

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD



Don Callejon School
Santa Clara Unified District

Published During
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I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

II. About This School

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Don Callejon K-8 School opened on August 28, 2006, as the first new school in Santa Clara Unified School District in 40 years. The school is named in honor of Don Callejon, former Superintendent, Board member and dedicated employee of Santa Clara Unified School District for 43 years. The school serves children in Kindergarten through 8th grade.

The 74,500 square-foot school provides students and faculty with a modernized, beautiful campus for learning and recreation. In addition to brand-new classrooms, students enjoy access to a Media Center/Library and Computer Lab with both wireless and hardwired Internet access. A Multi-Purpose Building with a stage, wall tables, and basketball court serves as a place for PE facilities, assemblies, dining, music instruction, performances and after school sports activities.

Classrooms are designed around a central courtyard which features an outdoor theater and beautiful grassy knolls. The courtyard also includes a geography court with a map of the world surrounded by a school garden area and an outdoor covered lunch space. Outdoor playgrounds are divided into three areas for kindergarten, elementary, and middle school students and are located adjacent to a city park.

Don Callejon School (DCS) strives to create a safe and nurturing student-centered learning environment with a family and community atmosphere. DCS is committed to educating the whole child while focusing on academic excellence. DCS values and appreciates the diversity of our students and community. Using these goals as a framework, DCS has developed a common vision for all students in order to create a dynamic and united community of learners.

Don Callejon School's Vision is to:

- Value and strive for academic rigor, high standards, and achievement
- Instill independence and self-confidence in our students
- Support collaboration and unity
- Incorporate technology throughout campus
- Open the doors toward tolerance and compassion
- Nurture a safe and respectful learning environment

In order to achieve its operational vision, DCS focuses on the following subgoals:

- 1) Involve all members of the Don Callejon community to the best of our abilities, in order to receive input, make decisions, and play upon the combined strengths of all
- 2) Provide strong and coherent staff development that supports our vision
- 3) Expect the best from our school community members
- 4) Use data and assessments to carefully track how each student is doing and how we can best meet every student's needs
- 5) Create strong support systems to ensure that no student falls through the cracks
- 6) Use research and best practices to maximize instructional time
- 7) Hire and retain an outstanding staff committed and dedicated to the K-8 vision
- 8) Focus on activities and practices that unite the school community while realizing the power of differentiation to address the specific needs of each grade level
- 9) Maintain a safe school campus for all community members

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents are encouraged to actively participate in helping the school fulfill its mission. Parents are invited, through multiple publicity channels in English and Spanish, to join the School Site Council, English Learner Advisory Committee, and a very active Parent-Teacher Organization. Parents are solicited to help with fundraisers, and business-school partnerships are actively promoted through the school newsletter, various community email groups and other publications.

Parent participation is required in parent-teacher conferences, Student Study Teams, Individualized Education Plan meetings, and as necessary with staff to ensure student success.

The surrounding Rivermark community was actively involved in the planning and design of the school. The school strives to provide many ways for volunteers to be a part of the school, and parent volunteers remain a cornerstone of the school. It is very common to find parents helping in the classrooms of their own children and throughout the school.

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	119
Grade 1	119
Grade 2	120
Grade 3	94
Grade 4	76
Grade 5	68
Grade 6	119
Grade 7	112
Grade 8	115
Total Enrollment	942

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	6.7	White	12.4
American Indian or Alaska Native	0.1	Two or More Races	4.5
Asian	42.9	Socioeconomically Disadvantaged	32.1
Filipino	8	English Learners	48.7
Hispanic or Latino	23.1	Students with Disabilities	8.3
Native Hawaiian/Pacific Islander	0.8		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.7	6			20	6			29.8		4	
1	18.8	5			20	3	3		29.8		4	
2	19.5	4			18	5			30		4	
3	18.5	4			20	4			23.5		4	
4	26		1		29		2		29		3	
5	26		1		32		1		28.5		2	
6					0							
K-3	0				0							
3-4	0				0							
4-8	29		1		29		2					
Other					0							

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27		7		27	1	14	1	25.2	1	9	
Mathematics	27	2	4	1	26	4	6	2	25.6	2	7	
Science	27		7		28		10	1	23.7	2	3	1
Social Science	27.5		8		26	2	10	1	26.6		9	

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

Don Callejon School strives to provide a positive, powerful and safe learning environment for all students, where each child has opportunities to be successful. Students and staff work very hard to keep the environment free of violence, illegal drugs and fear. As a school, we appreciate and respect the diverse culture within our community. Don Callejon School collaborates with the Santa Clara Police Department, local business partners and the Santa Clara Unified School District office to ensure a safe and secure learning environment for our students.

