

Don Callejon Arts and Design School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Don Callejon Arts and Design School
Street	4176 Lick Mill Blvd.
City, State, Zip	Santa Clara CA, 95054
Phone Number	(408) 423-3300
Principal	Anthony M Alberts
Email Address	aalberts@scusd.net
School Website	https://callejon.santaclarausd.org/
Grade Span	K-8
County-District-School (CDS) Code	43-69674-0110700

2024-25 District Contact Information

District Name	Santa Clara Unified School District
Phone Number	(408) 423-2000
Superintendent	Gary Waddell, Ed.D.
Email Address	communications@scusd.net
District Website	www.santaclarausd.org

2024-25 School Description and Mission Statement

Don Callejon TK-8 School opened on August 28, 2006, as the first new school in Santa Clara Unified School District in 40 years. The school is named in honor of Don Callejon, former Superintendent, Board member, and dedicated employee of Santa Clara Unified School District for 43 years. The school serves children in Kindergarten through 8th grade. The 74,500-square-foot school provides students and faculty with a modernized, beautiful campus for learning and recreation. Classrooms are designed around a central courtyard that features an outdoor theater and beautiful grassy knolls. The courtyard also includes a geography court with a map of the world surrounded by a school garden area and an outdoor covered lunch space. Outdoor playgrounds are divided into three areas for kindergarten, elementary, and middle school students and are located

2024-25 School Description and Mission Statement

adjacent to a city park.

In May of 2019, the Santa Clara Unified School District Board of Education determined that Don Callejon would transition as a K-8 school from two attendance boundaries to one. Attendance boundaries were redrawn in anticipation of new schools opening on the Agnews campus. The following school year, planning began for the focus of Don Callejon K-8 School. A K-8 Task Force was formed and met from November 2019 to June 2020. The Task Force objective for the year was to determine our student outcomes from stakeholder input and to select the best instructional approach for those outcomes. From the 2020 parent survey, parents want a focus on the academic skills of literacy, math, and problem-solving. They value building student confidence and responsibility. DCS parents want the students' experiences of STEAM, performing arts, and sports/athletics. Project-based learning and workshop are ideal instructional approaches for STEAM and so the vision/mission was updated (below), and a three-year plan was developed to transition Don Callejon into a "true K-8" school.

In the 2023-2024 school year, we became a TK-8 school and shifted our focus from a STEAM school to become Don Callejon Arts and Design School to allow us a greater pull from open enrollment and access to additional resources. These include a full time music teacher, a full time art teacher, and a design lab teacher, as well as work towards how to fully integrate arts into all of our curriculum. We also reformulated our vision statement to focus on our arts and design and created a new PBIS focus based on the shift: Cubs C.A.R.E. (Creative, Accountable, Respectful, Empathetic).

Don Callejon Vision Statement:

Don Callejon Arts and Design School ignites the flames of creativity in every student, nurturing their innate talents and fostering a deeper understanding of the world through art and design. We merge technical knowledge and innovation to nurture scholars and empower them as visionary leaders in their field of choice.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	69
Grade 2	66
Grade 3	48
Grade 4	59
Grade 5	54
Grade 6	77
Grade 7	55
Grade 8	50
Total Enrollment	545

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.2
Asian	47.9
Black or African American	5.7
Filipino	6.4
Hispanic or Latino	20.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.1
White	12.8
English Learners	22
Foster Youth	0.4
Homeless	0.9
Socioeconomically Disadvantaged	21.5
Students with Disabilities	12.7

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	38.80	91.80	660.20	87.60	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	1.56	1.70	0.23	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	14.20	1.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.36	20.70	2.75	12115.80	4.41
Unknown/Incomplete/NA	1.80	4.26	56.70	7.52	18854.30	6.86
Total Teaching Positions	42.30	100.00	753.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.20	94.89	690.20	89.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.10	0.15	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.00	1.30	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	20.20	2.63	11953.10	4.28
Unknown/Incomplete/NA	1.90	5.09	48.90	6.36	15831.90	5.67
Total Teaching Positions	37.10	100.00	770.60	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.30	83.90	665.60	89.12	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.80	0.65	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.60	28.30	3.80	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.60	16.30	2.19	11746.90	4.23
Unknown/Incomplete/NA	4.20	10.91	31.60	4.24	14303.80	5.15
Total Teaching Positions	38.50	100.00	746.90	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.90	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.40	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials were reviewed and adopted by the Board of Trustees in 2023 and are current, in good condition, and available to all students. A full list of core and supplemental textbooks and materials can be found on the district website at: www.santaclarausd.org/InstructionalResources.

Year and month in which the data were collected	January 2025
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Mathematics	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Science	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
History-Social Science	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Foreign Language	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Health	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0
Visual and Performing Arts	www.santaclarausd.org/InstructionalResources Board adopted: July 2023	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General

Santa Clara Unified School District (SCUSD) takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, SCUSD uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available by request made to the SCUSD's Facilities department at (408) 423-2061.

