.00	0.00	3.57	80.00	96.67	75.00	20.00	3.33	21.43	30	30	28
All Grades	23.70	24.43	33.33	64.16	70.99	51.52	12.14	4.58	15.15	173	131	132

Conclusions based on this data:

1. In 1st and 4th grade, there was a drop in students tested from 21-22 to 22-23, which might be due to reclassification or movement. In all other grade levels, there was an increase which indicates new enrollment and that influences the proficiency levels identified within this testing. Especially high was 8th grade, which went from 19 students tested (as 7th graders in 21-22) to 28 students tested (as 8th graders in 22-23).
2. When examining data for the relatively stable student populations from 21-22 to 22-23 (5th to 6th as no data is available for 1st to 2nd), the highest increases in overall data were our number of Level 1 students (9 to 27) and our Level 4 students (18 to 36), with Level 3 remaining the same (27 to 27) and Level 2 dropping significantly (46 to 9). It is difficult again to judge whether changes were due to instruction, student movement, or another component.
3. The grades that began Designated ELD with fidelity in January saw growth in their number of Level 4 students: 3rd: from 7 at level 4 to 24, and 4th: from 22 at level 4 to 33. We instituted Designated ELD time from the beginning of the 23-24 school year as we saw the efficacy of the practice and it meets the legal requirement from the Federal government and CA state Ed. Code.

School and Student Performance Data

California School Dashboard Student Population

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
581	32.2	19.6	
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	114	19.6
Foster Youth		
Homeless	5	0.9
Socioeconomically Disadvantaged	187	32.2
Students with Disabilities	69	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	39	6.7
American Indian	2	0.3
Asian	243	41.8
Filipino	36	6.2
Hispanic	138	23.8
Two or More Races	34	5.9
Pacific Islander	2	0.3
White	87	15

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.
3. Our students classified as multi-lingual learners make up 20% of our population and is fairly spread out through ethnic and socio-economic groups.

School and Student Performance Data

Overall Performance

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Orange	Suspension Rate Orange
Mathematics Green		
English Learner Progress Blue		

Conclusions based on this data:

1. Based on the overall performance area, there should be targeted interventions and plans for Suspension and Chronic Absenteeism (orange performance areas).
2. Based on the overall performance area, there should be targeted interventions in orange and yellow groups within ELA and Math (green performance areas).

3. From CA Healthy Kids Survey Data and engagement with school stakeholders, as well as district data around student populations and feelings of belonging, increasing ways to build student and community feelings of being welcomed and belonging on campus, especially our Latino/a/x students and community is a priority.

School and Student Performance Data

Academic Performance English Language Arts

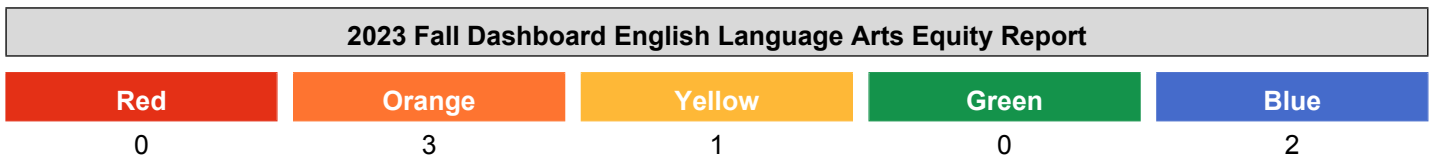
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>19.5 points above standard</p> <p>Maintained +1.7 points</p> <p>378 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>34.6 points below standard</p> <p>Decreased Significantly -15.8 points</p> <p>102 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>40.7 points below standard</p> <p>Increased +9.2 points</p> <p>148 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>101.2 points below standard</p> <p>Increased +7.8 points</p> <p>60 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
39 points below standard Decreased Significantly - 25.3 points 25 Students	Less than 11 Students 1 Student	 Blue 81 points above standard Increased +13.4 points 139 Students	27.6 points above standard Decreased -11 points 28 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 66.1 points below standard Decreased Significantly - 15.9 points 102 Students	39.8 points above standard Decreased -14.7 points 24 Students	Less than 11 Students 2 Students	 Blue 40.3 points above standard Increased Significantly +19.1 points 57 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.9 points below standard Decreased -12.6 points 52 Students	27.2 points above standard Decreased Significantly -26.6 points 51 Students	21.7 points above standard Maintained +0.9 points 206 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 Elementary instructional focus area (in literacy and ELD).
2. Our Asian and White students experienced an increase but there was a large decrease of 15.9 points for our Latino/a/x students.
3. There is a significant achievement gap between English Learners and English Only/Reclassified students. We have begun consistent application of Designated ELD at all grade levels in an effort to address this, as well as added more speaking and game time for subjects like mathematics in order to build fluency with both numbers and with the English language.

