

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 Arts and Design School	43-69674-0110700	April 8th. 2025	June 12, 2025

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 Arts and Design 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.

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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 vision of an Art and Design School with 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. We also have increased supports for PBIS initiatives and behavior consequences as we have been identified as a Additional/Targeted Support Improvement school based on our CA Dashboard ratings regarding suspensions of minority students, particularly our Latino/a/x and Black/African Ancestry students. 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 Arts and Design 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 2024-2025 school year, multiple stakeholders participated in the Don Callejon School Plan for Student Achievement for the 2025-2026 school year:

Staff: Don Callejon staff have helped craft and provide input on our updated MTSS structures, our updated PBIS values, and institutional structures that then impact supports provided to students and then outlined in our SPSA (8/21/24, 9/10/24, 10/8/24, 10/16/24, 11/5/24 11/13/24, 12/3/24, 12/18/24, 1/7/25, 1/22/25, 2/4/25, 2/12/25, 3/4/25)

Students: Student data was used for the plan, and data from an Social-Emotional survey for 4th, 5th, and 7th grades. Additionally, regular communication occurs with the student leadership class where they identify areas of need for the school (8/19/24-3/4/25)

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 and 3rd Tuesdays, a Friday every other month, 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. (1/14/25, 2/11/25, 3/11/25, and 4/8/25).

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.

Don Callejon Arts and Design School qualified for ATSI based upon our suspension rate as a school for our African American student groups. When talking with students who were suspended from 2023 to the present on their return to school meetings, their reasons tended to fall into one of 3 categories: 1) Personal home issues causing increased feelings of anger, anxiety, depression, or disengagement, 2) Peer-to-peer issues that flared momentarily, and 3) Feelings of failure, shame, and struggle in academics that resulted in lashing out.

Our current system for the 2024-2025 school year focused largely on reasons 3 and 1, with increased Social Emotional Lessons from Wellness as well as spending funds to improve our identification and support process for students who struggle academically. However, this year has also seen an increase in reason 2, where finding the counseling support, yard duty support, and alternatives to suspension support has been a high area of need. We are able to support 1 escalated incident in a day, but each one takes multiple staff and several hours to fully resolve, and as such during days where there are multiple peer to peer incidents, our resources are quickly overwhelmed. Additionally, our current

structures rely heavily on post-incident responses rather than sustained, preventive systems. We recognize this inequity and have considered it in planning for 2025–2026, including exploring options to expand our counseling coverage, increase restorative practices staffing, and create more consistent peer mediation systems.

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:

Suspension Rate (Orange):

Groups in Red: African American, Hispanic, Socioeconomically Disadvantaged, English Learners

Groups in Orange: Two or More Races

Groups in Yellow: Students with Disabilities

Groups in Green: White

Groups in Blue: Asian, Filipino

English Learner Progress (Red):

Groups in Red: English Learners

Chronic Absenteeism (Yellow) - No Longer a High Need but still a focus

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:

Chronic Absenteeism (Yellow):

Groups in Red: Hispanic, Socioeconomically Disadvantaged

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

Groups in Yellow: African American, Two or More Races, White

Groups in Green: Asian

English Language Arts Performance (Green):

Groups in Red: Students with Disabilities

Groups in Orange: English Learners, Socioeconomically Disadvantaged

Groups in Yellow: Hispanic

Groups in Green: Asian, White

Mathematics Performance (Green):

Groups in Orange: English Learners, Students with Disabilities, Socioeconomically Disadvantaged

Groups in Yellow: Hispanic

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 4/7/25:

End of Year Reading Data:

English Learners students remain a group of focus (110 students)-
English Learners: 24 students performing 1 grade level below
English Learners: 35 students performing 2 or more grade levels below

English Only students (402 students)-
56 students performing 1 grade level below
28 students performing 2 or more grade levels below

End of Year Math Data:

English Learners students remain a group of focus (109 students)-
English Learners: 36 students performing 1 grade level below
English Learners: 26 students performing 2 or more grade levels below

English Only students (400 students)-
76 students performing 1 grade level below
40 students performing 2 or more grade levels below

We also performed a Developmental Relations Survey for 4th (opt-in), 5th (opt-in), 7th (opt-out) and staff (mandatory) and some areas of need are:

Challenging our students to "stretch" (growth mindset):
44% of students saying they do not feel challenged to try things that are difficult for them

Expanding our students possibilities (future conversations):
44% of students say that we do not help them think of possibilities for their future
48% of students say we do not help them discover new things that interest them
49% of students say we do not connect them to other adults who can support them or provide resources they value

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 Arts and Design 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.42%	0.34%	0.18%	3	2	1
African American	5.66%	6.71%	5.69%	40	39	31
Asian	41.58%	41.82%	47.89%	294	243	261
Filipino	5.66%	6.2%	6.42%	40	36	35
Hispanic/Latino	24.75%	23.75%	20.55%	175	138	112
Pacific Islander	0.28%	0.34%	0.37%	2	2	2
White	14.00%	14.97%	12.84%	99	87	70
Multiple/No Response	7.50%	5.85%	6.06%	53	34	33
Total Enrollment				707	581	545

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	72	58	47
Grade 1	56	66	69
Grade 2	54	49	66
Grade3	66	52	48
Grade 4	71	55	59
Grade 5	65	61	54
Grade 6	87	74	77
Grade 7	105	56	55
Grade 8	131	110	50
Total Enrollment	707	581	545

Conclusions based on this data:

1. Don Callejon is a diverse TK-8 school, with the largest student groups being Asian (48%), Hispanic (21%), and Caucasian (13%).

2. Open enrollment has helped us steady our enrollment numbers in the 550 to 600 student range for 2 school years now (2023-2024 to 2024-2025). This has allowed us to solidify staffing and begin to focus more on ensuring structures that place students first without constantly having to retrain new staff.
3. The shift in racial/ethnic student groups has continued and we have continued to shift supports for the different needs this brings (such as an increase in Multi-lingual Learners).

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	158	114	120	21.10%	22.3%	22.0%
Fluent English Proficient (FEP)	173	149	133	28.20%	24.5%	24.4%
Reclassified Fluent English Proficient (RFEP)	98	80	61	6.5%	13.9%	11.2%

Conclusions based on this data:

1. Last year we saw a drop in our reclassification rate as our 8th grade from the year prior exited. With the smaller enrollment in middle school, less students reclassified out.
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. Last year, we noticed an issue with our English Learners going into ELPAC testing and being unaware of the requirements to pass, which we saw in the drop in reclassification data here.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63	58	50	63	53	49	63	52	49	100.0	91.4	98
Grade 4	67	54	54	64	54	53	64	54	53	95.5	100.0	98.1
Grade 5	65	61	54	65	60	51	65	60	51	100.0	98.4	94.4
Grade 6	85	71	80	85	69	75	85	69	75	100.0	97.2	93.8
Grade 7	104	56	53	97	50	48	96	50	48	93.3	89.3	90.6
Grade 8	129	119	54	127	110	52	124	107	52	98.4	92.4	96.3
All Grades	513	419	345	501	396	328	497	392	328	97.7	94.5	95.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2471.	2472.	2492.	42.86	38.46	57.14	28.57	26.92	18.37	15.87	26.92	8.16	12.70	7.69	16.33
Grade 4	2524.	2499.	2509.	48.44	33.33	50.94	23.44	33.33	13.21	20.31	18.52	13.21	7.81	14.81	22.64
Grade 5	2578.	2565.	2535.	50.77	43.33	33.33	29.23	26.67	33.33	7.69	18.33	17.65	12.31	11.67	15.69
Grade 6	2579.	2590.	2574.	35.29	44.93	40.00	36.47	23.19	29.33	16.47	18.84	17.33	11.76	13.04	13.33
Grade 7	2505.	2560.	2545.	7.29	22.00	27.08	30.21	32.00	29.17	21.88	22.00	8.33	40.63	24.00	35.42
Grade 8	2555.	2523.	2549.	17.74	13.08	21.15	33.06	19.63	21.15	18.55	28.97	25.00	30.65	38.32	32.69
All Grades	N/A	N/A	N/A	30.18	30.61	38.41	30.78	25.77	24.39	17.30	22.96	15.24	21.73	20.66	21.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.33	28.85	48.98	53.97	63.46	42.86	12.70	7.69	8.16
Grade 4	35.94	27.78	41.51	59.38	62.96	45.28	4.69	9.26	13.21
Grade 5	38.46	36.67	23.53	55.38	58.33	58.82	6.15	5.00	17.65
Grade 6	37.65	42.03	36.00	48.24	43.48	45.33	14.12	14.49	18.67
Grade 7	15.22	20.00	25.00	54.35	64.00	47.92	30.43	16.00	27.08
Grade 8	20.66	13.33	29.41	56.20	51.43	49.02	23.14	35.24	21.57
All Grades	28.57	26.92	34.25	54.49	55.90	48.01	16.94	17.18	17.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.92	30.77	38.78	49.21	61.54	44.90	15.87	7.69	16.33
Grade 4	28.13	25.93	35.85	67.19	59.26	43.40	4.69	14.81	20.75
Grade 5	46.15	38.33	33.33	43.08	46.67	54.90	10.77	15.00	11.76
Grade 6	31.76	42.03	33.33	55.29	40.58	50.67	12.94	17.39	16.00
Grade 7	9.89	30.00	25.53	52.75	48.00	42.55	37.36	22.00	31.91
Grade 8	24.37	16.98	10.00	38.66	46.23	56.00	36.97	36.79	34.00
All Grades	27.72	29.41	29.85	49.90	49.36	48.92	22.38	21.23	21.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.87	9.62	34.69	73.02	88.46	55.10	11.11	1.92	10.20
Grade 4	20.31	12.96	15.09	71.88	79.63	69.81	7.81	7.41	15.09
Grade 5	30.77	23.33	25.49	63.08	75.00	56.86	6.15	1.67	17.65
Grade 6	30.59	30.43	20.00	63.53	59.42	69.33	5.88	10.14	10.67
Grade 7	10.87	16.00	14.58	67.39	62.00	72.92	21.74	22.00	12.50
Grade 8	17.36	12.26	19.23	69.42	68.87	65.38	13.22	18.87	15.38
All Grades	20.41	17.39	21.34	67.96	71.36	65.24	11.63	11.25	13.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.33	32.69	40.82	58.73	57.69	48.98	7.94	9.62	10.20
Grade 4	23.44	24.07	24.53	71.88	68.52	67.92	4.69	7.41	7.55
Grade 5	36.92	33.33	25.49	55.38	56.67	58.82	7.69	10.00	15.69
Grade 6	37.65	40.58	41.33	55.29	50.72	46.67	7.06	8.70	12.00
Grade 7	9.38	24.00	25.00	60.42	56.00	54.17	30.21	20.00	20.83
Grade 8	21.31	14.15	25.00	63.93	65.09	57.69	14.75	20.75	17.31
All Grades	25.66	26.85	31.10	61.01	59.59	55.18	13.33	13.55	13.72

Conclusions based on this data:

1. Overall, last year we saw an increase in students above standards, a reduction in students at or nearly at standard, and a maintaining of students at below standard (20%-21%). This may mean our median instruction has been successful in moving students to above standard, but does point to a continued need for those below standard.
2. Our intervention groups for the 23-24 school year focused on those nearly at standard in mathematics and in reading/phonics. This data proves the efficacy of that part of the approach.
3. Based on the sectional breakdowns by grade levels, no grades saw an improvement of performance in below standard from the 22-23 school year to the 23-24 school (comparing 7th grade in 22-23 to 8th grade in 23-24 for example). Overall, all grades saw an increase in students below standard and across the board, the only sub topic that appeared to maintain was the writing standard. Reading, Listen, and Research/Inquiry all appeared to have drops from the previous grade and year to last year's grade and year. This may be due to new enrollments or last year's mid year shift in district focus from mathematics to literacy causing some confusion.

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63	58	50	63	58	49	63	58	49	100.0	100.0	98
Grade 4	67	54	54	65	54	54	65	54	54	97.0	100.0	100
Grade 5	65	61	54	65	60	53	65	60	53	100.0	98.4	98.1
Grade 6	85	71	80	84	69	77	84	69	77	98.8	97.2	96.3
Grade 7	104	56	53	99	54	49	99	54	49	95.2	96.4	92.5
Grade 8	129	119	54	127	111	51	124	111	51	98.4	93.3	94.4
All Grades	513	419	345	503	406	333	500	406	333	98.1	96.9	96.5

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2481.	2464.	2509.	44.44	37.93	67.35	25.40	24.14	10.20	15.87	20.69	12.24	14.29	17.24	10.20
Grade 4	2541.	2513.	2527.	49.23	38.89	50.00	20.00	20.37	14.81	21.54	24.07	20.37	9.23	16.67	14.81
Grade 5	2577.	2566.	2528.	49.23	53.33	39.62	27.69	6.67	13.21	13.85	20.00	18.87	9.23	20.00	28.30
Grade 6	2575.	2590.	2591.	45.24	47.83	53.25	17.86	21.74	9.09	21.43	8.70	15.58	15.48	21.74	22.08
Grade 7	2492.	2529.	2562.	9.09	31.48	36.73	20.20	7.41	12.24	17.17	24.07	20.41	53.54	37.04	30.61
Grade 8	2525.	2490.	2539.	14.52	13.51	23.53	17.74	5.41	15.69	25.81	20.72	15.69	41.94	60.36	45.10
All Grades	N/A	N/A	N/A	31.40	34.48	45.65	20.80	13.30	12.31	20.00	19.46	17.12	27.80	32.76	24.92

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	55.56	37.93	63.27	26.98	34.48	28.57	17.46	27.59	8.16
Grade 4	52.31	37.04	38.89	33.85	40.74	44.44	13.85	22.22	16.67
Grade 5	44.62	45.00	32.08	46.15	40.00	50.94	9.23	15.00	16.98
Grade 6	30.95	39.13	37.66	51.19	40.58	40.26	17.86	20.29	22.08
Grade 7	13.13	25.93	26.53	50.51	44.44	40.82	36.36	29.63	32.65
Grade 8	14.52	12.61	19.61	56.45	44.14	41.18	29.03	43.24	39.22
All Grades	31.00	30.54	36.34	46.40	41.13	41.14	22.60	28.33	22.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	41.27	29.31	59.18	49.21	58.62	32.65	9.52	12.07	8.16
Grade 4	49.23	27.78	42.59	44.62	57.41	40.74	6.15	14.81	16.67
Grade 5	36.92	36.67	24.53	50.77	56.67	54.72	12.31	6.67	20.75
Grade 6	35.71	43.48	50.65	54.76	36.23	36.36	9.52	20.29	12.99
Grade 7	10.10	16.67	30.61	56.57	55.56	51.02	33.33	27.78	18.37
Grade 8	13.71	12.61	19.61	50.81	53.15	60.78	35.48	34.23	19.61
All Grades	27.80	26.35	38.74	51.60	52.46	45.35	20.60	21.18	15.92