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

Maintenance and Repair

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

Cleaning Process and Schedule

The governing board has adopted cleaning standards for all schools in SCUSD, Board Policy 3514. The policy can be found online at www.santaclarausd.org/BoardPolicies. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance

SCUSD participates in the State School Deferred Maintenance Program to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Modernization Projects

SCUSD strives to be a model of financial responsibility, making every effort to spend taxpayer dollars wisely. At the same time, ongoing bond programs are necessary in a district this large, with so many students, teachers, and facilities needs. Bond funds allow the District to maintain safe, modern school facilities and bring in updated technology essential to student achievement. Measure B 1997 improvements included new elementary school play structures, new high school science classrooms and outdoor athletic facilities, the major renovation of eleven elementary schools, an ambitious roof replacement program, and two high school performing arts buildings. Measure J 2004 generated funds to modernize buildings and classrooms for middle schools, high schools, and the adult education campus. Measure H 2010 upgraded fire, safety and security systems, renovated and reopened a closed elementary school, installed solar panels to decrease energy costs, purchased the Agnews campus property, and expanded overcrowded schools. Measure H 2014 funds construction of three new schools on the Agnews campus, expands overcrowded schools, and addresses critical facility needs such as replacing roofs and adding air conditioning to elementary school classrooms. Measure BB 2018 funds the construction of three new schools, reconstructs fields, replaces aging play structures and playground paving, adds shade structures, and upgrades fencing and gates, among many other crucial projects. More: www.santaclarausd.org/bond

Most Recent Inspection

August 2024 Inspectors Comments: Carpets have waves throughout school.

Age of School Buildings

In addition to nearly new classrooms, students enjoy access to a Media Center and Computer Lab with both wireless and hardwired Internet access. A multi-purpose building with a stage, wall tables, and basketball court serve as a place for assemblies, dining, plays, and sports activities. Classrooms are designed around a central courtyard that features an outdoor theater and grassy knolls. The courtyard also includes a geography court with a map of the world and an outdoor covered lunch area. Outdoor play areas are divided into four areas for daycare, kindergarten, elementary and middle school and are located adjacent to a City park.

Year and month of the most recent FIT report

August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces		X		Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Electrical	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Safety: Fire Safety, Hazardous Materials	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
Structural: Structural Damage, Roofs	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Any necessary remediation was minor and addressed immediately or during routine maintenance work orders over school breaks.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	56	62	59	58	46	47
Mathematics (grades 3-8 and 11)	47	57	47	47	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	333	94.07	5.93	61.86
Female	176	168	95.45	4.55	68.45
Male	178	165	92.70	7.30	55.15
American Indian or Alaska Native	0	0	0	0	0
Asian	155	148	95.48	4.52	80.41
Black or African American	20	20	100.00	0.00	45.00
Filipino	30	28	93.33	6.67	42.86
Hispanic or Latino	81	72	88.89	11.11	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	61.11
White	48	46	95.83	4.17	67.39
English Learners	70	59	84.29	15.71	18.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	87	90.63	9.37	35.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	45	84.91	15.09	22.22

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	354	337	95.20	4.80	57.27
Female	176	171	97.16	2.84	61.40
Male	178	166	93.26	6.74	53.01
American Indian or Alaska Native	0	0	0	0	0
Asian	155	150	96.77	3.23	80.67
Black or African American	20	19	95.00	5.00	26.32
Filipino	30	29	96.67	3.33	48.28
Hispanic or Latino	81	74	91.36	8.64	27.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	44.44
White	48	46	95.83	4.17	54.35
English Learners	70	65	92.86	7.14	20.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	91	94.79	5.21	21.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	44	83.02	16.98	25.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	30.64	36.79	42.09	41.60	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	106	97.25	2.75	36.79
Female	53	52	98.11	1.89	48.08
Male	56	54	96.43	3.57	25.93
American Indian or Alaska Native	0	0	0	0	0
Asian	42	41	97.62	2.38	56.10
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	27.27
Hispanic or Latino	29	28	96.55	3.45	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	18.18
English Learners	23	22	95.65	4.35	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	8.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	16	94.12	5.88	6.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.4	98.2	98.2	98.2	98.2
Grade 7	80	83.6	89.1	83.6	89.1

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Parents are encouraged to actively participate in helping the school fulfill its mission. Parents are invited, through multiple publicity channels in English and Spanish, to join the School Site Council, English Learner Advisory Committee, and the nonprofit Don Callejon School Community Organization (DCSCO), which was formed before the school opened its doors, and before many of the parents had school-aged children. Parents are solicited to help with fundraisers, and business-school partnerships are actively promoted through DCSCO. Parents are also welcome during regularly scheduled "Coffee with the Principal" events, which provide a less structured discussion format to discuss issues and concerns that parents may have and to get informal feedback on ideas to strengthen both the school community and the educational experience for our students. We also held a two town halls this year to discuss the new district led Math Pathways and a second town hall to discuss the transition to an Arts and Design School.