School and Student Performance Data

Academic Performance Mathematics

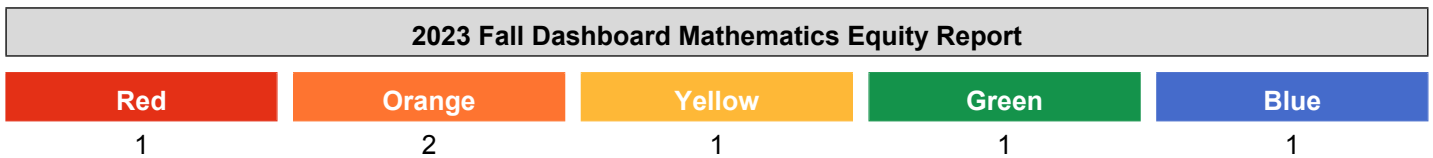
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 5.2 points below standard Increased +3.9 points 377 Students	English Learners Orange 58.1 points below standard Decreased -12.6 points 103 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Yellow 87.9 points below standard Increased +5 points 147 Students	Students with Disabilities Orange 129.1 points below standard Increased Significantly +16.9 points 59 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>85.8 points below standard</p> <p>Decreased Significantly - 35.2 points</p> <p>25 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p> Blue</p> <p>78.1 points above standard</p> <p>Increased +9.2 points</p> <p>139 Students</p>	<p>4.4 points below standard</p> <p>Increased +4.9 points</p> <p>28 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>116.8 points below standard</p> <p>Decreased Significantly - 16.5 points</p> <p>105 Students</p>	<p>2.6 points above standard</p> <p>Maintained -0.3 points</p> <p>24 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p> Green</p> <p>12.1 points above standard</p> <p>Increased +4.1 points</p> <p>57 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>143.5 points below standard</p> <p>Decreased Significantly -31.8 points</p> <p>55 Students</p>	<p>16.8 points above standard</p> <p>Decreased -8.5 points</p> <p>51 Students</p>	<p>7 points below standard</p> <p>Maintained -1.4 points</p> <p>206 Students</p>

Conclusions based on this data:

- Overall, our students are below standard in Mathematics, but there was an increase in performance from the previous years. Part of this can be explained due to a full return to school and a reduction of the mandatory leave time for COVID related illnesses.
- There is a significant achievement discrepancy between Asian and White students and our Latino/a/x students with math performance.
- There is a significant achievement discrepancy in mathematics between English Learners and English Only/Reclassified students.

School and Student Performance Data

Academic Performance English Learner Progress

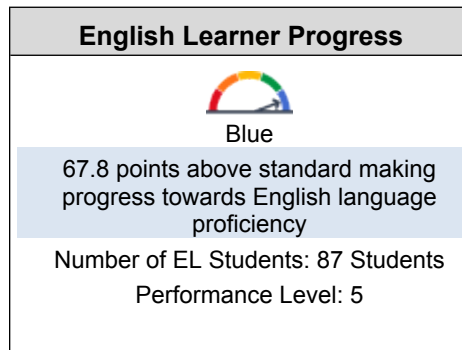
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9	17	0	59

Conclusions based on this data:

- Most students progressed at least one ELPI level, though we would like to see that from all students.
- Analysis should be done to determine what students decreased or maintained an ELPI level.
- Overall, 9 students decreased an ELD level, which could be due to designated ELD not being part of past practice and us beginning it in the 22-23 school year. We would need historic data to see if that is an improvement over the past or a decline.

School and Student Performance Data

Academic Performance College/Career Report

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

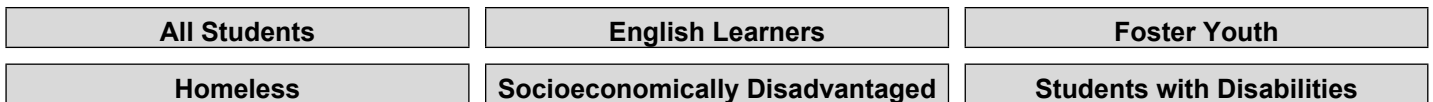
This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report



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

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Orange 19% Chronically Absent Increased 1.6 637 Students	English Learners Red 27.1% Chronically Absent Increased Significantly 3.7 155 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged Orange 28.1% Chronically Absent Declined -1.9 210 Students	Students with Disabilities Red 32.1% Chronically Absent Increased 3.2 84 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 17.5% Chronically Absent Declined -5 40 Students	Less than 11 Students 2 Students	 Orange 14.3% Chronically Absent Increased 2 265 Students	 Green 8.3% Chronically Absent Declined -0.6 36 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 31.5% Chronically Absent Maintained 0.4 165 Students	 Red 21.6% Chronically Absent Increased 10.5 37 Students	Less than 11 Students 2 Students	 Yellow 13.3% Chronically Absent Declined -1 90 Students

Conclusions based on this data:

1. The 22-23 saw an increase in chronic absenteeism, with the following groups specifically increasing or maintaining: Multi-lingual learners, Students with Disabilities, Latino/a/x students, and students of two or more races, with Asian students also increasing their absenteeism rates.
2. The largest decline in chronic absenteeism was within our African-American students.
3. Part of these numbers may be due to the removal of masking and the maintenance of COVID testing requirements until well into the year. Absences declined as protocols changed.