Conclusions based on this data:

1. Comparing previous data (previous year, prior grade) to current data (23/24 year, that grade), we see that those performing below standard increases, except for those going from 3rd to 4th. However the aggregate data, year to year, shows a consistent increase in those above standard (from 31% to 46%), and a decrease in each of the other standards (met, nearly met, and below), which points to positive practices.
2. In 23-24, we focused our site training around Math talks and math practices, and the improvement overall may be a sign that that was an effective professional development focus.
3. Our standard area of focus seems to be around Problem Solving & Modeling/Data Analysis. This may be due to the increase of math talks in classrooms as students explained their reasoning more frequently, but this has to be our next mathematical area of focus when planning professional development.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1461.2	1432.1	1427.9	1446.1	1430.8	1429.9	1496.2	1434.9	1422.9	20	21	25
1	*	1462.5	1464.6	*	1455.6	1455.7	*	1468.9	1473.1	8	15	19
2	1488.9	*	1488.2	1471.9	*	1490.2	1505.2	*	1485.8	14	9	13
3	1508.1	1497.1	*	1499.3	1483.4	*	1516.4	1510.4	*	18	21	9
4	*	1539.3	1508.3	*	1521.9	1492.2	*	1556.3	1524.0	6	15	12
5	1512.6	*	1528.1	1507.5	*	1514.9	1517.5	*	1540.8	11	*	11
6	*	1533.5	1495.1	*	1531.4	1478.5	*	1535.0	1511.3	5	11	11
7	1520.5	*	*	1511.1	*	*	1529.5	*	*	19	9	9
8	1547.5	1517.5	1521.1	1536.2	1504.0	1503.9	1558.5	1530.4	1538.1	30	28	11
All Grades										131	132	120

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	45.00	19.05	32.00	30.00	23.81	20.00	20.00	38.10	32.00	5.00	19.05	16.00	20	21	25
1	*	6.67	15.79	*	60.00	36.84	*	33.33	31.58	*	0.00	15.79	*	15	19
2	7.14	*	0.00	57.14	*	69.23	35.71	*	30.77	0.00	*	0.00	14	*	13
3	22.22	23.81	*	50.00	42.86	*	27.78	19.05	*	0.00	14.29	*	18	21	*
4	*	33.33	25.00	*	53.33	50.00	*	13.33	16.67	*	0.00	8.33	*	15	12
5	18.18	*	27.27	27.27	*	27.27	45.45	*	36.36	9.09	*	9.09	11	*	11
6	*	36.36	27.27	*	27.27	9.09	*	9.09	27.27	*	27.27	36.36	*	11	11
7	10.53	*	*	31.58	*	*	42.11	*	*	15.79	*	*	19	*	*
8	13.33	7.14	0.00	46.67	42.86	45.45	33.33	25.00	36.36	6.67	25.00	18.18	30	28	11
All Grades	19.08	18.18	20.83	43.51	42.42	35.00	32.06	22.73	28.33	5.34	16.67	15.83	131	132	120

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	35.00	14.29	20.00	35.00	23.81	32.00	25.00	42.86	28.00	5.00	19.05	20.00	20	21	25
1	*	6.67	31.58	*	40.00	15.79	*	53.33	36.84	*	0.00	15.79	*	15	19
2	14.29	*	30.77	57.14	*	53.85	21.43	*	15.38	7.14	*	0.00	14	*	13
3	33.33	42.86	*	44.44	19.05	*	16.67	23.81	*	5.56	14.29	*	18	21	*
4	*	46.67	16.67	*	46.67	66.67	*	6.67	8.33	*	0.00	8.33	*	15	12
5	27.27	*	36.36	45.45	*	45.45	27.27	*	9.09	0.00	*	9.09	11	*	11
6	*	54.55	36.36	*	18.18	18.18	*	18.18	9.09	*	9.09	36.36	*	11	11
7	15.79	*	*	57.89	*	*	10.53	*	*	15.79	*	*	19	*	*
8	13.33	17.86	0.00	70.00	42.86	72.73	16.67	14.29	18.18	0.00	25.00	9.09	30	28	11
All Grades	25.19	27.27	26.67	51.15	34.85	39.17	19.08	22.73	19.17	4.58	15.15	15.00	131	132	120

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.00	14.29	24.00	45.00	23.81	36.00	20.00	47.62	32.00	5.00	14.29	8.00	20	21	25
1	*	6.67	10.53	*	60.00	47.37	*	26.67	31.58	*	6.67	10.53	*	15	19
2	0.00	*	0.00	71.43	*	69.23	28.57	*	30.77	0.00	*	0.00	14	*	13
3	16.67	9.52	*	27.78	52.38	*	50.00	28.57	*	5.56	9.52	*	18	21	*
4	*	33.33	16.67	*	46.67	25.00	*	20.00	50.00	*	0.00	8.33	*	15	12
5	0.00	*	9.09	18.18	*	27.27	54.55	*	54.55	27.27	*	9.09	11	*	11
6	*	36.36	0.00	*	18.18	36.36	*	9.09	27.27	*	36.36	36.36	*	11	11
7	10.53	*	*	10.53	*	*	57.89	*	*	21.05	*	*	19	*	*
8	13.33	0.00	9.09	33.33	42.86	9.09	30.00	21.43	63.64	23.33	35.71	18.18	30	28	11
All Grades	14.50	13.64	11.67	34.35	42.42	36.67	37.40	25.00	37.50	13.74	18.94	14.17	131	132	120

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	40.00	19.05	24.00	50.00	66.67	68.00	10.00	14.29	8.00	20	21	25
1	*	40.00	31.58	*	60.00	57.89	*	0.00	10.53	*	15	19
2	28.57	*	46.15	71.43	*	53.85	0.00	*	0.00	14	*	13
3	66.67	47.62	*	27.78	33.33	*	5.56	19.05	*	18	21	*
4	*	73.33	58.33	*	20.00	33.33	*	6.67	8.33	*	15	12
5	27.27	*	36.36	72.73	*	54.55	0.00	*	9.09	11	*	11
6	*	45.45	18.18	*	27.27	45.45	*	27.27	36.36	*	11	11
7	15.79	*	*	68.42	*	*	15.79	*	*	19	*	*
8	13.33	17.86	9.09	80.00	53.57	72.73	6.67	28.57	18.18	30	28	11
All Grades	34.35	35.61	31.67	59.54	45.45	53.33	6.11	18.94	15.00	131	132	120

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.00	9.52	12.00	80.00	71.43	68.00	5.00	19.05	20.00	20	21	25
1	*	0.00	5.26	*	80.00	73.68	*	20.00	21.05	*	15	19
2	7.14	*	15.38	78.57	*	84.62	14.29	*	0.00	14	*	13
3	22.22	38.10	*	66.67	42.86	*	11.11	19.05	*	18	21	*
4	*	46.67	0.00	*	53.33	83.33	*	0.00	16.67	*	15	12
5	36.36	*	36.36	36.36	*	54.55	27.27	*	9.09	11	*	11
6	*	54.55	36.36	*	36.36	27.27	*	9.09	36.36	*	11	11
7	36.84	*	*	52.63	*	*	10.53	*	*	19	*	*
8	33.33	28.57	9.09	66.67	46.43	81.82	0.00	25.00	9.09	30	28	11
All Grades	25.19	29.55	17.50	67.18	52.27	65.83	7.63	18.18	16.67	131	132	120

