

Quail Glen Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Quail Glen Elementary School
Street	1250 Canevari Drive
City, State, Zip	Roseville, CA 95747
Phone Number	(916) 789-7100
Principal	Colleen Devine
Email Address	cdevine@dcjesd.us
School Website	https://qg.drycreek.k12.ca.us/
County-District-School (CDS) Code	31-66803-6112403

2023-24 District Contact Information

District Name	Dry Creek Joint Elementary School District
Phone Number	(916) 770-8800
Superintendent	Brad Tooker, Ed.D.
Email Address	superintendent@dcjesd.us
District Website	www.drycreekschools.us

2023-24 School Description and Mission Statement

Principal's Message:

Welcome to Quail Glen Elementary School, where students, staff, and families work together to create a safe and orderly learning environment for all students in transitional kindergarten through fifth grade. Quail Glen Elementary School is one of six elementary schools in the Dry Creek Joint Elementary School District.

Our school staff is dedicated to providing Quail Glen students with a safe, compassionate, nurturing, and challenging learning environment. Teachers work together in grade-level teams to develop a rigorous curriculum that meets or exceeds state standards. In addition, we have implemented a dedicated intervention time to meet students where they are in their current learning needs. This allows teachers and staff to help close gaps in knowledge and extend lessons beyond grade-level standards and understanding. All students in grades K-5 receive trimester report cards to communicate progress toward meeting grade-level standards. Students in grades TK - 5 and their parents can access progress online at all times through our student information system, Aeries.

The parents of Quail Glen students are deeply involved and interested in their child's education. The Parent Teacher Association sponsors a multitude of school-wide events to serve our students and community. The School Site Council functions in a collaborative role in planning school-wide activities. Parents volunteer in classrooms daily. Parent volunteers oversee the Art Docent and Music Mentor programs.

Quail Glen Elementary is committed to providing a world-class education and is passionate about ensuring high levels of learning and opportunity for all students.

Mission Statement:

At Quail Glen Elementary, we provide a well-rounded education and supportive learning environment where students can explore their creativity, collaborate, invent, take intellectual risks, and have fun using the principles of science, technology, engineering, art, and mathematics. We are committed to creating educational opportunities that broaden student experiences, prepare them for future school and career needs, and develop responsible contributing members of our global society.

2023-24 School Description and Mission Statement

School Profile:

Quail Glen Elementary is one of nine (9) schools in the Dry Creek Joint Elementary School District where imagination, creativity, and innovation are hard at work, laying the intellectual foundation for all students. Quail Glen focuses on educating the whole child and challenges students with a thought-provoking, hands-on curriculum, equipping them with social-emotional support and tools to achieve academic and life-long success. Maintaining consistency throughout the district, the curriculum is based upon Common Core Standards and supported by ongoing staff development at the district and site levels. Quail Glen is rich in science, technology, engineering, and the arts opportunities. The use of technology to supplement instruction and student learning is one of our top priorities. Classrooms are equipped with 21st-century technology and staffed with professionals who motivate and inspire students.

Located in West Roseville, California, Quail Glen Elementary is a California Distinguished School that focuses on student achievement. Students engage in a rigorous curriculum in a safe, kind, accepting, and compassionate learning environment. Currently, there are 595 students in grades pre-kindergarten through fifth, including district Special Education programs. The teacher-pupil ratio target is 32:1 in grades four and five, 24:1 in grades kindergarten through third, and 12:1 in TK. In the GATE program, students in grades 3-5 are placed in GATE clusters within classrooms. Quail Glen is also the host site for one Placer County Office of Education classroom and three preschool district Special Education programs. Physical Education is offered at all grade levels. We are fortunate to have a Chromebook/student ratio of one-to-one in grades 2-5. iPads are used in our kindergarten and transitional kindergarten programs to enhance learning experiences. Our school proudly practices PBIS, Toolbox, and Restorative Practices to build resilient, socially strong students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	77
Grade 2	78
Grade 3	97
Grade 4	92
Grade 5	98
Total Enrollment	537

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.5%
Male	57.5%
American Indian or Alaska Native	1.1%
Asian	4.1%
Black or African American	1.1%
Filipino	1.9%
Hispanic or Latino	23.6%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	12.5%
White	55.3%
English Learners	4.1%
Foster Youth	0.4%
Homeless	2.2%
Socioeconomically Disadvantaged	22.3%
Students with Disabilities	15.3%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.50	95.08	279.30	86.94	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	2.32	35.30	11.01	12115.80	4.41
Unknown	0.60	2.56	6.50	2.04	18854.30	6.86
Total Teaching Positions	25.80	100.00	321.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.20	90.75	280.50	88.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.16	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.24	27.50	8.63	11953.10	4.28
Unknown	2.10	7.98	10.10	3.20	15831.90	5.67
Total Teaching Positions	26.70	100.00	318.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.60	0.30
Total Out-of-Field Teachers	0.60	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Dry Creek Joint Elementary School District held a Public Hearing on September 14, 2023 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Online access to textbooks is also an available option for mathematics, English Language Arts/English Language Development (ELA/ELD), History Social-Science and Science in grades kindergarten through eight. Instructional materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are piloted and reviewed by teachers, and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at each school site, the district office, and in some cases online prior to adoption. Parent input and feedback are given to the Board with committee recommendations. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used in the school.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5, Reading Wonders - McGraw Hill (Adopted 2017)	Yes	0.0%
Mathematics	K-2, California GoMath! - Houghton Mifflin Harcourt @2014 (Adopted 2014) 3-5, Expressions California - Houghton Mifflin Harcourt @2014 (Adopted 2014)	Yes	0.0%
Science	K-3, Twig Education, Twig Science @2020 (Adopted 2020) 4-5, McGraw-Hill School Education, California Inspire Science @2020 (Adopted 2020)	Yes	0.0%
History-Social Science	K-5, California History-Social Science My World Interactive @ 2019, Pearson Scott Foresman and Prentice Hall (Adopted 2019)	Yes	0.0%
Foreign Language	N/A		
Health	Always Changing & Growing Up, Proctor and Gamble @ 2017 (Adopted 2017)		

School Facility Conditions and Planned Improvements

Quail Glen Elementary was built and constructed in 1996. The school facilities include; a multipurpose room for eating and a variety of school/community functions, a school library, an outdoor amphitheater area, and a large playing field used by the community for organized sports. Routine and scheduled maintenance are conducted as needed. Site staff typically generates work orders using a web-based work order system, which are addressed expeditiously.

