

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	March 31, 2026	June 11, 2026

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.

Finally, we have increased supports for PBIS initiatives and behavior consequences as we have been previously identified as a Additional/Targeted Support Improvement school based on our former CA Dashboard ratings regarding suspensions of minority students, particularly our Latino/a/x and Black/African Ancestry students. We have been able to successfully move out of ATSI, but many of the MTSS and PBIS structures continue to need support so we do not return to ATSI.

Throughout this process, we have regularly met and solicited feedback from our 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 2025-2026 school year, multiple stakeholders participated in the Don Callejon School Plan for Student Achievement for the 2026-2027 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 (8/11/25, 9/10/25, 11/12/25, 1/14/26, 3/4/26, 4/2/2026)

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 (8/15/25-4/8/26)

Parents: Parents had input into school activities through principal coffees and direct feedback. The Don Callejon School Community Organization gave input throughout the year on parent interest with our monthly meetings. (3rd Wednesdays, a Friday every other month, and in-person/emails with parents).

Community Feedback: School Site Council (SSC) and English Language Advisory Council (ELAC) voted to run co-jointly this 25/26 school year and will continue into the 26/27 school year: 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. (12/9/25, 1/13/26, 2/10/26, 3/10/26 [Rescheduled to 3/31/26], 3/31/26).

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 is no longer an ATSI/TSI/CSI School due to our previous plans and our work for our ATSI identified groups. This section is no longer applicable at this time due to our staff's efforts and work.

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: White

Groups in Orange: African American, Asian, Students with Disabilities

Groups in Yellow: Hispanic, Socioeconomically Disadvantaged

Groups in Green: English Learners, Two or More Races

Groups in Blue: Filipino

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: Students with Disabilities

Groups in Orange: Socioeconomically Disadvantaged, English Learners, Filipinos, Two or More Races

Groups in Yellow: Asian, Hispanic, African America

Groups in Green: White

Groups in Blue: None

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 4/21/26:

End of Year Reading Data:

We can only analyze Reading data for Middle School as the components related to Elementary are different data sets now (24/25 school year grades tested were K-5, 25/26 school year grades tested were 3-5).

2024/2025 -

Economically Disadvantaged students remain a group of focus (63 students)-

Economically Disadvantaged: 12 students performing 1 grade level below

Economically Disadvantaged: 4 students performing 2 or more grade levels below

Economically Disadvantaged: 30 students performing 3 or more grade levels below

2025/2026 -

Economically Disadvantaged students remain a group of focus (61 students)-

Economically Disadvantaged: 17 students performing 1 grade level below

Economically Disadvantaged: 6 students performing 2 or more grade levels below

Economically Disadvantaged: 17 students performing 3 or more grade levels below

2024/2025 -

English Learners students remain a group of focus (42 students)-

English Learners: 6 students performing 1 grade level below

English Learners: 5 students performing 2 or more grade levels below

English Learners: 27 students performing 3 or more grade levels below

2025/2026 -

English Learners students remain a group of focus (26 students)-

English Learners: 8 students performing 1 grade level below

English Learners: 3 students performing 2 or more grade levels below

English Learners: 15 students performing 3 or more grade levels below

End of Year Math Data:

Elementary:

2024/2025 -

Economically Disadvantaged students remain a group of focus (86 students)-

Economically Disadvantaged: 38 students performing 1 grade level below

Economically Disadvantaged: 9 students performing 2 or more grade levels below

Economically Disadvantaged: 2 students performing 3 or more grade levels below

2025/2026 -

Economically Disadvantaged students remain a group of focus (89 students)-

Economically Disadvantaged: 40 students performing 1 grade level below

Economically Disadvantaged: 8 students performing 2 or more grade levels below

Economically Disadvantaged: 4 students performing 3 or more grade levels below

2024/2025 -

English Learners students remain a group of focus (72 students)-

English Learners: 21 students performing 1 grade level below

English Learners: 3 students performing 2 or more grade levels below

English Learners: 4 students performing 3 or more grade levels below

2025/2026 -

English Learners students remain a group of focus (70 students)-

English Learners: 38 students performing 1 grade level below

English Learners: 3 students performing 2 or more grade levels below

English Learners: 1 students performing 3 or more grade levels below

Middle School:

2024/2025 -

Economically Disadvantaged students remain a group of focus (63 students)-

Economically Disadvantaged: 13 students performing 1 grade level below

Economically Disadvantaged: 6 students performing 2 or more grade levels below

Economically Disadvantaged: 31 students performing 3 or more grade levels below

2025/2026 -

Economically Disadvantaged students remain a group of focus (61 students)-

Economically Disadvantaged: 20 students performing 1 grade level below

Economically Disadvantaged: 5 students performing 2 or more grade levels below

Economically Disadvantaged: 17 students performing 3 or more grade levels below

2024/2025 -

English Learners students remain a group of focus (42 students)-

English Learners: 10 students performing 1 grade level below

English Learners: 5 students performing 2 or more grade levels below

English Learners: 19 students performing 3 or more grade levels below

2025/2026 -

English Learners students remain a group of focus (26 students)-

English Learners: 8 students performing 1 grade level below

English Learners: 2 students performing 2 or more grade levels below

English Learners: 8 students performing 3 or more grade levels below

We also provided the California Healthy Kids Survey for families, staff, and students (5th grade and 7th grade). Our student numbers responded in enough numbers to give us guidance and identified the following social emotional areas of concern:

Elementary:

55% of students feel that they experience meaningful participation at school

72% of students feel that students are treated fairly when they break the schools

Middle School:

64% feel connected to school
72% have academic motivation
68% feel they have caring adult relationships
39% feel they that experience meaningful participation at school
66% feel that the school maintains the facilities
73% feel the school promotes parent involvement
63% perceive school as safe
45% have experience bullying or harassment
49% have had mean rumors spread about them
56% are optimistic
73% are satisfied with life

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.18%	0.53%	0.34%	1	3	2
African American	5.69%	5.46%	5.75%	31	31	34
Asian	47.89%	44.37%	44.16%	261	252	261
Filipino	6.42%	5.28%	5.41%	35	30	32
Hispanic/Latino	20.55%	24.65%	24.87%	112	140	147
Pacific Islander	0.37%	%	0.17%	2		1
White	12.84%	13.56%	13.54%	70	77	80
Multiple/No Response	6.06%	6.16%	4.91%	33	35	29
Total Enrollment				545	568	591

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		21	20
Kindergarten	47	66	64
Grade 1	69	57	63
Grade 2	66	63	57
Grade3	48	62	61
Grade 4	59	55	66
Grade 5	54	56	49
Grade 6	77	66	90
Grade 7	55	65	55
Grade 8	50	57	66
Total Enrollment	545	568	591

Conclusions based on this data:

1. Don Callejon is a diverse TK-8 school, with the largest student groups being Asian (44%), Hispanic (25%), and Caucasian (14%).