* School Safety Plan is available for review in the school office.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.1	0.1	0	0.1	0.1	0
Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

All school buildings in the District meet or exceed the Field Act's earthquake safety specifications and EPA asbestos standards. Staff and students engage in regular fire and earthquake safety drills and each school has a plan and materials to meet an emergency situation.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, electrical systems, HVAC, interior/exterior painting, floor systems, asbestos abatement, and paving.

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

The District governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the District Office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The five year old 74,500 square-foot school has provided students and faculty with a modernized, beautiful campus for learning and recreation. Don Callejon School grounds, buildings and restrooms are still in excellent condition, clean and functioning fully according to plans filed with the County.

In addition to nearly new classrooms, students enjoy access to a Media Center and Computer Lab with both wireless and hardwired Internet access. A Multi-Purpose Building with a stage, wall tables and basketball court serves as a place for assemblies, dining, plays and sports activities.

Classrooms are designed around a central courtyard which features an outdoor theater and grassy knolls. The courtyard also includes a geography court with a map of the world and an outdoor covered lunch area.

Outdoor play areas are divided into four areas for daycare, kindergarten, elementary and middle school and are located adjacent to a City park.

Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status. (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On: 12/20/2011	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
System Inspected					
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—	✓	—	—	
Interior: Interior Surfaces	—	✓	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—	✓	—	—	
Electrical: Electrical	—	✓	—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—	✓	—	—	
Safety: Fire Safety, Hazardous Materials	—	✓	—	—	
Structural: Structural Damage, Roofs	—	✓	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✓	—	—	Broken swing, part ordered.
Overall Rating	—	✓	—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	38	44	49	804
Teachers without Full Credential	2	1	0	4
Teachers Teaching Outside Subject Area of Competence	0	2	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	98.78	1.22
High-Poverty Schools in District	98.74	1.26
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	341
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	0	N/A
Other	2	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

Santa Clara Unified School District utilizes State of California and Santa Clara Unified School District adopted curriculum for all areas of instruction. Instruction is aligned to State of California and SCUSD standards through the use of District curriculum maps and pacing guides for all content areas. The District English Learner Master Plan (2008) is the guide for teachers to provide English Learners with an instructional program that includes English Language Development, access to the core curriculum and promotion of multicultural proficiency.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	<p>All textbooks and materials are current, in good condition, and available to all students.</p> <p>A full list of core and supplemental textbooks and materials can be found at: http://www.santaclarausd.org/InstructionalResources.</p>	0	(K-5) SCUSD Instructional Guide (2010) & Units of Study, Houghton Mifflin Reading California (2003), Leveled Book Collections; (K-5 Bilingual) Houghton Mifflin Lectura (2003), Pearson Language Central ELD (2008); (K) firsthand Heinemann, Phonics Lessons, Fountas and Pinnell (2003), (1-5) Educators Publishing Service Sitton Spelling and Wordskills (2006).
Mathematics	<p>All textbooks and materials are current, in good condition, and available to all students.</p> <p>A full list of core and supplemental textbooks and materials can be found at: http://www.santaclarausd.org/InstructionalResources.</p>	0	(K-5) Scott Foresman-Addison Wesley en Vision MATH California (2009); (K-5 Bilingual) Scott Foresman-Addison Wesley en Vision MATH en espanol California (2009).
Science	<p>All textbooks and materials are current, in good condition, and available to all students.</p> <p>A full list of core and supplemental textbooks and materials can be found at: http://www.santaclarausd.org/InstructionalResources.</p>	0	(K-5) Delta Education, Inc. Full Option Science System (FOSS) (2007).
History-Social Science	<p>All textbooks and materials are current, in good condition, and available to all students.</p> <p>A full list of core and supplemental textbooks and materials can be found at: http://www.santaclarausd.org/InstructionalResources.</p>	0	(K-5) Scott Foresman History Social Science for California (2006), (Bilingual) English and Spanish.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Foreign Language	<p>All textbooks and materials are current, in good condition, and available to all students.</p> <p>A full list of core and supplemental textbooks and materials can be found at: http://www.santaclarausd.org/InstructionalResources.</p>	0	N/A
Health	<p>All textbooks and materials are current, in good condition, and available to all students.</p> <p>A full list of core and supplemental textbooks and materials can be found at: http://www.santaclarausd.org/InstructionalResources.</p>	0	(K-5) Spark; (5) Fitness Gram Assessment.; (K-5) Santa Clara County Office of Education, Fit for Learning (2008); (3-5) Lifeskills Training: Promoting Health and Personal Development, Princeton Health Press, © Gilbert J. Botvin, (1998-2010); (5) Growth and Development Unit.
Science Laboratory Equipment (grades 9-12)	<p>All textbooks and materials are current, in good condition, and available to all students.</p> <p>A full list of core and supplemental textbooks and materials can be found at: http://www.santaclarausd.org/InstructionalResources.</p>	0	
Visual and Performing Arts	<p>All textbooks and materials are current, in good condition, and available to all students.</p> <p>A full list of core and supplemental textbooks and materials can be found at: http://www.santaclarausd.org/InstructionalResources.</p>	0	(K-5) SRA/McGraw-Hill Art Connections (1998).