School and Student Performance Data

Academic Engagement Graduation Rate

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

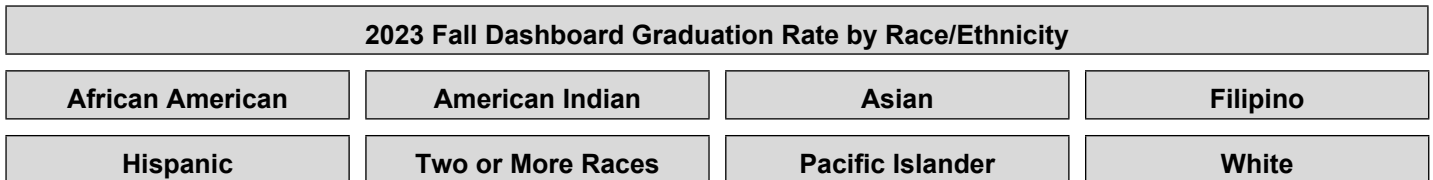
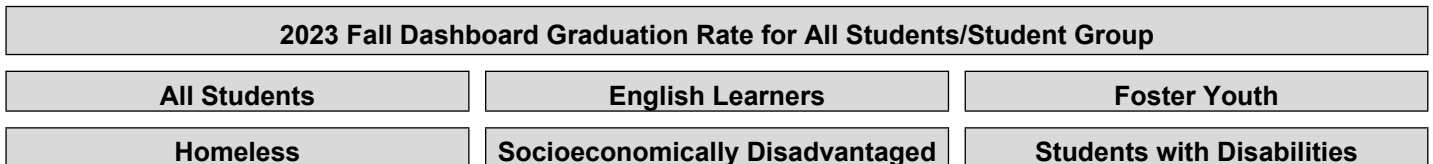
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

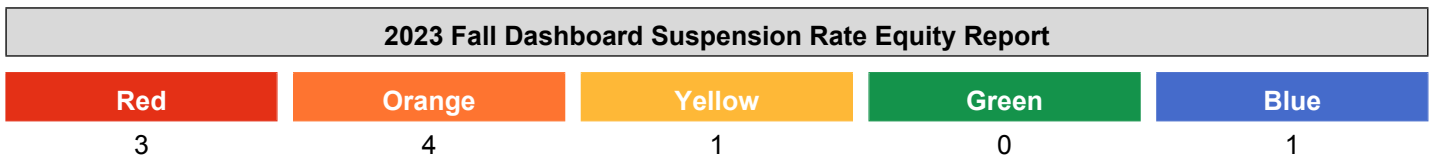
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3.8% suspended at least one day</p> <p>Increased 1.1 656 Students</p>	<p>English Learners</p> <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Increased 0.3 162 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students 8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>8.3% suspended at least one day</p> <p>Maintained 0 216 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>12.6% suspended at least one day</p> <p>Increased 5.7 87 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 10% suspended at least one day Increased 5.1 40 Students	Less than 11 Students 2 Students	 Orange 1.8% suspended at least one day Increased 1.5 273 Students	 Orange 2.8% suspended at least one day Increased 2.8 36 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5.8% suspended at least one day Declined Significantly -1.8 173 Students	 Blue 0% suspended at least one day Maintained 0 38 Students	Less than 11 Students 2 Students	 Orange 4.3% suspended at least one day Increased 3.4 92 Students

Conclusions based on this data:

1. The suspension rate increased in to 5.1% from previous data in 2019 where it was at 4.1% overall.
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 at 12.6% (though it was at 14.5% in 2019) and African-American students who were at 10%. The school began examining its disciplinary structures and PBIS approach in 23-24 as a result of this data.
3. Suspensions for Latino/a/x students decreased to 5.8% which is a move in the right direction and we need to see what strategies we use to ensure we are using the more broadly.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

