

# 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 &amp; 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>
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## 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 &amp; 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>
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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><b>1.1</b></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><b>1.2</b></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><b>1.3</b></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. 7000 Targeted Allocation 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>
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# 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>
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## 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