2. Open enrollment has helped us steady our enrollment numbers in the 550 to 600 student range for 2 school years now (2024-2025 to 2025-2026). 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. However, the district has rescinded their decision about 6th grade classrooms and that will affect the future of our middle school program going forward.
3. At this point, our racial/ethnic group percentages are maintaining for a 2 year cycle and projections look like their are going to maintain for next year.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	120	107	99	19.6%	22.0%	16.8%
Fluent English Proficient (FEP)	133	135	146	25.6%	24.4%	24.7%
Reclassified Fluent English Proficient (RFEP)	61	75		13.8%	11.20%	

Conclusions based on this data:

1. Last year we saw an increase in our RFEP a students as we stabilized and focused on our English Language Development program at all levels.
2. Our number of Multi-lingual learners has maintained for 3 years around 20% of our student body population.
3. In the 23-24 school year and the 24-25 school year, ELD classes spent time building an understanding of ELPAC testing for their students and inviting our ELSAT in to present to their groups.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58	50	64	53	49	62	52	49	62	91.4	98	96.9
Grade 4	54	54	47	54	53	45	54	53	45	100.0	98.1	95.7
Grade 5	61	54	52	60	51	51	60	51	51	98.4	94.4	98.1
Grade 6	71	80	61	69	75	58	69	75	58	97.2	93.8	95.1
Grade 7	56	53	69	50	48	66	50	48	66	89.3	90.6	95.7
Grade 8	119	54	62	110	52	52	107	52	52	92.4	96.3	83.9
All Grades	419	345	355	396	328	334	392	328	334	94.5	95.1	94.1

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2472.	2492.	2483.	38.46	57.14	48.39	26.92	18.37	19.35	26.92	8.16	22.58	7.69	16.33	9.68
Grade 4	2499.	2509.	2550.	33.33	50.94	51.11	33.33	13.21	33.33	18.52	13.21	11.11	14.81	22.64	4.44
Grade 5	2565.	2535.	2568.	43.33	33.33	52.94	26.67	33.33	21.57	18.33	17.65	9.80	11.67	15.69	15.69
Grade 6	2590.	2574.	2563.	44.93	40.00	39.66	23.19	29.33	20.69	18.84	17.33	25.86	13.04	13.33	13.79
Grade 7	2560.	2545.	2580.	22.00	27.08	33.33	32.00	29.17	22.73	22.00	8.33	22.73	24.00	35.42	21.21
Grade 8	2523.	2549.	2551.	13.08	21.15	17.31	19.63	21.15	32.69	28.97	25.00	19.23	38.32	32.69	30.77
All Grades	N/A	N/A	N/A	30.61	38.41	40.12	25.77	24.39	24.55	22.96	15.24	19.16	20.66	21.95	16.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.85	48.98	29.03	63.46	42.86	59.68	7.69	8.16	11.29
Grade 4	27.78	41.51	37.78	62.96	45.28	57.78	9.26	13.21	4.44
Grade 5	36.67	23.53	45.10	58.33	58.82	43.14	5.00	17.65	11.76
Grade 6	42.03	36.00	25.86	43.48	45.33	55.17	14.49	18.67	18.97
Grade 7	20.00	25.00	40.91	64.00	47.92	45.45	16.00	27.08	13.64
Grade 8	13.33	29.41	19.61	51.43	49.02	52.94	35.24	21.57	27.45
All Grades	26.92	34.25	33.03	55.90	48.01	52.25	17.18	17.74	14.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.77	38.78	38.71	61.54	44.90	50.00	7.69	16.33	11.29
Grade 4	25.93	35.85	35.56	59.26	43.40	62.22	14.81	20.75	2.22
Grade 5	38.33	33.33	43.14	46.67	54.90	45.10	15.00	11.76	11.76
Grade 6	42.03	33.33	31.03	40.58	50.67	58.62	17.39	16.00	10.34
Grade 7	30.00	25.53	30.30	48.00	42.55	45.45	22.00	31.91	24.24
Grade 8	16.98	10.00	21.15	46.23	56.00	48.08	36.79	34.00	30.77
All Grades	29.41	29.85	33.23	49.36	48.92	51.20	21.23	21.23	15.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.62	34.69	20.97	88.46	55.10	64.52	1.92	10.20	14.52
Grade 4	12.96	15.09	26.67	79.63	69.81	60.00	7.41	15.09	13.33
Grade 5	23.33	25.49	21.57	75.00	56.86	68.63	1.67	17.65	9.80
Grade 6	30.43	20.00	24.14	59.42	69.33	62.07	10.14	10.67	13.79
Grade 7	16.00	14.58	18.18	62.00	72.92	68.18	22.00	12.50	13.64
Grade 8	12.26	19.23	17.31	68.87	65.38	63.46	18.87	15.38	19.23
All Grades	17.39	21.34	21.26	71.36	65.24	64.67	11.25	13.41	14.07

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32.69	40.82	35.48	57.69	48.98	54.84	9.62	10.20	9.68
Grade 4	24.07	24.53	37.78	68.52	67.92	60.00	7.41	7.55	2.22
Grade 5	33.33	25.49	33.33	56.67	58.82	60.78	10.00	15.69	5.88
Grade 6	40.58	41.33	31.03	50.72	46.67	56.90	8.70	12.00	12.07
Grade 7	24.00	25.00	28.79	56.00	54.17	53.03	20.00	20.83	18.18
Grade 8	14.15	25.00	26.92	65.09	57.69	48.08	20.75	17.31	25.00
All Grades	26.85	31.10	32.04	59.59	55.18	55.39	13.55	13.72	12.57

Conclusions based on this data:

1. Overall, last year we saw an increase in students above standards, an increase in students at or nearly at standard, and a decrease of students at below standard (22% to 16%). This may mean our median instruction has been successful in moving students to above standard, but does point to a continued need for finding supports for those below standard.
2. Our intervention groups for the 24-25 school year focused on those nearly at standard in phonics, mathematics, and reading. This data proves the efficacy of that part of the approach.
3. Based on each area of the CAASPP, a continued area of focus is Listening. The 3 other sections (Research/Inquiry, Writing, and Reading) maintained around 32%-33% for above standard, and 13%-16% for below standard, but Listening sat at 65% at or nearly at standard, while the other three sat around 51% to 55%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58	50	64	58	49	64	58	49	64	100.0	98	100
Grade 4	54	54	47	54	54	46	54	54	46	100.0	100	97.9
Grade 5	61	54	52	60	53	51	60	53	51	98.4	98.1	98.1
Grade 6	71	80	61	69	77	58	69	77	58	97.2	96.3	95.1
Grade 7	56	53	69	54	49	69	54	49	69	96.4	92.5	100
Grade 8	119	54	62	111	51	56	111	51	56	93.3	94.4	90.3
All Grades	419	345	355	406	333	344	406	333	344	96.9	96.5	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2464.	2509.	2497.	37.93	67.35	51.56	24.14	10.20	17.19	20.69	12.24	17.19	17.24	10.20	14.06
Grade 4	2513.	2527.	2550.	38.89	50.00	54.35	20.37	14.81	17.39	24.07	20.37	17.39	16.67	14.81	10.87
Grade 5	2566.	2528.	2556.	53.33	39.62	47.06	6.67	13.21	15.69	20.00	18.87	21.57	20.00	28.30	15.69
Grade 6	2590.	2591.	2556.	47.83	53.25	39.66	21.74	9.09	13.79	8.70	15.58	22.41	21.74	22.08	24.14
Grade 7	2529.	2562.	2590.	31.48	36.73	42.03	7.41	12.24	7.25	24.07	20.41	30.43	37.04	30.61	20.29
Grade 8	2490.	2539.	2541.	13.51	23.53	25.00	5.41	15.69	16.07	20.72	15.69	16.07	60.36	45.10	42.86
All Grades	N/A	N/A	N/A	34.48	45.65	43.02	13.30	12.31	14.24	19.46	17.12	21.22	32.76	24.92	21.51