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, especially in groups identified through Additional Targeted Assistance Improvement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 (88% performing below standard in mathematics), our Students with Disabilities (83% below standard in mathematics), and our English Learners (79% below standard in mathematics).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	<p>22-23 Outcomes & 2023-24 Goals Baseline from 2022-2023: Whole School- Standard Exceed/Met: 47.00%</p> <p>Standard Nearly Met/Not Met: 53.00%</p> <p>English Learners- Standard Exceed/Met: 21.00%</p> <p>Standard Nearly Met/Not Met: 79.00%</p> <p>Economically Disadvantaged- Standard Exceed/Met: 23.00%</p> <p>Standard Nearly Met/Not Met: 77.00%</p> <p>Hispanic/Latinx- Standard Exceed/Met: 12.00%</p> <p>Standard Nearly Met/Not Met: 88.00%</p> <p>Students with Disabilities- Standard Exceed/Met: 17.00%</p> <p>Standard Nearly Met/Not Met: 83.00%</p> <p>Goals for 2023-2024: 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> <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>	<p>2024-25 Goals: Whole School- Standard Exceed/Met: 60.00%</p> <p>Standard Nearly Met/Not Met: 40.00%</p> <p>English Learners- Standard Exceed/Met: 30.00%</p> <p>Standard Nearly Met/Not Met: 70.00%</p> <p>Economically Disadvantaged- Standard Exceed/Met: 35.00%</p> <p>Standard Nearly Met/Not Met: 65.00%</p> <p>Hispanic/Latinx- Standard Exceed/Met: 33.00%</p> <p>Standard Nearly Met/Not Met: 67.00%</p> <p>Students with Disabilities- Standard Exceed/Met: 25.00%</p> <p>Standard Nearly Met/Not Met: 75.00%</p>
i-Ready Math	<p>2023-24 Goals vs Outcomes</p> <p>Whole School- Goal: Mid or Above Grade Level: 53%</p>	<p>2023-24 Goals</p> <p>Whole School- Mid or Above Grade Level: 53%</p>

	<p>Outcome: Mid or Above Grade Level: 51%</p> <p>Goal: Early On Grade Level: 16% Outcome: Early On Grade Level: 15%</p> <p>Goal: Below Grade Level: 31% Outcome: Below Grade Level: 34%</p> <p>English Learners- Goal: Mid or Above Grade Level: 28% Outcome: Mid or Above Grade Level: 26%</p> <p>Goal: Early On Grade Level: 18% Outcome: Early On Grade Level: 11%</p> <p>Goal: Below Grade Level: 54% Outcome: Below Grade Level: 62%</p> <p>Economically Disadvantaged- Goal: Mid or Above Grade Level: 24% Outcome: Mid or Above Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Goal: Early On Grade Level: 16% Outcome: Early On Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Goal: Below Grade Level: 60% Outcome: Below Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Hispanic/Latinx- Goal: Mid or Above Grade Level: 22% Outcome: Mid or Above Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Goal: Early On Grade Level: 13% Outcome: Early On Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Goal: Below Grade Level: 65% Outcome: Below Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Students with Disabilities- Goal: Mid or Above Grade Level: 24% Outcome: Mid or Above Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Goal: Early On Grade Level: 10% Outcome: Early On Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Goal: Below Grade Level: 66% Outcome: Below Grade Level: NOT DEFINED IN iREADY RESULTS</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> <p>Below Grade Level: 54%</p> <p>The following groups are ones we try to track for data but their results are not defined in iReady results and so we cannot make a goal for them via iReady: Economically Disadvantaged</p> <p>Hispanic/Latino/a/x</p> <p>Students with Disabilities</p>
--	--	--

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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 mathematics. Some examples are, but not limited to, Math Olympiad, math intervention groups, Math Circles, Robotics, and more.	All Students, English Learners, students with disabilities	5000 Targeted Allocation 4000-4999: Books And Supplies Materials to support enrichment and intervention programs 10000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Funds for hours for enrichment or intervention by 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.
1.2	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.	English language learners, Students below grade level, All students	2000 Targeted Allocation 4000-4999: Books And Supplies Materials for supporting targeted groups to increase mathematics literacy. 1000 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.
1.3	Curriculum addendums, supports, and materials to ensure students who are neurodiverse can access their appropriate level curriculum. Examples for expenses are Unique Learning Systems addendums, cooking curriculum and more, supports like Goalbook for goal creation or field trips and activities, as well as materials for cooking, or tools to help students stay organized and focused.	Students in Special Education	2000 Targeted Allocation 4000-4999: Books And Supplies Funds for the program and materials to ensure all students can access our mathematics curriculum.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were able to greatly increase our after school enrichment programs to increase mathematical thinking and focus, specifically Robotics, Math Olympiad, intro to Math Olympiad, and Math Circles. As a result, we were able to maintain in the Green area of Mathematics on the Dashboard, and we saw positive growth across the board in iReady, missing our whole school goal by 2% for those At or Above grade level. Our area of missed opportunity definitely lies with our multi-lingual students who did not gain as much, especially in Early on Grade level - we missed the goal by 7%.

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

There were no major differences, though some areas that needed additional funds required 2 separate School Site Council/ELAC votes to support, specifically funds for Robotics and funds for professional development supplies for our K-4 professional development aimed at increasing mathematical fluency and math talks.

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.