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$4,627.00	\$105.00	\$4,522.00	\$63,667.00
District	N/A	N/A	\$4,944.00	\$73,381.00
Percent Difference - School Site and District	N/A	N/A	-0.09	-0.13
State	N/A	N/A	\$5,455.00	\$67,667.00
Percent Difference - School Site and State	N/A	N/A	-0.17	-0.06

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Don Callejon School receives State of California and Federal categorical funds which provide supplemental services to identified students through School Site Council and district administered programs. These programs include a School and Library Improvement Program (SLIP), Economic Impact Aid for Limited English Proficient (EIA-LEP) students, Economic Impact Aid for Socioeconomically Disadvantaged Students (EIA-SCE). Don Callejon School also receives additional services for special education students as required.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,069	\$41,035
Mid-Range Teacher Salary	\$75,792	\$65,412
Highest Teacher Salary	\$89,856	\$84,837
Average Principal Salary (Elementary)	\$107,392	\$106,217
Average Principal Salary (Middle)	\$125,944	\$111,763
Average Principal Salary (High)	\$129,570	\$121,538
Superintendent Salary	\$195,475	\$197,275
Percent of Budget for Teacher Salaries	41	39
Percent of Budget for Administrative Salaries	5	5

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	62	68	71	55	57	60	49	52	54
Mathematics	50	60	64	47	52	54	46	48	50
Science	55	67	66	55	59	63	50	54	57
History-Social Science	31	42	50	44	46	49	41	44	48

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	60	54	63	49
All Students at the School	71	64	66	50
Male	66	65	62	48
Female	76	63	69	52
Black or African American	46	37	53	38
American Indian or Alaska Native				
Asian	89	92	93	88
Filipino	71	53	62	50
Hispanic or Latino	49	36	40	32
Native Hawaiian or Pacific Islander	0	0	0	0
White	78	73	85	60
Two or More Races	87	66	58	0
Socioeconomically Disadvantaged	50	38	43	35
English Learners	56	66	33	19
Students with Disabilities	40	37	0	0
Students Receiving Migrant Education Services				

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			writing			Mathematics		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
K									
1									
2									
3									
4									
5									
6									
7									
8									

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.4	34.3	13.4
7	18.6	31	40.7
9	0	0	0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	5	6	7
Similar Schools	3	3	8

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	37	44	16
Black or African American			
American Indian or Alaska Native			
Asian	17	22	10
Filipino			
Hispanic or Latino	27	46	9
Native Hawaiian or Pacific Islander			
White	72		
Two or More Races			
Socioeconomically Disadvantaged	37	56	10
English Learners	45	51	13
Students with Disabilities			

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	858	810	778
Black or African American	750	752	696
American Indian or Alaska Native		785	733
Asian	971	910	898
Filipino	840	831	859
Hispanic or Latino	748	724	729
Native Hawaiian or Pacific Islander		730	764
White	877	843	845
Two or More Races	908	856	836
Socioeconomically Disadvantaged	760	736	726
English Learners	862	775	707
Students with Disabilities	687	659	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	20

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

District and school staff development programs provide numerous opportunities for the staff to advance its skills and to learn new teaching strategies. Staff development activities and expenditures are tied to District and school goals.

For the 2010-11 school year, our site staff development focused primarily on four areas: Supporting EL Learners; Supporting Special Education Students; Data Analysis of schoolwide and individual classroom data; and developing a sense of community and collaboration amongst all staff. Our school continues to have a technology focus, and ongoing staff development is also necessary for new and continuing staff members. Supporting and facilitating staff development is the focus of the Don Callejon School Leadership Team.