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50.00	63.27	59.38	31.03	26.53	29.69	18.97	10.20	10.94
Grade 4	44.44	50.00	60.87	33.33	33.33	26.09	22.22	16.67	13.04
Grade 5	48.33	35.85	49.02	33.33	37.74	31.37	18.33	26.42	19.61
Grade 6	57.97	50.65	41.38	18.84	24.68	29.31	23.19	24.68	29.31
Grade 7	35.19	34.69	43.48	24.07	32.65	33.33	40.74	32.65	23.19
Grade 8	11.71	29.41	23.21	29.73	33.33	39.29	58.56	37.25	37.50
All Grades	37.93	44.44	45.93	28.33	30.93	31.69	33.74	24.62	22.38

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.93	63.27	48.44	34.48	28.57	37.50	27.59	8.16	14.06
Grade 4	37.04	38.89	43.48	40.74	44.44	43.48	22.22	16.67	13.04
Grade 5	45.00	32.08	35.29	40.00	50.94	52.94	15.00	16.98	11.76
Grade 6	39.13	37.66	25.86	40.58	40.26	50.00	20.29	22.08	24.14
Grade 7	25.93	26.53	37.68	44.44	40.82	39.13	29.63	32.65	23.19
Grade 8	12.61	19.61	19.64	44.14	41.18	51.79	43.24	39.22	28.57
All Grades	30.54	36.34	35.17	41.13	41.14	45.35	28.33	22.52	19.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.31	59.18	46.88	58.62	32.65	42.19	12.07	8.16	10.94
Grade 4	27.78	42.59	56.52	57.41	40.74	36.96	14.81	16.67	6.52
Grade 5	36.67	24.53	33.33	56.67	54.72	54.90	6.67	20.75	11.76
Grade 6	43.48	50.65	31.03	36.23	36.36	51.72	20.29	12.99	17.24
Grade 7	16.67	30.61	34.78	55.56	51.02	47.83	27.78	18.37	17.39
Grade 8	12.61	19.61	19.64	53.15	60.78	51.79	34.23	19.61	28.57
All Grades	26.35	38.74	36.63	52.46	45.35	47.67	21.18	15.92	15.70

Conclusions based on this data:

1. Due to math being a secondary area of focus, our growth and loss is sporadic and hard to draw trends from. Generally, 4th and 5th grade have managed to maintain above, met, or nearly met standard while other grades tend to be somewhat split in results, sometimes moving up and down (such as 3rd grade).
2. In 24-25, we focused our site training around literacy and phonics, and this appears to have impacted our math results as there was inconsistent growth across the board.
3. Our communicating reason showed higher performance, perhaps due to our literacy focus and focus on opportunities to respond, but our other areas of mathematics still show a need for support at all levels.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1432.1	1427.9	1461.9	1430.8	1429.9	1460.4	1434.9	1422.9	1465.6	21	25	23
1	1462.5	1464.6	*	1455.6	1455.7	*	1468.9	1473.1	*	15	19	10
2	*	1488.2	1502.5	*	1490.2	1489.5	*	1485.8	1514.7	9	13	11
3	1497.1	*	1507.3	1483.4	*	1496.5	1510.4	*	1517.6	21	9	16
4	1539.3	1508.3	*	1521.9	1492.2	*	1556.3	1524.0	*	15	12	4
5	*	1528.1	*	*	1514.9	*	*	1540.8	*	*	11	9
6	1533.5	1495.1	*	1531.4	1478.5	*	1535.0	1511.3	*	11	11	8
7	*	*	1493.8	*	*	1467.5	*	*	1519.6	9	9	11
8	1517.5	1521.1	1514.2	1504.0	1503.9	1500.1	1530.4	1538.1	1527.7	28	11	21
All Grades										132	120	113

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	19.05	32.00	39.13	23.81	20.00	47.83	38.10	32.00	8.70	19.05	16.00	4.35	21	25	23
1	6.67	15.79	*	60.00	36.84	*	33.33	31.58	*	0.00	15.79	*	15	19	*
2	*	0.00	27.27	*	69.23	36.36	*	30.77	36.36	*	0.00	0.00	*	13	11
3	23.81	*	25.00	42.86	*	43.75	19.05	*	18.75	14.29	*	12.50	21	*	16
4	33.33	25.00	*	53.33	50.00	*	13.33	16.67	*	0.00	8.33	*	15	12	*
5	*	27.27	*	*	27.27	*	*	36.36	*	*	9.09	*	*	11	*
6	36.36	27.27	*	27.27	9.09	*	9.09	27.27	*	27.27	36.36	*	11	11	*
7	*	*	9.09	*	*	27.27	*	*	27.27	*	*	36.36	*	*	11
8	7.14	0.00	9.52	42.86	45.45	23.81	25.00	36.36	38.10	25.00	18.18	28.57	28	11	21
All Grades	18.18	20.83	26.55	42.42	35.00	36.28	22.73	28.33	21.24	16.67	15.83	15.93	132	120	113

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	20.00	26.09	23.81	32.00	65.22	42.86	28.00	4.35	19.05	20.00	4.35	21	25	23
1	6.67	31.58	*	40.00	15.79	*	53.33	36.84	*	0.00	15.79	*	15	19	*
2	*	30.77	36.36	*	53.85	45.45	*	15.38	18.18	*	0.00	0.00	*	13	11
3	42.86	*	50.00	19.05	*	25.00	23.81	*	12.50	14.29	*	12.50	21	*	16
4	46.67	16.67	*	46.67	66.67	*	6.67	8.33	*	0.00	8.33	*	15	12	*
5	*	36.36	*	*	45.45	*	*	9.09	*	*	9.09	*	*	11	*
6	54.55	36.36	*	18.18	18.18	*	18.18	9.09	*	9.09	36.36	*	11	11	*
7	*	*	18.18	*	*	36.36	*	*	18.18	*	*	27.27	*	*	11
8	17.86	0.00	14.29	42.86	72.73	47.62	14.29	18.18	9.52	25.00	9.09	28.57	28	11	21
All Grades	27.27	26.67	30.09	34.85	39.17	41.59	22.73	19.17	12.39	15.15	15.00	15.93	132	120	113

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		24.00	43.48		36.00	34.78		32.00	21.74		8.00	0.00		25	23
1		10.53	*		47.37	*		31.58	*		10.53	*		19	*
2		0.00	27.27		69.23	45.45		30.77	27.27		0.00	0.00		13	11
3		*	18.75		*	43.75		*	18.75		*	18.75		*	16
4		16.67	*		25.00	*		50.00	*		8.33	*		12	*
5		9.09	*		27.27	*		54.55	*		9.09	*		11	*
6	36.36	0.00	*	18.18	36.36	*	9.09	27.27	*	36.36	36.36	*	11	11	*
7	*	*	9.09	*	*	9.09	*	*	27.27	*	*	54.55	*	*	11
8	0.00	9.09	9.52	42.86	9.09	14.29	21.43	63.64	38.10	35.71	18.18	38.10	28	11	21
All Grades	13.64	11.67	23.01	42.42	36.67	32.74	25.00	37.50	24.78	18.94	14.17	19.47	132	120	113