Since we started many programs this year for enrichment and growth for students, they required a large initial investment, but ongoing their funding will be smaller as supply needs become cyclical. Funding is shifted more towards staff to ensure they are paid for the extra work they do for our students. Additionally, since we identified English Learners or multi-lingual learners and their education as an area of opportunity for us, we have shifted more funding towards our SPSA goal for literacy, as it is proving a barrier to deeper mathematical understanding under Common Core State Standards.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

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, especially in groups identified through Additional Targeted Assistance Improvement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 students (74% not meeting standard in mathematics), our Students with Disabilities (79% not meeting standard in mathematics), and our English learners (73% not meeting standard in mathematics).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts assessment (3-8)	<p>22-23 Outcomes & 2023-24 Goals Baseline from 2022-2023: Whole School- Standard Exceed/Met: 57.00%</p> <p>Standard Nearly Met/Not Met: 43.00%</p> <p>English Learners- Standard Exceed/Met: 27.00%</p> <p>Standard Nearly Met/Not Met: 73.00%</p> <p>Economically Disadvantaged- Standard Exceed/Met: 34.00%</p> <p>Standard Nearly Met/Not Met: 66.00%</p> <p>Hispanic/Latinx- Standard Exceed/Met: 26.00%</p> <p>Standard Nearly Met/Not Met: 74.00%</p> <p>Students with Disabilities- Standard Exceed/Met: 21.00%</p> <p>Standard Nearly Met/Not Met: 79.00%</p> <p>Goals for 2023-2024: Whole School- Standard Exceed/Met: 67.00%</p> <p>Standard Nearly Met/Not Met: 33.00%</p> <p>English Learners- Standard Exceed/Met: 27.00% (old) 32.00% (new)</p> <p>Standard Nearly Met/Not Met: 73.00% (old) 68.00% (new)</p> <p>Economically Disadvantaged- Standard Exceed/Met: 39.00%</p> <p>Standard Nearly Met/Not Met: 61.00%</p> <p>Hispanic/Latinx- Standard Exceed/Met: 38.00%</p> <p>Standard Nearly Met/Not Met: 62.00%</p> <p>Students with Disabilities- Standard Exceed/Met: 20.00% (old) 25.00% (new)</p> <p>Standard Nearly Met/Not Met: 80.00% (old) 75.00% (new)</p>	<p>2024-25 Goals Whole School: Standard Exceed/Met: 72.00%</p> <p>Standard Nearly Met/Not Met: 28.00%</p> <p>English Learners- Standard Exceed/Met: 37.00%</p> <p>Standard Nearly Met/Not Met: 63.00%</p> <p>Economically Disadvantaged- Standard Exceed/Met: 44.00%</p> <p>Standard Nearly Met/Not Met: 56.00%</p> <p>Hispanic/Latinx- Standard Exceed/Met: 43.00%</p> <p>Standard Nearly Met/Not Met: 57.00%</p> <p>Students with Disabilities- Standard Exceed/Met: 30.00%</p> <p>Standard Nearly Met/Not Met: 70.00%</p>
i-Ready Reading	2023-24 Goals vs Outcomes	2024-25 Goals

	<p>Whole School- Goal: Mid or Above Grade Level: 55% Outcome: Mid or Above Grade Level: 52%</p> <p>Goal: Early On Grade Level: 24% Outcome: Early On Grade Level: 16%</p> <p>Goal: Below Grade Level: 21% Outcome: Below Grade Level: 32%</p> <p>English Learners- Goal: Mid or Above Grade Level: 22% Outcome: Mid or Above Grade Level: 18%</p> <p>Goal: Early On Grade Level: 26% Outcome: Early On Grade Level: 17%</p> <p>Goal: Below Grade Level: 52% Outcome: Below Grade Level: 65%</p> <p>Economically Disadvantaged- Goal: Mid or Above Grade Level: 32% Outcome: Mid or Above Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Goal: Early On Grade Level: 19% Outcome: Early On Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Goal: Below Grade Level: 49% Outcome: Below Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Hispanic/Latinx- Goal: Mid or Above Grade Level: 27% Outcome: Mid or Above Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Goal: Early On Grade Level: 24% Outcome: Early On Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Goal: Below Grade Level: 49% Outcome: Below Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Students with Disabilities- Goal: Mid or Above Grade Level: 17% Outcome: Mid or Above Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Goal: Early On Grade Level: 24% Outcome: Early On Grade Level: NOT DEFINED IN iREADY RESULTS</p> <p>Goal: Below Grade Level: 59% Outcome: Below Grade Level: NOT DEFINED IN iREADY RESULTS</p>	<p>Whole School- Mid or Above Grade Level: 60%</p> <p>Early On Grade Level: 24%</p> <p>Below Grade Level: 16%</p> <p>English Learners- Mid or Above Grade Level: 27%</p> <p>Early On Grade Level: 26%</p> <p>Below Grade Level: 47%</p> <p>The following groups are ones we try to track for data but their results are not defined in iReady results and so we cannot make a goal for them via iReady: Economically Disadvantaged</p> <p>Hispanic/Latino/a/x</p> <p>Students with Disabilities</p>
--	--	---