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	45.00	23.81	24.00	45.00	66.67	64.00	10.00	9.52	12.00	20	21	25
1	*	6.67	36.84	*	73.33	47.37	*	20.00	15.79	*	15	19
2	7.14	*	0.00	92.86	*	84.62	0.00	*	15.38	14	*	13
3	11.11	0.00	*	55.56	76.19	*	33.33	23.81	*	18	21	*
4	*	33.33	16.67	*	66.67	50.00	*	0.00	33.33	*	15	12
5	9.09	*	9.09	54.55	*	63.64	36.36	*	27.27	11	*	11
6	*	9.09	0.00	*	45.45	45.45	*	45.45	54.55	*	11	11
7	10.53	*	*	31.58	*	*	57.89	*	*	19	*	*
8	30.00	14.29	18.18	36.67	35.71	36.36	33.33	50.00	45.45	30	28	11
All Grades	20.61	13.64	16.67	49.62	58.33	55.83	29.77	28.03	27.50	131	132	120

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	65.00	52.38	40.00	25.00	33.33	40.00	10.00	14.29	20.00	20	21	25
1	*	20.00	10.53	*	73.33	78.95	*	6.67	10.53	*	15	19
2	28.57	*	30.77	71.43	*	69.23	0.00	*	0.00	14	*	13
3	38.89	42.86	*	61.11	47.62	*	0.00	9.52	*	18	21	*
4	*	53.33	66.67	*	46.67	25.00	*	0.00	8.33	*	15	12
5	9.09	*	45.45	72.73	*	45.45	18.18	*	9.09	11	*	11
6	*	45.45	18.18	*	27.27	63.64	*	27.27	18.18	*	11	11
7	10.53	*	*	84.21	*	*	5.26	*	*	19	*	*
8	0.00	3.57	0.00	96.67	75.00	90.91	3.33	21.43	9.09	30	28	11
All Grades	24.43	33.33	30.00	70.99	51.52	58.33	4.58	15.15	11.67	131	132	120

Conclusions based on this data:

1. Overall as a school, the total number of our English Learner students has dropped, both due to demographic changes but also reclassifications.
2. Looking at overall language scores, comparing previous year/previous grade to current year/current grade, we saw overall a drop in students scoring level 1 and an increase overall students scoring level 4, which may be tied to the more consistent designated ELD instruction happening at all levels.
3. Reading and Speaking appear to be areas where more we need more focus, as our scores in well developed were at 17% and 18% respectively, with Writing and Listening scoring higher in well developed (30% and 32% respectively).

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
545	21.5%	22%	0.4%
Total Number of Students enrolled in Don Callejon Arts and Design 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	120	22%
Foster Youth	2	0.4%
Homeless	5	0.9%
Socioeconomically Disadvantaged	117	21.5%
Students with Disabilities	69	12.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	5.7%
American Indian	1	0.2%
Asian	261	47.9%
Filipino	35	6.4%
Hispanic	112	20.6%
Two or More Races	33	6.1%
Pacific Islander	2	0.4%
White	70	12.8%

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 22% of our population and is fairly spread out through ethnic and socio-economic groups, as well as grade levels.

School and Student Performance Data

Overall Performance

The 2024 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.

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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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on the overall performance area, there should be targeted interventions and plans for Suspension and English Language learners (orange and red performance areas).
2. Based on the overall performance area, there should be targeted interventions in orange and yellow groups within ELA and Math (green and blue performance areas respectively).

3. Based on the overall performance area, the interventions we started to address chronic absenteeism are having a positive effect as we moved from an orange evaluation to yellow. We need to strengthen and refine our approach to further improve our attendance data.

School and Student Performance Data

Academic Performance English Language Arts

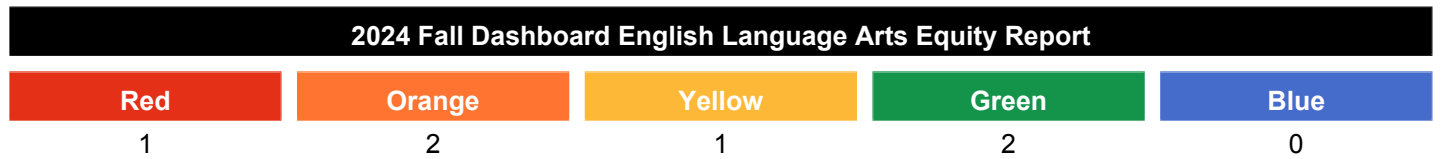
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 28.7 points above standard Increased 9.2 points 316 Students	English Learners  Orange 55.0 points below standard Declined 20.4 points 79 Students	Long-Term English Learners  No Performance Color 166.6 points below standard Declined 28.0 points 13 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Orange 56.3 points below standard Declined 15.7 points 85 Students

Students with Disabilities  Red 116.4 points below standard Declined 15.2 points 49 Students	African American  No Performance Color 29.9 points below standard Increased 9.0 points 19 Students	American Indian  No Performance Color 0 Students
Asian  Green 76.5 points above standard Declined 4.5 points 142 Students	Filipino  No Performance Color 12.9 points above standard Declined 14.7 points 24 Students	Hispanic  Yellow 52.9 points below standard Increased 13.2 points 66 Students
Two or More Races  No Performance Color 29.2 points above standard Declined 10.5 points 18 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 33.2 points above standard Declined 7.2 points 46 Students

Conclusions based on this data:

1. Overall, our students are above standard. Our elementary focus has been on phonics and literacy, which we began to pilot at our site in February 2024, and our whole site focus has been on writing and opportunities to respond we trained in January 2024. We believe these helped us maintain our high performance.
2. Our Hispanic and Black/African American students experienced an increase but there was a large decrease of 15.2 points for our Students with Disabilities, and decreases in our Asian and White students (4.5 and 7.2 points respectively).
3. Our English Learner scores continue to be lower, but whether that is due to the late enrollment of several new comers, reclassification of ELs, or an instructional issue is an area we are studying as a school site.

School and Student Performance Data

Academic Performance Mathematics

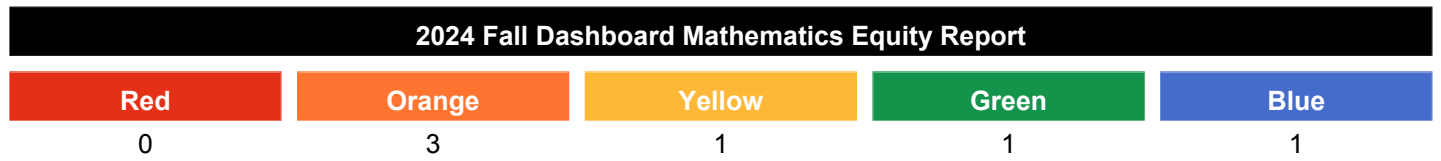
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 24.4 points above standard Increased 29.5 points 317 Students	English Learners  Orange 56.4 points below standard Maintained 1.7 points 81 Students	Long-Term English Learners  No Performance Color 205.7 points below standard Declined 27.5 points 13 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Orange 88.4 points below standard Maintained 0.5 points 85 Students