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	19.05	24.00	39.13	66.67	68.00	60.87	14.29	8.00	0.00	21	25	23
1	40.00	31.58	*	60.00	57.89	*	0.00	10.53	*	15	19	*
2	*	46.15	63.64	*	53.85	36.36	*	0.00	0.00	*	13	11
3	47.62	*	56.25	33.33	*	25.00	19.05	*	18.75	21	*	16
4	73.33	58.33	*	20.00	33.33	*	6.67	8.33	*	15	12	*
5	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*
6	45.45	18.18	*	27.27	45.45	*	27.27	36.36	*	11	11	*
7	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11
8	17.86	9.09	14.29	53.57	72.73	52.38	28.57	18.18	33.33	28	11	21
All Grades	35.61	31.67	38.05	45.45	53.33	46.02	18.94	15.00	15.93	132	120	113

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.52	12.00	17.39	71.43	68.00	78.26	19.05	20.00	4.35	21	25	23
1	0.00	5.26	*	80.00	73.68	*	20.00	21.05	*	15	19	*
2	*	15.38	0.00	*	84.62	100.00	*	0.00	0.00	*	13	11
3	38.10	*	43.75	42.86	*	43.75	19.05	*	12.50	21	*	16
4	46.67	0.00	*	53.33	83.33	*	0.00	16.67	*	15	12	*
5	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*
6	54.55	36.36	*	36.36	27.27	*	9.09	36.36	*	11	11	*
7	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
8	28.57	9.09	38.10	46.43	81.82	38.10	25.00	9.09	23.81	28	11	21
All Grades	29.55	17.50	27.43	52.27	65.83	56.64	18.18	16.67	15.93	132	120	113

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.81	24.00	26.09	66.67	64.00	73.91	9.52	12.00	0.00	21	25	23
1	6.67	36.84	*	73.33	47.37	*	20.00	15.79	*	15	19	*
2	*	0.00	45.45	*	84.62	45.45	*	15.38	9.09	*	13	11
3	0.00	*	12.50	76.19	*	50.00	23.81	*	37.50	21	*	16
4	33.33	16.67	*	66.67	50.00	*	0.00	33.33	*	15	12	*
5	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*
6	9.09	0.00	*	45.45	45.45	*	45.45	54.55	*	11	11	*
7	*	*	18.18	*	*	27.27	*	*	54.55	*	*	11
8	14.29	18.18	23.81	35.71	36.36	4.76	50.00	45.45	71.43	28	11	21
All Grades	13.64	16.67	23.89	58.33	55.83	44.25	28.03	27.50	31.86	132	120	113

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	52.38	40.00	82.61	33.33	40.00	13.04	14.29	20.00	4.35	21	25	23
1	20.00	10.53	*	73.33	78.95	*	6.67	10.53	*	15	19	*
2	*	30.77	36.36	*	69.23	63.64	*	0.00	0.00	*	13	11
3	42.86	*	31.25	47.62	*	62.50	9.52	*	6.25	21	*	16
4	53.33	66.67	*	46.67	25.00	*	0.00	8.33	*	15	12	*
5	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*
6	45.45	18.18	*	27.27	63.64	*	27.27	18.18	*	11	11	*
7	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
8	3.57	0.00	0.00	75.00	90.91	90.48	21.43	9.09	9.52	28	11	21
All Grades	33.33	30.00	34.51	51.52	58.33	55.75	15.15	11.67	9.73	132	120	113

Conclusions based on this data:

1. In looking at our data, we have seen improvement in students in the well developed classification, but writing still appears to be an area of focus for our multilingual learners.
2. Our drop in multilingual learner enrollment has slowed and was not as precipitous as the previous year.
3. Our highest performance was in listening, hopefully due to our focus on opportunities to respond in classes. Our phonics program also set a strong foundation for listening practices that support student learning.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
568	22.4%	18.8%	0.0%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	107	18.8%
Foster Youth	0	0.0%
Homeless	3	0.5%
Socioeconomically Disadvantaged	127	22.4%
Students with Disabilities	78	13.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	5.5%
American Indian	3	0.5%
Asian	252	44.4%
Filipino	30	5.3%
Hispanic	140	24.6%
Two or More Races	35	6.2%
Pacific Islander	0	0.0%
White	77	13.6%

Conclusions based on this data:

1. Don Callejon is a diverse school in terms of ethnicity, socio-economics, and multilingual 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 19% 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 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Based on the overall performance area, there should be targeted interventions and plans for Suspension and Chronic Absenteeism (orange and yellow performance areas).
- Based on the overall performance area, we should sustain as many of our interventions as possible for literacy and mathematics as our scores in ELA and Math have maintained (green performance areas).

3. Based on the overall performance area, the interventions we started to address chronic absenteeism continue to maintain our performance, and we may need to reevaluate them to see how we can continue to decrease absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 42.8 points above standard Increased 14.1 points 329 Students	English Learners Yellow 10.9 points below standard Increased 44 points 88 Students	Long-Term English Learners No Performance Color 126.1 points below standard Increased 40.5 points 16 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged Yellow 27.4 points below standard Increased 28.9 points 75 Students

Students with Disabilities  Yellow 64.4 points below standard Increased 52 points 53 Students	African American  No Performance Color 1.8 points below standard Increased 28.1 points 22 Students	American Indian  No Performance Color 0 Students
Asian  Blue 78.8 points above standard Maintained 2.3 points 136 Students	Filipino  No Performance Color 39.7 points above standard Increased 26.8 points 22 Students	Hispanic  Yellow 18.1 points below standard Increased 34.8 points 77 Students
Two or More Races  No Performance Color 62.9 points above standard Increased 33.7 points 20 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 51.2 points above standard Increased 18 points 52 Students

Conclusions based on this data:

- 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 continued review, reflection, and retraining throughout August 2024 through April 2025. We believe this continued focus helped us maintain our high performance.
- Of the 10 sub groups we have enough data to provide scores, 9 of them increased their performance in English Language Arts, and our Asian students maintained their high (blue) performance.
- Our groups in yellow were our Hispanic, our Students with Disabilities, our Multilingual Learners, and our Socioeconomically Disadvantaged students. All of them had large increases in performance, from 28.9 points (Socioeconomically disadvantaged students) to as high as 52 points (Students with Disabilities).