Fountas and Pinnell (K-5)	<p>2023-2024 School Goals versus 2023-2024 Trimester 2 (of 3) - Mid Year Scores</p> <p>Goal: 77% Overall meeting/exceeding Current: 54% Overall meeting/exceeding</p> <p>Goal: 46% English learner meeting/exceeding Current: 16% English learner meeting/exceeding</p> <p>Goal: 55% Low-Income meeting/exceeding Current: 34% Low-Income meeting/exceeding</p> <p>Goal: 58% Hispanic/Latino/a/x meeting/exceeding Current: 32% Hispanic/Latino/a/x meeting/exceeding</p> <p>Goal: 51% Students with IEP's meeting/exceeding Current: 41% Students with IEP's meeting/exceeding</p>	<p>2024-2025 School Goals: 77% Overall meeting/exceeding</p> <p>46% English learner meeting/exceeding</p> <p>55% Low-Income meeting/exceeding</p> <p>58% Hispanic/Latinx meeting/exceeding</p> <p>51% Students with IEP's meeting/exceeding</p>
English Learner Progress Indicator	<p>Spring 2023 Results and 2024 Goals</p> <p>Number of EL Students classified as newcomers (less than 1 year in programs): 39 Total number of EL students: 87</p> <p>69% Making progress towards English language proficiency Goal: 60% Making progress towards English language proficiency</p> <p>20% Maintained Goal: 40% Maintained</p> <p>11% Declined Goal: 0% Declined</p>	<p>2024-2025 School Goals: 75% Making progress towards English language proficiency</p> <p>25% Maintained</p> <p>0% Declined</p>
Reclassification of English Learners to Fluent English Proficient (RFEP)	<p>2023-2024 Number/Percent reclassified</p> <p>Goal: 5.9% or more of students reclassified Current: 6 students, 6.9% reclassified</p>	<p>2024-2025 Reclassification</p> <p>7% or more of students reclassified</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

<p>1.1</p>	<p>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 of English language development. Opportunities like Newspaper club, Speech and Debate, and Drama would allow our students to utilize their learning from English Language Arts.</p>	<p>All Students, English Learners, students with disabilities</p>	<p>5000 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.</p>
<p>1.2</p>	<p>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.</p>	<p>English Language Learners, Students with disabilities, and Hispanic/Latino/Latinx students, all students</p>	<p>4000 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. 4000 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.</p>
<p>1.3</p>	<p>Curriculum addendums, supports, and materials to ensure students who are neurodiverse can access their appropriate level curriculum. Examples for expenses are Unique Learning Systems addendums, supports like Goalbook for goal creation or field trips and activities, as well as materials for improving students abilities to mainstream such as AVID materials and items as well as other supplementals that will allow students to begin to access grade level English Language Arts standards.</p>	<p>Students with disabilities</p>	<p>5000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. 5000 Targeted Allocation</p>

			<p>4000-4999: Books And Supplies Materials that help further the research, planning, and action towards an Innovative Arts and Design Academy for students.</p> <p>7000 Targeted Allocation</p> <p>5000-5999: Services And Other Operating Expenditures Programs that assist staff with creating goals and providing resources to support those learning objectives for students.</p>
1.8			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Throughout our implementation of targeted interventions and supports for students, we have managed to improve but not yet attain our goals for students. We especially focused on phonics and reading interventions with the hope of addressing both literacy and mathematics, but what has been lacking have been enrichment activities for students around reading and literacy. Our multi-lingual learners continue to be an area of focus for us, though we have just completed our first full year of Designated ELD implementation.

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

As was mentioned above, while we did have interventions and supports, we did not achieve providing enrichment activities for students, beyond a Speech and Debate club aimed at middle school students. Additionally, funds from literacy were reallocated to mathematics due to enrichment needs there.

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.