Students with Disabilities  Orange 116.0 points below standard Increased 13.1 points 49 Students	African American  No Performance Color 86.6 points below standard Maintained 0.9 points 18 Students	American Indian  No Performance Color 0 Students
Asian  Blue 88.8 points above standard Increased 10.7 points 142 Students	Filipino  No Performance Color 3.1 points above standard Increased 7.5 points 26 Students	Hispanic  Yellow 77.5 points below standard Increased 39.3 points 68 Students
Two or More Races  No Performance Color 13.7 points above standard Increased 11.1 points 18 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 24.0 points above standard Increased 11.9 points 46 Students

Conclusions based on this data:

1. Overall, our students are above standard in mathematics with almost all student groups showing an increase in performance.
2. Our Hispanic students saw one of the largest increases in student groups, which is most likely tied to the increase in math talks to increase mathematical reasoning, along with the continued paper component that all students engage.
3. The one student group that saw a decrease in math performance were our Long Term English Learners, which is focused around our middle school grades, and which may be students historically of Don Callejon or new to our school. Similar to ELA, we are not sure if this is a new student concern or an instructional concern, though more separate evidence points to an instructional concern that needs to be addressed.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
40.5% making progress.	0% making progress.
Number Students: 79 Students	Number Students: 14 Students

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.

2024 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
15.2%	39.2%	0%	39.2%

Conclusions based on this data:

1. A large area of concern are the 12 students who experienced a decrease in performance, though whether this is due to the increasing difficulty from grade to grade ELPAC testing, instructional, or new enrollments we are analyzing.
2. 40% of students maintaining points to an increase in skills to meet the next grade level demand, but may require specific instruction on how best to meet the demands of the ELPAC test.
3. 40% of students progressing point to some aspect of our system being effective and analysis will need to determine where the curricular adjustment is needed.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

16.3% Chronically Absent

Declined 2.7

584 Students

English Learners



Orange

24.2% Chronically Absent

Declined 2.9

149 Students

Long-Term English Learners



No Performance Color

50% Chronically Absent

Increased 1.7

18 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

5 Students

Socioeconomically Disadvantaged



Red

33.6% Chronically Absent

Increased 5.5

146 Students

Students with Disabilities  Orange 31.6% Chronically Absent Declined 0.5 79 Students	African American  Yellow 15.2% Chronically Absent Declined 2.3 33 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 9.9% Chronically Absent Declined 4.4 273 Students	Filipino  Orange 10.5% Chronically Absent Increased 2.2 38 Students	Hispanic  Red 34.1% Chronically Absent Increased 2.6 129 Students
Two or More Races  Yellow 14.3% Chronically Absent Declined 7.3 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Yellow 12.3% Chronically Absent Declined 1 73 Students

Conclusions based on this data:

1. With the removal of all components of COVID regulations and clearer attendance guidelines, we have seen an overall decline in chronically absent students overall, though not as much as we had desired.
2. Our largest decline in chronic absenteeism was seen in our English Learner student group, which points to the adjustments in our outreach and curricular delivery increasing engagement with school.
3. We saw minor increases in the following student groups: Filipino, Hispanic, Socioeconomically Disadvantaged, and our Long Term English Learners. Further analysis did point to family trips as an area of impact for attendance and we may need to increase messaging about the importance of school attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

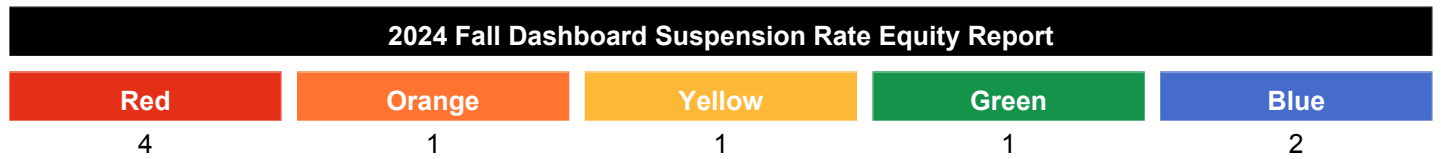
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 3.9% suspended at least one day Maintained 0.1% 611 Students	English Learners  Red 7.1% suspended at least one day Increased 2.2% 154 Students	Long-Term English Learners  No Performance Color 26.3% suspended at least one day Increased 7% 19 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Socioeconomically Disadvantaged  Red 10.8% suspended at least one day Increased 2.5% 157 Students

Students with Disabilities  Yellow 3.7% suspended at least one day Declined 8.9% 81 Students	African American  Red 19.4% suspended at least one day Increased 9.4% 36 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0.3% suspended at least one day Declined 1.5% 286 Students	Filipino  Blue 0% suspended at least one day Declined 2.8% 38 Students	Hispanic  Red 8.7% suspended at least one day Increased 2.9% 138 Students
Two or More Races  Orange 5.7% suspended at least one day Increased 5.7% 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Green 2.7% suspended at least one day Declined 1.7% 75 Students

Conclusions based on this data:

1. The overall suspension rate maintained our previous rate with a .1% from previous data in 2022-2023 3.8% overall.
2. We saw a large decline in suspensions of students with disabilities, in part due to the increase supports we have added to prevent escalations, with additional declines in the following student groups: Asian, Filipino, and White.
3. Suspensions of English Learners, Long Term English Learners, Socioeconomically Disadvantaged, African American, Hispanic, and students of Two or More Races increased, which speaks to a more systemic need to support for students rather than identifying a specific group of focus.

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.