Parent participation is required in parent-teacher conferences, Student Study Teams, Individualized Education Plan meetings, and as necessary with staff to ensure student success. The surrounding Rivermark community was actively involved in the planning and design of the school. Parent volunteers remain a cornerstone of the school. It is very common to find parents helping in the classrooms of their own children and throughout the school either as Project Cornerstone volunteers and/or via after school club activities such as Robotics, Badminton Club, and Math Circles.

Anyone interested in becoming more involved is encouraged to contact our school office at (408) 423-3300 and they can ask for Lisa Farmer (school secretary), Aaron Schomberg (assistant principal), or Anthony Alberts (principal).

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	611	584	95	16.3
Female	302	289	42	14.5
Male	309	295	53	18.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	286	273	27	9.9
Black or African American	36	33	5	15.2
Filipino	38	38	4	10.5
Hispanic or Latino	138	129	44	34.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	35	35	5	14.3
White	75	73	9	12.3
English Learners	154	149	36	24.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	157	146	49	33.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	81	79	25	31.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.66	3.81	3.93	2.57	2.78	2.45	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.01	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.93	0.00
Female	5.30	0.00
Male	2.59	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.35	0.00
Black or African American	19.44	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.71	0.00
White	2.67	0.00
English Learners	7.14	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.70	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. School safety plans assess school climate and safety, identifying goals and actions to improve safety and climate. The safety plan is written and developed with collaboration from students, parents,

2024-25 School Safety Plan

community, and law enforcement. It is reviewed and updated annually with the School Site Council (SSC).

We are committed to providing a safe, responsible and respectful school environment for all students, staff, and community. We support and promote building a sense of community and belonging where every child feels included and valued, teaching children positive social skills and attitudes including resolving conflicts without violence, and preparing for and responding appropriately to emergencies and disasters to keep children safe.

The school safety plan is available for review in the school office and was approved by the School Site Council in 2024.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	19	3		
2	18	3		
3	29		2	1
4	24		3	
5	22		3	
6	26	4	14	2

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3		
1	22		3	
2	16	3		
3	23	2	1	
4	18	3		
5	20	1	2	
6	13	21	11	1
Other	5	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	22		3	
2	21	1	2	
3	20	2		
4	23		2	
5	27		2	
6	16	17	11	2
Other	11	3		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	545

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	18178	2103	16075	132613
District	N/A	N/A	14838	\$138,166
Percent Difference - School Site and District	N/A	N/A	8.0	-4.1
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	39.5	30.3

Fiscal Year 2023-24 Types of Services Funded

Don Callejon receives state funding via discretionary and targeted sources. Discretionary funds assist in aiding the school to provide for all the standards supplies and needs of the school, as well as funding the California Youth Outreach program that assists our students where their current lives and/or their past experiences have built a need for mentorship in regards to: conflict management, healthy expression of emotions, problem-solving skills, academic planning, and self-advocacy. The Outreach program works across middle school and high school campuses to make clear expectations and support as they work to define themselves in a positive light.

Our School Site Council and English Language Advisory council help assign our targeted funds to assist our school mission/vision by focusing support and enrichment in 4 areas: Math, Literacy, and Social-Emotional Learning. These funds have supported programs such as Math Olympiad, Homework Club, Speech and Debate Club, Robotics, and Walk Through the Ancient World experience. We also have a Student Leadership class that utilizes these funds for community building events (as well as separate fundraising). We additionally utilize the math and literacy targeted funds to support after school intervention classes in our TK-5 classes to address areas of need as they are identified in our targeted student groups.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$89,152	\$59,551
Mid-Range Teacher Salary	\$134,768	\$93,855
Highest Teacher Salary	\$159,773	\$120,219
Average Principal Salary (Elementary)	\$195,996	\$151,525
Average Principal Salary (Middle)	\$212,937	\$158,215
Average Principal Salary (High)	\$224,689	\$171,087
Superintendent Salary	\$325,000	\$300,043
Percent of Budget for Teacher Salaries	33.67	31
Percent of Budget for Administrative Salaries	5.55	4.91

Professional Development

Staff development activities and expenditures are tied to district and school goals including the SPSA, WASC, LCAP, and District Strategic Plan. Staff development time continues to support teachers in self-reflection, analysis of student achievement data, and collaboration activities designed to help reach achievement goals. We believe in modeling lifelong learning for our students by engaging in collaborative sessions and professional development opportunities that align with the school's Single Plan for Student Achievement (SPSA) goals and support student achievement in content standards and Expected Schoolwide Learning Results (ESLRs). District and school staff development programs support meeting the academic, social, and emotional needs of all students by providing opportunities for teachers to advance their skills, develop teaching strategies, and create curriculum. During staff in-service days, teachers share information about instructional practices, cognitive development and learning disabilities, and best practices for English Language Learners. These presentations and workshops help us understand who our students are so we can better support them with individual counseling, curriculum design, and instructional practices.

In addition to the number of school days dedicated to districtwide professional development, there is professional development happening on the school campus through professional learning communities, where teachers meet to discuss best practices while assessing student work.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5