The 2024-2025 school year focus for SCUSD and Don Callejon is on literacy, and more funds have been allocated to support that new focus. We have also become an Art and Design school and created a separate goal around that so as not to distract this goal from its focus on improving literacy for all 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 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: All students will equitably receive the social emotional and behavioral support they need to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 chronic absenteeism rates of our students with disabilities (30.7%), English language learners (25.8%), and Hispanic/Latino/Latinx students (30.6%).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance:	<p>GOAL: 2023-2024 Overall: 95% English learner: 95% Low-Income: 95% Black/African Ancestry: 95% Hispanic/Latino/Latinx: 95% Students with IEP's: 95%</p> <p>Current: 2023-2024 Overall: 94.2% English learner: 92.1% Low-Income: 90.5% Black/African Ancestry: 94.6% Hispanic/Latino/Latinx: 91.0% Students with IEP's: 90.72%</p> <p>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%</p>	<p>2023-2024 Overall: 96% English learner: 96% Low-Income: 96% Black/African Ancestry: 96% Hispanic/Latino/Latinx: 96% Students with IEP's: 96%</p>
Chronic Absenteeism	<p>GOAL: 2023-2024 Overall: 10% English learner: 16% Low-Income: 12% Black/African Ancestry: 10% Hispanic/Latino/Latinx: 18% Students with IEP's: 19%</p> <p>CURRENT 2023-2024 Overall: 16.06% English learner: 25.8% Low-Income: 32.5% Black/African Ancestry: 18.2% Hispanic/Latino/Latinx: 30.6% Students with IEP's: 30.7%</p> <p>2022-2023 Overall: 16.12% English learner: 26.67% Low-Income: 22.56% Black/African Ancestry: 12.82% Hispanic/Latino/Latinx: 28.13% Students with IEP's: 29.63%</p>	<p>2024-2025 Overall: 8% English learner: 14% Low-Income: 10% Black/African Ancestry: 8% Hispanic/Latino/Latinx: 16% Students with IEP's: 17%</p>
Suspensions	<p>GOAL: 2023-2024 Overall: 1% English learner: 1% Low-Income: 4% Black/African Ancestry: 4% Hispanic/Latino/Latinx: 2% Students with IEP's: 6%</p> <p>CURRENT:</p>	<p>2023-2024 Overall: 1% English learner: 1% Low-Income: 4% Black/African Ancestry: 4% Hispanic/Latino/Latinx: 2% Students with IEP's: 6%</p>

	<p>Overall: 2.0% (12 students, 18 suspensions) English learner: 0.6% (4 students, 5 suspensions) Low-Income: ?% (? students, ? suspensions) Black/African Ancestry: 0.1% (1 students, 2 suspensions) Hispanic/Latino/Latinx: 1.0% (6 students, 9 suspensions) Students with IEP's: 0% (0 students, 0 suspensions)</p> <p>Previous: 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)</p>	
<p>Social-Emotional Learning Survey (students)</p>	<p>Absenteeism (Students): 5th Grade- 38% missed one or more day of school within the last 30 days</p> <p>7th Grade- 38% due to illness 3% due to bullying 5% due to lack of sleep 3% due to drug or alcohol use 28% due to other</p> <p>School Connectedness (Students): 5th Grade- 74% Agree or Strongly Agree with feeling Connected to the School</p> <p>7th Grade- 60% Agree or Strongly Agree with feeling Connected to the School</p> <p>Family Belonging: 94% Agree or Strongly Agree with feeling welcomed at the School</p> <p>Staff Support: 92% Agree or Strongly Agree with feeling support at School</p>	<p>California Healthy Kids Survey focuses on 5th and 7th grade to get a sense of where students on average.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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, and a refined discipline system that focuses on reflection, goal setting, and problem solving.	All Students, English Learners, students with disabilities	3000 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. 3000 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.
1.2	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. For community events, a component will be parent education courses to help build parent understanding of current academic expectations as well as any social and cultural needs that arise within our student community.	All Students, English Learners, students with disabilities	2000 Targeted Allocation 4000-4999: Books And Supplies Materials and supplies for community events to build positive student and community engagement with the school. 1500 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Hourly pay for staffing for beyond school hours events focused on community building and exhibiting student learning and growth.
1.3	Curriculum, supports, and materials to ensure students who are neurodiverse can access their appropriate level curriculum in regards to social-emotional learning, as well as to support inclusionary activities like Circle of Friends, Special Olympics, and more as applicable. Some of this will also support the parent community in building their	Students with disabilities	1500 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly pay for staffing for beyond school hours events focused on community

	<p>understanding of how to support their students and monitor their family's wellbeing.</p>		<p>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. 3000 Targeted Allocation 4000-4999: Books And Supplies Materials and supplies for community events to build positive student and community engagement with the school and promote inclusion for all students or for parent education classes to do the same.</p>
--	---	--	---

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have had an improvement in attendance and a reduction in suspensions, but it is difficult to determine if our programmatic offerings were the impact, or if demographic changes and a school population reduction impacted these numbers. A focus for us based upon CHKS is the work of building a stronger school, student, home connection.

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

While initially there was a focus on the arts within this goal, most of it focused on community building events and parental outreach, which was not a major departure, but a refocusing based on a need.

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.