Specific to Mathematics, we are not qualified for ATSI, however, we have 3 groups in the Orange indicators: Students with Disabilities, English Learners, and Socioeconomically disadvantaged students. This last year's dashboard results showed maintaining with some minor increases, possibly due to our focus on Math talks, which we focused on during professional developments, as well as continued focus on providing designated ELD which is now in its second year of practice at Don Callejon. We also did after school interventions for 3rd graders focused on both phonics and 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	Goals for 2023-2024: Whole School- Standard Exceed/Met: 55.00% Standard Nearly Met/Not Met: 45.00% English Learners- Standard Exceed/Met: 25% Standard Nearly Met/Not Met: 75% Economically Disadvantaged- Standard Exceed/Met: 30% Standard Nearly Met/Not Met: 70% Hispanic/Latinx- Standard Exceed/Met: 28% Standard Nearly Met/Not Met: 72% Students with Disabilities- Standard Exceed/Met: 20% Standard Nearly Met/Not Met: 80.00% Results for 2023-2024: Whole School- Standard Exceed/Met: 59% Standard Nearly Met/Not Met: 41% English Learners- Standard Exceed/Met: 12% Standard Nearly Met/Not Met: 88% Economically Disadvantaged- Standard Exceed/Met: 27% Standard Nearly Met/Not Met: 73% Hispanic/Latinx- Standard Exceed/Met: 28% Standard Nearly Met/Not Met: 72% Students with Disabilities- Standard Exceed/Met: 28% Standard Nearly Met/Not Met: 72% (New Focus) African American/Black- Standard Exceed/Met: 25%	2024-25 Goals: Whole School- Standard Exceed/Met: 60.00% Standard Nearly Met/Not Met: 40.00% English Learners- Standard Exceed/Met: 30.00% Standard Nearly Met/Not Met: 70.00% Economically Disadvantaged- Standard Exceed/Met: 35.00% Standard Nearly Met/Not Met: 65.00% Hispanic/Latinx- Standard Exceed/Met: 33.00% Standard Nearly Met/Not Met: 67.00% Students with Disabilities- Standard Exceed/Met: 25.00% Standard Nearly Met/Not Met: 75.00% (New Focus) African American/Black- Standard Exceed/Met: 30% Standard Nearly Met/Not Met: 70% 2025-26 Goals: Whole School- Standard Exceed/Met: 65.00% Standard Nearly Met/Not Met: 35.00% English Learners- Standard Exceed/Met: 35.00% Standard Nearly Met/Not Met: 65.00% Economically Disadvantaged- Standard Exceed/Met: 40.00% Standard Nearly Met/Not Met: 60.00% Hispanic/Latinx- Standard Exceed/Met: 38.00% Standard Nearly Met/Not Met: 62.00% Students with Disabilities- Standard Exceed/Met: 30.00% Standard Nearly Met/Not Met: 70.00%
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	Standard Nearly Met/Not Met: 75%	(New Focus) African American/Black- Standard Exceed/Met: 35%
		Standard Nearly Met/Not Met: 65%
i-Ready Math	2023-24 Outcomes: Whole School- Outcome: Mid or Above Grade Level: 51% Outcome: Early On Grade Level: 15% Outcome: Below Grade Level: 34% English Learners- Outcome: Mid or Above Grade Level: 26% Outcome: Early On Grade Level: 11% Outcome: Below Grade Level: 62% Economically Disadvantaged- Baseline: Mid or Above Grade Level: not reported Baseline: Early On Grade Level: not reported Baseline: Below Grade Level: not reported 2024-25 Goals Whole School- Mid or Above Grade Level: 56% (not met) Early On Grade Level: 20% (not met) Below Grade Level: 24% (not met) English Learners- Mid or Above Grade Level: 31% (not met) Early On Grade Level: 16% (nearly met) Below Grade Level: 52% (not met) Economically Disadvantaged- Baseline: Mid or Above Grade Level: 10% (met) Baseline: Early On Grade Level: 16% (met) Baseline: Below Grade Level: 74% (met)	2025-26 Goals Whole School- Mid or Above Grade Level: 50% (not met) Early On Grade Level: 21% (not met) Below Grade Level: 29% (not met) English Learners- Mid or Above Grade Level: 34% (not met) Early On Grade Level: 19% (nearly met) Below Grade Level: 47% (not met) Economically Disadvantaged- Baseline: Mid or Above Grade Level: 20% (met) Baseline: Early On Grade Level: 23% (met) Baseline: Below Grade Level: 57% (met)

	2024-2025 Baseline & Outcome: Whole School- Baseline: Mid or Above Grade Level: 26% Outcome: 42% Baseline: Early On Grade Level: 17% Outcome: 16% Baseline: Below Grade Level: 56% Outcome: 34% English Learners- Baseline: Mid or Above Grade Level: 6% Outcome: 29% Baseline: Early On Grade Level: 5% Outcome: 14% Baseline: Below Grade Level: 89% Outcome: 57% Economically Disadvantaged- Baseline: Mid or Above Grade Level: 5% Outcome: 15% Baseline: Early On Grade Level: 8% Outcome: 18% Baseline: Below Grade Level: 87% Outcome: 68%	
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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, trainings, plannings days and experiences to address areas of need or challenge students to engage at the next level. Some examples are, but not limited to, Math Olympiad, math intervention groups, Math Circles, Robotics, professional development focused on math talks and more.	English Learners, students with disabilities, socioeconomically disadvantaged students	806 Targeted Allocation 4000-4999: Books And Supplies Materials to support enrichment and intervention programs 17626 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. 2728 Targeted Allocation 2000-2999: Classified 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 with disabilities	806 Targeted Allocation 4000-4999: Books And Supplies Materials for supporting targeted groups to increase mathematics literacy. 2250 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	806 Targeted Allocation 4000-4999: Books And Supplies Funds for the program and materials to ensure all students can access our mathematics curriculum. 2250 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Transportation as needed to access programmatic offerings.
1.4	Extra hours for staff to help build relationships and assist with MTSS identified areas of need within classrooms. Examples of this would be paying staff	Socioeconomically disadvantaged students, English Learners	2728 Targeted Allocation

	extra to work with students in small groups, either during the school day, before, or after.		2000-2999: Classified Personnel Salaries Funds for hours for enrichment or intervention by staff 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.
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Annual Review

SPSA Year Reviewed: 2024-25

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 continue our strong after school enrichment and intervention programs to increase mathematical thinking and focus, specifically Robotics, Math Olympiad, intro to Math Olympiad, math interventions for 3rd and 6th-8th, 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, exceeding our whole school goal by 4% for those At or Above grade level. Our area of missed opportunity definitely lies with our multi-lingual students, socioeconomically disadvantaged students, and our students with disabilities, though each group maintained or increased. We will continue many of our current enrichments and interventions to see if we will continue to see growth.

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 shifts in expenditures, other than one vote that shifted more funding to paying classified staff, as they had not been budgeted in above. That has also been shifted in the new budget plan.

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 major changes have been made, as we seek to continue our current programmatic offerings, though we did ensure we added classified staff to the funding formula above.

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.

Specific to English Language Arts, we are not qualified for ATSI, however, we have 1 group in Red and 2 groups in the Orange indicators: Students with Disabilities (red indicator), English Learners, and Socioeconomically disadvantaged students. These 3 indicators were larger declines and maybe due to an increase in open enrollment students who open enrolled to our school, including about a 10% increase in our lower grades of students with disabilities. This year we worked to refine our identification process as well as our support process based on our iReady results last year for these demographic groups.

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)	2023-24 Goals & Outcomes Goals: Whole School- Standard Exceed/Met: 67.00% Standard Nearly Met/Not Met: 33.00% English Learners- Standard Exceed/Met: 27.00% (old) 32.00% (new) Standard Nearly Met/Not Met: 73.00% (old) 68.00% (new) Economically Disadvantaged- Standard Exceed/Met: 39.00% Standard Nearly Met/Not Met: 61.00% Hispanic/Latinx- Standard Exceed/Met: 38.00% Standard Nearly Met/Not Met: 62.00% Students with Disabilities- Standard Exceed/Met: 20.00% (old) 25.00% (new) Standard Nearly Met/Not Met: 80.00% (old) 75.00% (new) Outcomes for 2023-2024: Whole School (MET)- Standard Exceed/Met: 67% Standard Nearly Met/Not Met: 33% English Learners (NOT MET)- Standard Exceed/Met: 8% Standard Nearly Met/Not Met: 92% Economically Disadvantaged (MET)- Standard Exceed/Met: 44% Standard Nearly Met/Not Met: 56% Hispanic/Latinx (MET)- Standard Exceed/Met: 38% Standard Nearly Met/Not Met: 62% Students with Disabilities (MET)- Standard Exceed/Met: 34% Standard Nearly Met/Not Met: 66%	2025-26 Goals Whole School: Standard Exceed/Met: 72% Standard Nearly Met/Not Met: 28% English Learners- Standard Exceed/Met: 13% Standard Nearly Met/Not Met: 87% Economically Disadvantaged- Standard Exceed/Met: 49% Standard Nearly Met/Not Met: 51% Hispanic/Latinx- Standard Exceed/Met: 43% Standard Nearly Met/Not Met: 57% Students with Disabilities- Standard Exceed/Met: 39% Standard Nearly Met/Not Met: 61% (NEW) African American/Black- Standard Exceed/Met: 52% Standard Nearly Met/Not Met: 48%
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	(NEW) African American/Black- Standard Exceed/Met: 47% Standard Nearly Met/Not Met: 53%	
i-Ready Reading	2024-2025 Initial vs Goals: Whole School- Initial: Mid or Above Grade Level: 33% Initial: Early On Grade Level: 21% Initial: Below Grade Level: 46% English Learners- Initial: Mid or Above Grade Level: 3% Initial: Early On Grade Level: 16% Initial: Below Grade Level: 81% Economically Disadvantaged: Initial: Mid or Above Grade Level: 10% Initial: Early On Grade Level: 17% Initial: Below Grade Level: 73% 2024-25 Goals: Whole School- Mid or Above Grade Level: 60% Early On Grade Level: 24% Below Grade Level: 16% English Learners- Mid or Above Grade Level: 27% Early On Grade Level: 26% Below Grade Level: 47% 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 (Was not visible last year so no goals made for this year but results are added above) Hispanic/Latino/a/x	2024-25 Outcomes Whole School (DID NOT MEET)- Mid or Above Grade Level: 54% Early On Grade Level: 17% Below Grade Level: 28% English Learners (MET)- Mid or Above Grade Level: 24% Early On Grade Level: 22% Below Grade Level: 54% Economically Disadvantaged (NO GOAL SET): Initial: Mid or Above Grade Level: 24% Initial: Early On Grade Level: 18% Initial: Below Grade Level: 58% 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: Hispanic/Latino/a/x Students with Disabilities African American/Black