School and Student Performance Data

Academic Performance Mathematics

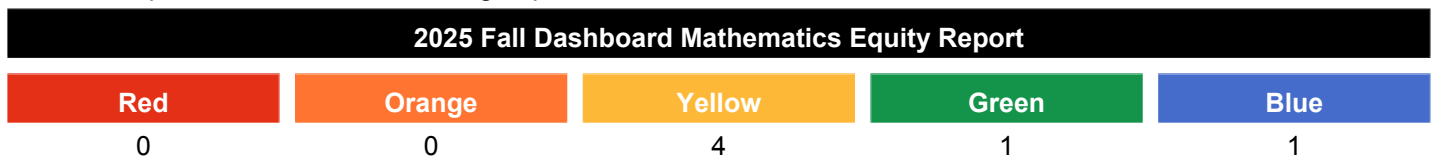
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 28.4 points above standard Increased 4.1 points 331 Students	English Learners Yellow 28 points below standard Increased 28.4 points 90 Students	Long-Term English Learners No Performance Color 188.9 points below standard Increased 16.8 points 16 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Yellow 81 points below standard Increased 7.4 points 76 Students

Students with Disabilities  Yellow 87.3 points below standard Increased 28.6 points 52 Students	African American  No Performance Color 45.4 points below standard Increased 41.2 points 23 Students	American Indian  No Performance Color 0 Students
Asian  Green 81.7 points above standard Declined 7.1 points 139 Students	Filipino  No Performance Color 2.1 points below standard Declined 5.2 points 24 Students	Hispanic  Yellow 52.5 points below standard Increased 25 points 74 Students
Two or More Races  No Performance Color 48.5 points above standard Increased 34.8 points 20 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 40.5 points above standard Increased 16.5 points 51 Students

Conclusions based on this data:

1. Overall, our students are above standard in mathematics with 8 out of 10 student sub groups showing an increase in performance.
2. Our Black/African American 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 two student groups that saw a decrease in math performance were our Asian and Filipino students. Our Asian students still maintained an above standard average, but our Filipino students did score 2.1 points below the standard.

School and Student Performance Data

Academic Performance Science

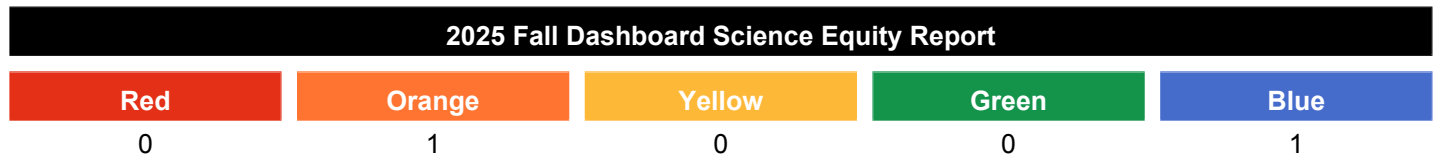
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 59.3 science points Maintained 1.6 points 104 Students	English Learners  No Performance Color 43.7 science points Declined 3 points 36 Students	Long-Term English Learners  No Performance Color 27 science points 11 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Orange 43 science points Maintained 0.4 points 30 Students

Students with Disabilities  No Performance Color 40 science points Increased 8 points 21 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  Blue 68 science points Maintained 1.6 points 45 Students	Filipino  No Performance Color 48 science points 11 Students	Hispanic  No Performance Color 36 science points Declined 13.5 points 21 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 63.3 science points Increased 4.9 points 19 Students

Conclusions based on this data:

1. Of the 6 sub groups with enough data to show growth, maintaining, or declining scores, 2 of the 6 showed a decline in scores (Hispanic and Multilingual Learners).
2. Our Students with Disabilities and White students both saw an increase in their scores pointing to supports for our Students with Disabilities that are connecting.
3. With the new tracking of Science data, it is hard to predict trends, but it is evident that the combined demands of language and mathematics, as well data breakdowns are being revealed as areas of concern for our Multilingual Learners and our Hispanic students.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
52.7 making progress.	35.7 making progress.
Number Students: 74 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.

2025 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
12.9%	32.9%	0%	54.3%

Conclusions based on this data:

1. An area of concern is the 12% students who experienced a decrease in performance, though whether this is due to the increasing difficulty from grade to grade ELPAC testing or instructional we are continuing to analyze.
2. Last year we had 40% of students maintaining at their level, but we managed to reduce that to 33% while increasing our percentage of students who progressed.
3. Last year we had 40% of students progressing and we increased to 54% progressing which shows that our interventions and designated ELD are improving and increasing student learning and achievement.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

15.6% Chronically Absent

Declined 0.7

596 Students

English Learners



Orange

21.9% Chronically Absent

Declined 2.3

137 Students

Long-Term English Learners



No Performance Color

28.6% Chronically Absent

Declined 21.4

21 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

Socioeconomically Disadvantaged



Orange

31.8% Chronically Absent

Declined 1.7

154 Students

Students with Disabilities  Red 34.4% Chronically Absent Increased 2.7 96 Students	African American  Yellow 12.5% Chronically Absent Declined 2.7 32 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Yellow 10% Chronically Absent Maintained 0.1 259 Students	Filipino  Orange 12.9% Chronically Absent Increased 2.4 31 Students	Hispanic  Yellow 28.7% Chronically Absent Declined 5.4 157 Students
Two or More Races  Orange 14.3% Chronically Absent Maintained 0 35 Students	Pacific Islander  No Performance Color 0 Students	White  Green 10% Chronically Absent Declined 2.3 80 Students

Conclusions based on this data:

1. We are working on supporting our Students with Disabilities with their absenteeism, however a major component of our school is our Extensive Support Needs program that includes several students with severe medical needs.
2. Our largest decline in chronic absenteeism was seen in our Long Term 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 and Students with Disabilities. This is an improvement over last year which had 4 sub groups increase, even though they were minor. This suggests that our outreach did help mitigate some of the optional travel concerns that were a driving factor two years ago.

School and Student Performance Data

Conditions & Climate Suspension Rate

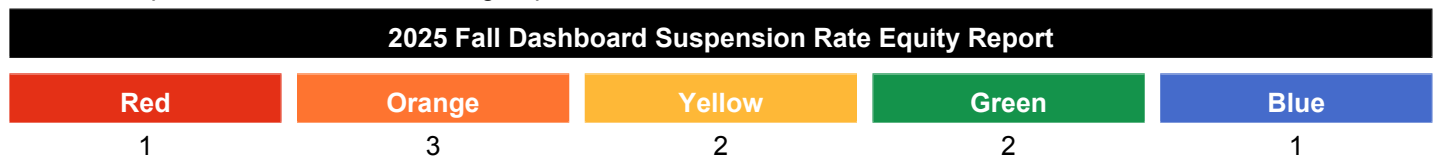
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 4.1% suspended at least one day Maintained 0.1% 615 Students	English Learners  Green 2.9% suspended at least one day Declined 4.3% 140 Students	Long-Term English Learners  No Performance Color 0% suspended at least one day Declined 26.3% 22 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Yellow 8% suspended at least one day Declined 2.8% 162 Students

Students with Disabilities  Orange 5.9% suspended at least one day Increased 2.2% 101 Students	African American  Orange 9.1% suspended at least one day Declined 10.4% 33 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 1.9% suspended at least one day Increased 1.5% 266 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 32 Students	Hispanic  Yellow 6.7% suspended at least one day Declined 1.9% 163 Students
Two or More Races  Green 2.7% suspended at least one day Declined 3% 37 Students	Pacific Islander  No Performance Color 0 Students	White  Red 6.1% suspended at least one day Increased 3.4% 82 Students

Conclusions based on this data:

1. We maintained our suspension rate compared to the previous year, only a 0.1% increase from 2023-2024 to 2024-2025.
2. While overall we maintained, in our previous ATSI subgroup of African American students, we saw a large decline of 10.4%. We also saw declines in suspension for our Two or More Races group, our Hispanic group, our Multilingual Learners and Long Term English Learners, as well as our Socioeconomically Disadvantaged students.
3. Suspensions increased for Students with Disabilities, Asian, and White groups, but some of this was based mid-year district transfers which led to sharp increases in behavioral needs.