Our PBIS/MTSS committee has heavily focused on refining processes and a huge area of need has been parent education classes. That is a major focus of next year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Arts and Design School Design and Implementation

As an Arts and Design School, Don Callejon programmatic offerings and unique vision requires funding to support a strong instructional experience in music, arts, and design.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Goal 2: All students will equitably receive the social emotional and behavioral support they need to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Goal 3: SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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 chronic absenteeism rates of our students with disabilities (30.7%), English language learners (25.8%), and Hispanic/Latino/Latinx students (30.6%).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Public Exhibitions of Student Work	2 current exhibitions of student work currently take place, one in Winter and one in the Spring, but student work is displayed and rarely presented.	2 exhibitions of learning with students presenting their work to the community
Student Portfolios	We have no current student portfolios	Don Callejon will have the outline of a student portfolio and a system of assessment that results in an 8th grade capstone presentation.
Chronic Absenteeism	GOAL: 2023-2024 Overall: 10% English learner: 16% Low-Income: 12% Black/African Ancestry: 10% Hispanic/Latino/Latinx: 18%	2024-2025 Overall: 8% English learner: 14% Low-Income: 10% Black/African Ancestry: 8% Hispanic/Latino/Latinx: 16%

	<p>Students with IEP's: 19%</p> <p>CURRENT 2023-2024 Overall: 16.06% English learner: 25.8% Low-Income: 32.5% Black/African Ancestry: 18.2% Hispanic/Latino/Latinx: 30.6% Students with IEP's: 30.7%</p> <p>2022-2023 Overall: 16.12% English learner: 26.67% Low-Income: 22.56% Black/African Ancestry: 12.82% Hispanic/Latino/Latinx: 28.13% Students with IEP's: 29.63%</p>	<p>Students with IEP's: 17%</p>
--	--	---------------------------------

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Build our art program via supplies, curriculum, after school enrichment, and training with our art teacher and in conjunction with the Santa Clara Unified School District Arts TOSA to create and improve our innovative art offering.	All Students, English Learners, students with disabilities	7000 Targeted Allocation 4000-4999: Books And Supplies Supplies and materials to support a viable art program for all students. 3000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Sub Days, training costs, and hourly pay for staff to improve their ability to deliver high level curriculum for TK to 8th grade students of all ability levels.
1.2	Strengthen our Design Lab via supplies, curriculum, after school enrichment, and training with our Design Lab teacher and in conjunction with the feedback and suggestions of other maker space and design lab teachers to improve our innovative design lab offering.	All Students, English Learners, students with disabilities	7000 Targeted Allocation 4000-4999: Books And Supplies Supplies and materials to support a viable Design Lab program for all students. 3000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Sub Days, training costs, and hourly pay for staff to improve their ability to deliver high level curriculum for TK to 8th grade students of all ability levels.

1.3	Build our music program via supplies, curriculum, after school enrichment, and training with our music teacher and in conjunction with the feedback and suggestions of other district music teachers to improve our innovative music offerings.	All Students, English Learners, students with disabilities	4000 Targeted Allocation 4000-4999: Books And Supplies Supplies and materials to support a viable music program for all students. 6000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Sub Days, training costs, and hourly pay for staff to improve their ability to deliver high level curriculum for TK to 8th grade students of all ability levels.
1.4	Curriculum, supports, and materials to ensure students who are neurodiverse can access their appropriate level curriculum within our design lab, art, and music spaces.	Students with Disabilities	3257 Targeted Allocation 4000-4999: Books And Supplies Supplies and materials to support a viable access to all program for neurodiverse students. 3256 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Sub days and training for staff to learn how to modify curriculum and appropriate accommodations to make so that all students can access our Arts and Design school offerings.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is a new goal for Don Callejon as it works towards becoming an Arts and Design School aimed at improving our student experience and to decrease chronic absenteeism by giving students more access to expressive and desired curriculums such as art, music, and design lab.

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

This did not exist previously.

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.

No changes will be made as this is a new goal

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$111,513.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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	\$111,513.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$111,513.00

Total of federal, state, and/or local funds for this school: \$111,513.00

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	16,600.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	111,513.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	23,500.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	52,257.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	27,756.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	23,500.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	1,000.00
4000-4999: Books And Supplies	Targeted Allocation	52,257.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	27,756.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
20,000.00
40,000.00
15,000.00
36,513.00

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
- 5 Classroom Teachers
- 2 Other School Staff
- 8 Parent or Community Members

Name of Members	Role
Anthony Alberts	Principal
Michael Gonzales	Classroom Teacher
Hannah Johnson	Classroom Teacher
Graham Young	Classroom Teacher
Briana Zaporta	Classroom Teacher
Helen Spencer (ELAC)	Classroom Teacher
Toni Blaisdell	Other School Staff
Srividya Hari	Parent or Community Member
Ramesh Rao	Parent or Community Member
Allen Valdellon	Parent or Community Member
Greg Yee	Parent or Community Member
Sonali Sangwan	Parent or Community Member
Eunmi Oh (DELAC Rep)	Parent or Community Member
Dinara Black (DELAC Rep)	Parent or Community Member
Fatima Loumaini (ELAC)	Parent or Community Member
Aaron Schomberg	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/12/2024.

Attested:



Principal, Anthony M Alberts on 5.8.2024



SSC Chairperson, Gregory Yee on 5.8.2024