	Students with Disabilities African American/Black	
Fountas and Pinnell (K-5)	2023-2024 School Goals versus 2023-2024 Trimester 2 (of 3) - Mid Year Scores Goal: 77% Overall meeting/exceeding Current: 54% Overall meeting/exceeding Goal: 46% English learner meeting/exceeding Current: 16% English learner meeting/exceeding Goal: 55% Low-Income meeting/exceeding Current: 34% Low-Income meeting/exceeding Goal: 58% Hispanic/Latino/a/x meeting/exceeding Current: 32% Hispanic/Latino/a/x meeting/exceeding Goal: 51% Students with IEP's meeting/exceeding Current: 41% Students with IEP's meeting/exceeding	2024-2025 School Goals: 77% Overall meeting/exceeding 46% English learner meeting/exceeding 55% Low-Income meeting/exceeding 58% Hispanic/Latinx meeting/exceeding 51% Students with IEP's meeting/exceeding
English Learner Progress Indicator	Spring 2025 Results Number of EL Students classified as newcomers (less than 1 year in programs): 13 Total number of EL students: 122 33% Making progress 1 to 2 levels of progress towards English language proficiency 61% Making progress 0 to 1 levels of progress towards English language proficiency	2025-2026 School Goals: Goal: 38% Making progress 1 to 2 levels of progress towards English language proficiency Goal: 66% Making progress 0 to 1 levels of progress towards English language proficiency Goal: 4% Declined in progress towards English language proficiency
Reclassification of English Learners to Fluent English Proficient (RFEP)	2023-2024 Number/Percent reclassified Goal: 5.9% or more of students reclassified Current: 6 students, 6.9% reclassified 2024-2025 Reclassification Goal Number of ELs: 122 Goal # of students reclassified: 9 students 7% or more of students reclassified	2024-2025 Actual Reclassification Rate as of April 2025 Number of students reclassified: 7 students 5% or more of students reclassified (Did not meet goal)

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, trainings, plannings days and experiences to address areas of need or challenge students to engage at the next level. Interventions led by staff for students as well as partnerships with organizations like Silicon Valley Shakespeare and other clubs and activities would allow our students to utilize their learning from English Language Arts.	English Learners, students with disabilities	810 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. 7872 Targeted Allocation 1000-1999: Certificated Personnel Salaries Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. Intervention and enrichment costs: hourly pay. 2728 Targeted Allocation 2000-2999: Classified 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 literacy curriculum and supplementary materials.	English Language Learners, Students with disabilities, and Hispanic/Latino/Latinx students	2250 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. 806 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.
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, 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.	Students with disabilities	2250 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. 806 Targeted Allocation 4000-4999: Books And Supplies Materials that help further the research, planning, and action towards an Innovative Arts and Design Academy for students. 7500 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. 2250 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Transportation as needed to access programmatic offerings.
1.4	Extra hours for staff to help build relationships and assist with MTSS identified areas of need within classrooms.	English Learners, students with disabilities	2728 Targeted Allocation 2000-2999: Classified 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.
1.8			

Annual Review

SPSA Year Reviewed: 2024-25

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.

Based on our systems including interventions and enrichments, we have met our goals for our English Learners in particular, but have made growth with other groups as well. We realized one area of need was more targeted support within classrooms to provide support in class with students, as well as to increase their connections with helping adults. We will continue our current processes and after two years of data decide to continue or shift to new avenues of support.

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

One shift that occurred is in the original planning, classified staff salaries were not a part of the plan. We have added those in (we also voted an adjustment in November 2024 during school site council to the current year's budget).

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.

As mentioned above, we have had growth in our EL targeted group (seen in CAASPP results as well as iReady). We will continue the same support systems hoping to refine them and improve delivery, while also adding the budget lines mentioned above regarding classified pay added to the SPSA.

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.

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 increased suspension rates for our African American students.

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:	GOAL: 2024-2025 Overall: 96% English learner: 96% Low-Income: 96% Black/African Ancestry: 96% Hispanic/Latino/Latinx: 96% Students with IEP's: 96% Current: 2024-2025 Overall: 94.47% (improved to goal, but not met) English learner: 92.73% (improved to goal, but not met) Low-Income: 91.82% (improved to goal, but not met) Black/African Ancestry: 95.02% (improved to goal, but not met) Hispanic/Latino/Latinx: 91.96% (improved to goal, but not met) Students with IEP's: 90.65% (decline) LAST YEAR: GOAL: 2023-2024 Overall: 95% English learner: 95% Low-Income: 95% Black/African Ancestry: 95% Hispanic/Latino/Latinx: 95% Students with IEP's: 95% 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%	2025-2026 Overall: 96% English learner: 96% Low-Income: 96% Black/African Ancestry: 96% Hispanic/Latino/Latinx: 96% Students with IEP's: 96%
Chronic Absenteeism	GOAL: 2024-2025 Overall: 8% English learner: 14% Low-Income: 10% Black/African Ancestry: 8% Hispanic/Latino/Latinx: 16% Students with IEP's: 17% CURRENT 2024-2025 Overall: 14.49% (improved to goal, but not met) English learner: 16.26% (improved to goal, but not met) Low-Income: 27.52% (improved to goal, but not met) Black/African Ancestry: 9.68% (improved to goal, but not met) Hispanic/Latino/Latinx: 27.52% (improved to goal, but not met)	2025-2026 Overall: 10% English learner: 12% Low-Income: 16% Black/African Ancestry: 5% Hispanic/Latino/Latinx: 25% Students with IEP's: 25%