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.

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.

We have 4 groups in the Yellow indicators: Students with Disabilities, English Learners, Hispanic, and Socioeconomically disadvantaged students. This last 2 year's dashboard results showed maintaining with some minor increases, possibly due to our focus on Math talks and Opportunities to Respond, which we focused on during professional developments, as well as continued focus on providing designated ELD which is now in its third year of practice at Don Callejon. We also did after school interventions for 3rd graders focused on 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
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CAASPP Mathematics	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/Latino- 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% (Focus due to previously being on ATSI) African American/Black- Standard Exceed/Met: 30% Standard Nearly Met/Not Met: 70% 2024-25 Results: Whole School- Standard Exceed/Met: 57.26% (Not Met) Standard Nearly Met/Not Met: 42.74% (Not Met) English Learners- Standard Exceed/Met: 65.36% (Met) Standard Nearly Met/Not Met: 34.64% (Met) Economically Disadvantaged- Standard Exceed/Met: 25% (Not Met) Standard Nearly Met/Not Met: 75% (Not Met) Hispanic/Latino- Standard Exceed/Met: 30.12% (Not Met) Standard Nearly Met/Not Met: 69.88% (Not Met) Students with Disabilities-	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/Latino- 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% (New Focus) African American/Black- Standard Exceed/Met: 35% Standard Nearly Met/Not Met: 65% 2026-27 Goals Adjusted based on 24- 25 Results at assumed 25-26 Growth on those results plus the desired growth for 26-27 (10% additional): Whole School- Standard Exceed/Met: 67.00% Standard Nearly Met/Not Met: 33.00% English Learners- Standard Exceed/Met: 75.00% Standard Nearly Met/Not Met: 25.00% Economically Disadvantaged- Standard Exceed/Met: 35.00% Standard Nearly Met/Not Met: 65.00% Hispanic/Latino- Standard Exceed/Met: 40.00% Standard Nearly Met/Not Met: 60.00% Students with Disabilities- Standard Exceed/Met: 23.00%
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	Standard Exceed/Met: 13.10% (Not Met) Standard Nearly Met/Not Met: 86.90% (Not Met) African American/Black-Standard Exceed/Met: 20.06% (Not Met) Standard Nearly Met/Not Met: 79.94% (Not Met)	Standard Nearly Met/Not Met: 77.00% (Maintained focus but not required anymore) African American/Black-Standard Exceed/Met: 30% Standard Nearly Met/Not Met: 70%
iReady Math	2025-26 Goals - Whole School: Mid or Above Grade Level: 50% Early On Grade Level: 21% Below Grade Level: 29% English Learners: Mid or Above Grade Level: 34% Early On Grade Level: 19% Below Grade Level: 47% Economically Disadvantaged: Baseline: Mid or Above Grade Level: 20% Baseline: Early On Grade Level: 23% Baseline: Below Grade Level: 57% 2025-26 Outcomes as of 4.23.2026 - Whole School: Mid or Above Grade Level: 65% (Goal Met) Early On Grade Level: 26% (Goal Met) Below Grade Level: 9% (Goal Met) English Learners Mid or Above Grade Level: 37% (Goal Met) Early On Grade Level: 49% (Goal Met) Below Grade Level: 15% (Goal Met) Economically Disadvantaged Baseline: Mid or Above Grade Level: 36% (Goal Met) Baseline: Early On Grade Level: 40% (Goal Met) Baseline: Below Grade Level: 25% (Goal Met)	2026-27 Goals - Whole School: Mid or Above Grade Level: 70% Early On Grade Level: 23% Below Grade Level: 7% English Learners Mid or Above Grade Level: 42% Early On Grade Level: 49% Below Grade Level: 10% Economically Disadvantaged Baseline: Mid or Above Grade Level: 41% Baseline: Early On Grade Level: 40% Baseline: Below Grade Level: 20%

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, applied mathematics 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	English Learners, students with disabilities, socioeconomically disadvantaged students	1334 Targeted Allocation 4000-4999: Books And Supplies

	Olympiad, math intervention groups, Math Circles, Robotics, professional development focused on math talks and more.		Materials to support enrichment and intervention programs 15000 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. 2000 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	1333 Targeted Allocation 4000-4999: Books And Supplies Materials for supporting targeted groups to increase mathematics literacy. 2000 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 field trips or activities, as well as materials for cooking, or tools to help students stay organized and focused.	Students with Disabilities	1333 Targeted Allocation 4000-4999: Books And Supplies Funds for the program and materials to ensure all students can access our mathematics curriculum. 2000

			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 extra to work with students in small groups, either during the school day, before, or after.	Socioeconomically disadvantaged students, English Learners	2000 Targeted Allocation 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.

Annual Review

SPSA Year Reviewed: 2025-26

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. Even in our yellow indicator sub groups, we saw increases in performance. This is despite the overall school focus being on literacy, Opportunities to Respond, and Behavior Specific Praise. However, the talks involved with Opportunities to Respond may have also led increases in performance for our 4 subgroups of focus.

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 two votes that shifted more funding to paying for materials, not as much had been budgeted as was needed since we shifted funding to people.

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.

Due to district budget cuts and large staff shifts, we are not making major changes and our focus is on sustaining systems we have established this year for the following school year.

Regarding data, our district is working out new assessment calendars and so the data that we use to analyze our growth may change.

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.

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.