	Students with IEP's: 29.55% (improved to goal, but not met) LAST YEAR: GOAL: 2023-2024 Overall: 10% English learner: 16% Low-Income: 12% Black/African Ancestry: 10% Hispanic/Latino/Latinx: 18% Students with IEP's: 19% 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%	
Suspensions	GOAL: 2024-2025 Overall: 1% English learner: 1% Low-Income: 4% Black/African Ancestry: 4% Hispanic/Latino/Latinx: 2% Students with IEP's: 6% CURRENT: Overall: 3.18% (18 students, 26 suspensions) (decline) English learner: 3.25% (4 students, 7 suspensions) (decline) Low-Income: 7.38% (11 students, 18 suspensions) (decline) Black/African Ancestry: 6.45% (2 students, 4 suspensions) (decline) Hispanic/Latino/Latinx: 4.03% (6 students, 8 suspensions) (decline) Students with IEP's: 4.55% (4 students, 7 suspensions) (decline) LAST YEAR: GOAL: 2023-2024 Overall: 1% English learner: 1% Low-Income: 4% Black/African Ancestry: 4% Hispanic/Latino/Latinx: 2% Students with IEP's: 6% 2023-2024 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)	2025-2026 Overall: 1% English learner: 1% Low-Income: 4% Black/African Ancestry: 4% Hispanic/Latino/Latinx: 2% Students with IEP's: 6%

	Hispanic/Latino/Latinx: 1.0% (6 students, 9 suspensions) Students with IEP's: 0% (0 students, 0 suspensions)	
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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	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.	English Learners, students with disabilities, African American students per ATSI	2250 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. 806 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. 806 Targeted Allocation 4000-4999: Books And Supplies Materials needed for SEL supports such as Calm Down Corners, decompression areas, or conflict resolution meetings. 2729 Targeted Allocation 2000-2999: Classified Personnel Salaries Extra hours for staff to help build relationships and assist with MTSS identified areas of need within classrooms.
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	English Learners, students with disabilities, African American students per ATSI	806 Targeted Allocation 4000-4999: Books And Supplies

	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.		Materials and supplies for community events to build positive student and community engagement with the school. 2250 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. 5104 Targeted Allocation 1000-1999: Certificated Personnel Salaries Staffing for running community events to build positive student and community engagement with the school. 2728 Targeted Allocation 2000-2999: Classified Personnel Salaries Staffing for running community events to build positive student and community engagement with the school.
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 understanding of how to support their students and monitor their family's wellbeing.	Students with disabilities	4755 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly pay for staffing for beyond school hours events focused on community building and exhibiting student learning and growth. 2728 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. 806 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.
1.4	Training for staff and families on how to best assist neurodiverse students needs to provide them and other students a safe and engaging learning environment.	Students with disabilities	1125 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Services that can present to the community and staff about how best to address the needs of neurodiverse students.
1.5	Create a 1-page introductory document for new families that is translated for newcomer and English Learner families.	English Learners	

Annual Review

SPSA Year Reviewed: 2024-25

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.

In regards to average daily attendance and chronic absenteeism, we have seen small improvements, though whether this is due to removal of many of the COVID regulations that made tracking and follow-up more difficult, or whether it was due to genuine actions at school is difficult to determine. We did see an increase this year in suspensions, but are in the process of re-analyzing our system to see where additional supports are needed to increase preventative measures and provided for more continuous support and deescalation teaching for our students. We do additionally track internal data utilizing the SWIS system which has shown overall a reduction in extreme behaviors from the start of this year to the current quarter in time. One area we have noticed is that classroom behaviors have tended to lower and the higher incidents occur during breaks and lunches. We are working on building more programs to address that area of need for our students, particularly our ATSI identified students.

Finally, we have spent time building more relationships with our students and in that they have verbalized more their own areas of need which we have worked to address. This has also allowed some reductions in year, even though overall our current suspensions are above last years numbers.

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

We had a stall in expenses regarding building quiet corners and a calm down room, as we lost our room space. We did shift funds to supporting our wellness center and materials to support deescalation to meet the same goal, just not in a specific location. We did manage to spend our funds to support community events and other components of community building.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will have a calm down room, but also parent concerns regarding supporting our English Learners and our neurodiverse students have caused us to shift funds more towards educational opportunities and supports for community and staff so that students receive more support where they are at. Those can be seen in additions in 1.1 and 1.3 as well as the newer 1.4 and 1.5 parts of the goals.

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

As a school community, we utilize our Arts and Design focus to provide for the 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 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 increased suspension rates for our African American students.

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: 2024-2025 Overall: 8% English learner: 14% Low-Income: 10% Black/African Ancestry: 8%	2025-2026 Overall: 10% English learner: 12% Low-Income: 16% Black/African Ancestry: 5%

	Hispanic/Latino/Latinx: 16% Students with IEP's: 17% CURRENT 2024-2025 Overall: 14.49% (improved to goal, but not met) English learner: 16.26% (improved to goal, but not met) Low-Income: 27.52% (improved to goal, but not met) Black/African Ancestry: 9.68% (improved to goal, but not met) Hispanic/Latino/Latinx: 27.52% (improved to goal, but not met) Students with IEP's: 29.55% (improved to goal, but not met) LAST YEAR: GOAL: 2023-2024 Overall: 10% English learner: 16% Low-Income: 12% Black/African Ancestry: 10% Hispanic/Latino/Latinx: 18% Students with IEP's: 19% 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%	Hispanic/Latino/Latinx: 25% Students with IEP's: 25%
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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	Strengthen our art program via supplies, curriculum, after school enrichment, and training as necessary.	English Learners, students with disabilities, African American students per ATSI	806 Targeted Allocation 4000-4999: Books And Supplies Supplies and materials to support a viable art program for all students. 10159 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 as necessary.	English Learners, students with disabilities,	806 Targeted Allocation

		African American students per ATSI	4000-4999: Books And Supplies Supplies and materials to support a viable Design Lab program for all students. 5055 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	Strengthen our music program via supplies, curriculum, after school enrichment, and training as necessary.	English Learners, students with disabilities, African American students per ATSI	806 Targeted Allocation 4000-4999: Books And Supplies Supplies and materials to support a viable music program for all students. 10437 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	806 Targeted Allocation 4000-4999: Books And Supplies Supplies and materials to support a viable access to all program for neurodiverse students. 1125 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: 2024-25

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 the 2nd year of this 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. We did see a decrease in chronic absenteeism to last year and we believe some indications are that the increased diversity of learning has supported students wanting to attend.

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

We spent most of the funds this year towards what we initially planned last year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have shifted funding, increasing more specific supports for neurodiverse students but also reducing overall as our programs have been initially funded and created and now we need to shift to maintaining the supplies we have for each area of focus.

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	\$116,893.00
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	\$116,893.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$116,893.00

Total of federal, state, and/or local funds for this school: \$116,893.00

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	116,893.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	116,893.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	61,008.00
2000-2999: Classified Personnel Salaries	19,097.00
4000-4999: Books And Supplies	11,288.00
5000-5999: Services And Other Operating Expenditures	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	18,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	61,008.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	19,097.00
4000-4999: Books And Supplies	Targeted Allocation	11,288.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	18,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
30,000.00
30,000.00
26,893.00
30,000.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 3 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Anthony Alberts	Principal
Michael Gonzales	Classroom Teacher
Dani Corso (ELAC)	Classroom Teacher
Christina Chappell	Classroom Teacher
Jennifer Kontich	Classroom Teacher
Abitha Rajagopalan	Other School Staff
Toni Blaisdell (ELAC)	Other School Staff
Dancho Gregorious (ELAC)	Parent or Community Member
Katrina Ramirez	Parent or Community Member
Miguel Hidalgo (DLAC/SSC)	Parent or Community Member
Paul Abin	Parent or Community Member
Dulce Zeledon	Parent or Community Member
Francisco Ramirez	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 4.8.2025.

Attested:



Principal, Anthony M Alberts on 4.11.2025



SSC Chairperson, Gregory Hidalgo, DELAC/ELAC Chair also on 4.11.2025