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
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CAASPP English Language Arts assessment (3-8)	2024-25 Goals - Whole School: Standard Exceed/Met: 70% Standard Nearly Met/Not Met: 30% English Learners- Standard Exceed/Met: 11% Standard Nearly Met/Not Met: 89% Economically Disadvantaged- Standard Exceed/Met: 47% Standard Nearly Met/Not Met: 53% Hispanic/Latino- Standard Exceed/Met: 41% Standard Nearly Met/Not Met: 59% Students with Disabilities- Standard Exceed/Met: 37% Standard Nearly Met/Not Met: 63% (NEW) African American/Black- Standard Exceed/Met: 50% Standard Nearly Met/Not Met: 50% 2024-25 Outcomes - Whole School: Standard Exceed/Met: 48.82% (Goal Not Met) Standard Nearly Met/Not Met: 51.18% (Goal Not Met) English Learners- Standard Exceed/Met: 56.02% (Goal Met) Standard Nearly Met/Not Met: 43.98% (Goal Met) Economically Disadvantaged- Standard Exceed/Met: 38.23% (Goal Not Met) Standard Nearly Met/Not Met: 61.77% (Goal Not Met) Hispanic/Latino- Standard Exceed/Met: 38.84% (Goal Not Met) Standard Nearly Met/Not Met: 61.16% (Goal Not Met) Students with Disabilities-	2026-27 Goals based on 2024-25 Outcomes Whole School: Standard Exceed/Met: 53% Standard Nearly Met/Not Met: 47% English Learners- Standard Exceed/Met: 61% Standard Nearly Met/Not Met: 39% Economically Disadvantaged- Standard Exceed/Met: 43% Standard Nearly Met/Not Met: 57% Hispanic/Latino- Standard Exceed/Met: 43% Standard Nearly Met/Not Met: 57% Students with Disabilities- Standard Exceed/Met: 21% Standard Nearly Met/Not Met: 79% (NEW) African American/Black- Standard Exceed/Met: 37% Standard Nearly Met/Not Met: 63%
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	Standard Exceed/Met: 16.95% (Goal Not Met) Standard Nearly Met/Not Met: 83.05% (Goal Not Met) (NEW) African American/Black-Standard Exceed/Met: 32.75% (Goal Not Met) Standard Nearly Met/Not Met: 67.25% (Goal Not Met) 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/Latino- 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%	
i-Ready Reading	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):	2025-26 Outcomes Whole School (MET)- Mid or Above Grade Level: 68% Early On Grade Level: 19% Below Grade Level: 13% English Learners (MET)- Mid or Above Grade Level: 31% Early On Grade Level: 35% Below Grade Level: 35% Economically Disadvantaged (MET): Initial: Mid or Above Grade Level: 42%

	Initial: Mid or Above Grade Level: 24% Initial: Early On Grade Level: 18% Initial: Below Grade Level: 58% 2025-26 Goals based on 2024-2025 Outcomes: Whole School- Mid or Above Grade Level: 59% Early On Grade Level: 17% Below Grade Level: 23% English Learners- Mid or Above Grade Level: 29% Early On Grade Level: 22% Below Grade Level: 49% Economically Disadvantaged: Initial: Mid or Above Grade Level: 29% Initial: Early On Grade Level: 18% Initial: Below Grade Level: 53%	Initial: Early On Grade Level: 28% Initial: Below Grade Level: 30% 2026-27 Outcomes based on 2025-2026 Outcomes Whole School (MET)- Mid or Above Grade Level: 73% Early On Grade Level: 17% Below Grade Level: 10% English Learners (MET)- Mid or Above Grade Level: 36% Early On Grade Level: 33% Below Grade Level: 32% Economically Disadvantaged (MET): Initial: Mid or Above Grade Level: 47% Initial: Early On Grade Level: 26% Initial: Below Grade Level: 27%
Fountas and Pinnell (K-5)	2024-2025 School Goals versus 2024-2025 Trimester 3 Scores Goal: 77% Overall meeting/exceeding Trimester 3: 85% Overall meeting/exceeding (MET) Goal: 46% English learner meeting/exceeding Trimester 3: 71% English learner meeting/exceeding (MET) Goal: 55% Low-Income meeting/exceeding Trimester 3: 70% Low-Income meeting/exceeding (MET) Goal: 58% Hispanic/Latino/a/x meeting/exceeding Trimester 3: 70% Hispanic/Latino/a/x meeting/exceeding (MET) Goal: 51% Students with IEP's meeting/exceeding Trimester 3: 53% Students with IEP's meeting/exceeding (MET) 2025-2026 School Goals Based on 2024-2025 Scores: 90% Overall meeting/exceeding	2025-2025 School Goals: 82% Overall meeting/exceeding

	76% English learner meeting/exceeding 75% Low-Income meeting/exceeding 75% Hispanic/Latinx meeting/exceeding 58% Students with IEP's meeting/exceeding 2025-2026 Trimester 2 Scores: 77% Overall meeting/exceeding (Not Met as of Trimester 2) Other components no longer exist in data report	
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 ADJUSTED 2024-2025 Results: 54.3% Increased Proficiency 32.9% Maintained Proficiency 12.9% Decreased Proficiency 2025-2026 ELPAC result indicators: Not yet released (4.24.2026)	2026-2027 School Goals Adjusted based on California Dashboard: Goal: 59% Increased Proficiency Goal: 31% Maintained Proficiency Goal: 10% 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	2026-2027 Reclassification Goal TBD based on 2025-2026 results (4.24.2026) Number of ELs: Goal # of students reclassified: students % 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) 2025-2026 Reclassification Goal Number of ELs: 97 Goal # of students reclassified: 12 students 12% or more of students reclassified	
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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
2.1	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	1000 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. 7000 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. 3000 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.
2.2	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	1000 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. 1000 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.
2.3	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 field trips or 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	1000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. 1000 Targeted Allocation 4000-4999: Books And Supplies Materials that help further the research, planning, and action towards 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. 3500 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Transportation as needed to access programmatic offerings.
2.4	Extra hours for staff to help build relationships and assist with MTSS identified areas of need within classrooms.	English Learners, students with disabilities	1000 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.
2.8			

Annual Review

SPSA Year Reviewed: 2025-26

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 one more year 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.

With budgetary cuts, we are going to have to reevaluate systems sooner than expected. Our focus is on sustaining what we have and not increasing expenses. After adding in classified extra hours, our supports for after school were consistent, but not increased due to difficulty finding staff to work those spots.

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 reviewing the efficacy of expenses we have (such as Shakespeare Silicon Valley and Goalbook). We have not made those changes yet. One adjustment to metrics will be F&P as well as iReady as measures of data. This year, the district has adjusted what they evaluate with F&P so it may not be significant as a data measure moving forward.

Regarding data, our district is working out new assessment calendars and so the data that we use to analyze our growth may change.

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.

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.

For Suspensions, we are in the Red for our White students, and in the Orange for African American students, Asian students, and Students with Disabilities. However, we did improve our suspension and we were removed from ATSI for reducing suspension of Black/African American students. For Chronic Absenteeism, we are the in Red for Students with Disabilities, and Orange for English Learners, Filipinos, students of Two or More Races, and Socioeconomically Disadvantaged 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% Socioeconomically Disadvantaged: 96% Black/African Ancestry: 96% Hispanic/Latino/Latinx: 96% Students with IEP's: 96% End of 2024-2025 Overall: 94.47% (improved to goal, but not met) English learner: 92.73% (improved to goal, but not met) Socioeconomically Disadvantaged: 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) GOAL: 2025-2026 Overall: 96% English learner: 96% Socioeconomically Disadvantaged: 96% Black/African Ancestry: 96% Hispanic/Latino/Latinx: 96% Students with IEP's: 96% Current: We can longer get this data set.	GOAL: 2026-2027 Overall: 96% English learner: 95% Socioeconomically Disadvantaged: 95% Black/African Ancestry: 95% Hispanic/Latino/Latinx: 95% Students with IEP's: 95%
Chronic Absenteeism	GOAL: 2024-2025 Overall: 8% English learner: 14% Socioeconomically Disadvantaged: 10% Black/African Ancestry: 8% Hispanic/Latino/Latinx: 16% Students with IEP's: 17% End of 2024-2025 Overall: 14.49% (improved to goal, but not met) English learner: 16.26% (improved to goal, but not met) Socioeconomically Disadvantaged: 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) GOAL: 2025-2026 Overall: 10% English learner: 12%	GOAL: 2026-2027 Overall: 10% English learner: 10% Socioeconomically Disadvantaged: 10% Black/African Ancestry: 3% Hispanic/Latino/Latinx: 10% Students with IEP's: 10%

	Socioeconomically Disadvantaged: 16% Black/African Ancestry: 5% Hispanic/Latino/Latinx: 25% Students with IEP's: 25% Current: Overall: 10.29% English Learner: 15.6% Socioeconomically Disadvantaged: 18.5% Black/African Ancestry: 6.2% Hispanic/Latino/Latinx: 13.2% Students with IEPs: 31.9%	
Suspensions	GOAL: 2024-2025 Overall: 1% English learner: 1% Socioeconomically Disadvantaged: 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) Socioeconomically Disadvantaged: 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) 2025-2026 Overall: 1% English learner: 1% Socioeconomically Disadvantaged: 4% Black/African Ancestry: 4% Hispanic/Latino/Latinx: 2% Students with IEP's: 6% CURRENT YEAR SUSPENSION: # of Students: 13 # of Suspensions: 21	GOAL: 2026-2027 Overall: 1% English learner: 1% Socioeconomically Disadvantaged: 2% Black/African Ancestry: 2% Hispanic/Latino/Latinx: 1% Students with IEP's: 3%

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
3.1	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	English Learners, students with disabilities	2000 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures

	focuses on reflection, goal setting, and problem solving. Examples would include: Materials needed for SEL supports such as Calm Down Corners, decompression areas, or conflict resolution meetings.		Professional development costs: trainings, travel, and substitutes. Planning/collaboration costs: substitutes and hourly pay. Intervention and enrichment costs: hourly pay. 1250 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. 1250 Targeted Allocation 4000-4999: Books And Supplies Materials needed for SEL supports such as Calm Down Corners, decompression areas, or conflict resolution meetings. 3000 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.
3.2	Plan and put on community events to exhibit student learning both academically and socially as well as focus on strengthening both peer to peer and community relationships. For community events, a component will be parent education courses to help build parent understanding of current academic expectations as well as any social and cultural needs that arise within our student community.	English Learners, students with disabilities	1250 Targeted Allocation 4000-4999: Books And Supplies Materials and supplies for community events to build positive student and community engagement with the school. 2000 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. 3000 Targeted Allocation

			1000-1999: Certificated Personnel Salaries Staffing for running community events to build positive student and community engagement with the school. 2000 Targeted Allocation 2000-2999: Classified Personnel Salaries Staffing for running community events to build positive student and community engagement with the school.
3.3	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	4000 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. 2000 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. 1250 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.
3.4	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	1000 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.
3.5	Extra hours for staff to help build relationships and assist with MTSS identified areas of need within classrooms.	English Learners, Students with Disabilities, Socioeconomically Disadvantaged students	2000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitutes to cover staff so they can break down behavior and attendance data and

			make decisions and choices to support students.
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Annual Review

SPSA Year Reviewed: 2025-26

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 saw improvements in our suspension data due to our increase in interventions and time spent building support systems for students and teachers. Our chronic absenteeism held fairly steady but we did see an increase in absences for our Students with Disabilities as our Extensive Support Needs program has several students with severe medical needs which directly affects their ability to attend school. We continue to work on creating ways to support families to ensure they feel supported, welcome, and understand that schooling a legally required.

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

There were no major differences between the original plan and expenses.

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.

Due to major budget cuts in the district and huge staffing shifts, our focus is on sustaining the systems we created and invested in this last year. We will continue to track our data and attempt to revise systems where needed.

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% Hispanic/Latino/Latinx: 16% Students with IEP's: 17%	GOAL: 2026-2027 Overall: 10% English learner: 10% Low-Income: 10% Black/African Ancestry: 3% Hispanic/Latino/Latinx: 10% Students with IEP's: 10%

	End of 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) GOAL: 2025-2026 Overall: 10% English learner: 12% Low-Income: 16% Black/African Ancestry: 5% Hispanic/Latino/Latinx: 25% Students with IEP's: 25% Current: Overall: 10.29% English Learner: 15.6% Socioeconomically Disadvantaged: 18.5% Black/African Ancestry: 6.2% Hispanic/Latino/Latinx: 13.2% Students with IEPs: 31.9%	
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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
4.1	Strengthen our art program via supplies, curriculum, after school enrichment, and training as necessary.	English Learners, students with disabilities, Socioeconomically Disadvantaged students	4700 Targeted Allocation 4000-4999: Books And Supplies Supplies and materials to support a viable art program for all students. 2000 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.
4.2	Strengthen our Design Lab via supplies, curriculum, after school enrichment, and training as necessary.	English Learners, students with disabilities, Socioeconomically Disadvantaged students	4700 Targeted Allocation 4000-4999: Books And Supplies Supplies and materials to support a viable Design Lab program for all students.

			2000 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.
4.3	Strengthen our music program via supplies, curriculum, after school enrichment, and training as necessary.	English Learners, students with disabilities, Socioeconomically Disadvantaged students	4700 Targeted Allocation 4000-4999: Books And Supplies Supplies and materials to support a viable music program for all students. 2000 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.
4.4	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	4870 Targeted Allocation 4000-4999: Books And Supplies Supplies and materials to support a viable access to all program for neurodiverse students. 2000 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: 2025-26

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 3rd year of our Arts and Design approach. While Chronic Absenteeism has roughly maintained, we have seen a decrease in suspensions. Our focus on ensuring all of our students have equitable materials to ensure they can access our art, music, and design classes has had a positive effect on our school.

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

We originally planned to spend time planning student portfolios and what that could look like at Don Callejon. However, the major budget cuts at the district derailed that conversation and many of the staff brought in to assist with that process are being let go which has made future planning difficult.

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.

Currently, while student portfolios are listed as a future plan, they will be shelved for next year as we attempt to sustain what we currently have at Don Callejon with the major budget cuts.

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	\$106,970.00
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	\$106,970.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$106,970.00

Total of federal, state, and/or local funds for this school: \$106,970.00

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	106970	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	106,970.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	37,000.00
2000-2999: Classified Personnel Salaries	15,000.00
4000-4999: Books And Supplies	30,970.00
5000-5999: Services And Other Operating Expenditures	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	16,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	37,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	15,000.00
4000-4999: Books And Supplies	Targeted Allocation	30,970.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	16,500.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
27,000.00
27,000.00
26,000.00
26,970.00

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
Aaron Schomberg	Other School Staff
Dani Corso	Classroom Teacher
Christina Chappell	Classroom Teacher
Jennifer Kontich	Classroom Teacher
Ana Luna (ELAC)	Parent or Community Member
Toni Blaisdell (ELAC)	Other School Staff
Dancho Gregorious (ELAC)	Parent or Community Member
Miguel Hidalgo (DELAC/SSC)	Parent or Community Member
Paul Abin	Parent or Community Member
Cristina Arreola	Parent or Community Member
Roshan Jessani	Parent or Community Member
Rosa Sanchez	Other School Staff
Kristen Bright (ELAC)	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3.31.2026.

Attested:



Principal, Anthony M. Alberts on 4.24.2026



SSC Chairperson, Ana Luna (ELAC/SSC) on 4.24.2026