The District maintains its school buildings through school site custodial staff and the district maintenance department. All safety issues are dealt with promptly. Student safety is always a high priority of the district and school site staff. Specific procedures have been developed to assist with before and after-school traffic. A safety plan and crisis response plan provide site staff with guidelines for action should an event occur.

The District takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed promptly. A work order process ensures efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			D-Wing Ceiling Tile - Work Order in place to fix
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Kinder Drain in both Restrooms are taped up, Tile around drain - Boys RR missing, Kitchen Drain - Work Order in place to fix
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground is original equipment

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated 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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	58	56	54	47	46
Mathematics (grades 3-8 and 11)	58	60	45	46	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	292	99.66	0.34	58.22
Female	130	129	99.23	0.77	61.24
Male	163	163	100.00	0.00	55.83
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	40.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	64.86
White	166	166	100.00	0.00	61.45
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	53	98.15	1.85	45.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	59	98.33	1.67	22.03

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	293	292	99.66	0.34	59.93
Female	130	129	99.23	0.77	59.69
Male	163	163	100.00	0.00	60.12
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	51.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	56.76
White	166	166	100.00	0.00	62.05
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	53	98.15	1.85	47.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	59	98.33	1.67	30.51

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	57.28	47.96	44.80	41.61	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	99	100.00	0.00	47.47
Female	51	51	100.00	0.00	45.10
Male	48	48	100.00	0.00	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	23	23	100.00	0.00	30.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	69.23
White	52	52	100.00	0.00	51.92
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	17	100.00	0.00	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	100%	100%	99%	100%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Quail Glen Elementary School aims to actively involve parents in developing, implementing, and evaluating school programs and activities. Parents are informed of opportunities for involvement through a monthly school newsletter, our digital school calendar on our website, and regular e-mail reminders. Annually, parent and community engagement strategies and goals are developed that provide parents with ways to support each of the school's academic areas of focus. A parent survey is annually coordinated through the School Site Council. Results are used to identify strengths and areas needing improvement. Parents at Quail Glen play a vital role in the school's success. Parents receive information about grade-level standards and school expectations through our school website, parent/student handbook, and information distributed at Back-to-School Night. A variety of opportunities are available for parents to participate in policy and governance committees that include; School Site Council, GATE Advisory Committee, English Learning Advisory Committee (ELAC), District English Learning Committee (DELAC), the District Health Committee, and PTA. Parents donate generously to our PTA and the school in general. In addition, parents are actively involved in daily classroom volunteering and have the opportunity to be part of the Music and Art Docent program.

Each year, presentations during School Site Council meetings are provided to increase parent involvement and improve understanding of our district and school-wide programs and activities. Presentation topics include; CAASPP testing results, district/classroom assessment results, district standards development, interventions, school budget, GATE, ELL program, school intervention programs, curriculum, and school activities updates. The PTA highlights upcoming events and takes sign-ups for volunteers. Annually more than three hundred parents volunteer for PTA events. Parent education programs are also provided that are designed to help parents become more successfully involved in their child's education. Parent education topics include Love & Logic, Safe Schools, and Art/Music Docent training. Parents of struggling students are also encouraged to attend Student Success Team (SST) meetings to discuss their child's progress and participate in developing action plans designed to assist students in becoming more successful in school. Additionally, families are invited to provide input in and attend various community-building school-wide events, including Family Academic Nights, Talent Show, and End of the Year Family BBQ.

If you have any questions about parent involvement opportunities or general questions about our learning community, please don't hesitate to reach out to Principal Colleen Devine at 916-789-7100.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	559	555	65	11.7
Female	245	241	26	10.8
Male	314	314	39	12.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	2	33.3
Asian	23	23	3	13.0
Black or African American	9	9	3	33.3
Filipino	10	10	0	0.0
Hispanic or Latino	135	132	19	14.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	71	71	11	15.5
White	302	301	27	9.0
English Learners	24	23	4	17.4
Foster Youth	2	2	1	50.0
Homeless	16	16	2	12.5
Socioeconomically Disadvantaged	145	144	26	18.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	110	108	18	16.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.18	1.14	1.25	0.43	1.55	2.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.25	0
Female	0.82	0
Male	1.59	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.32	0
English Learners	0	0
Foster Youth	0	0
Homeless	12.5	0
Socioeconomically Disadvantaged	2.76	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.64	0

2023-24 School Safety Plan

The safety of students and staff is a primary focus of Quail Glen Elementary School. The school complies with the laws, rules, and regulations on hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated in January 2023 by the School Safety Committee/School Site Council. The annual review for the 2023-2024 school year is scheduled for February 2024. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency safety drills, such as fire, lockdown/barricade, and earthquake drills, are conducted monthly throughout the school year. Students are supervised before and after school by certificated staff/principal, and classified staff/principal supervise students during lunch. Quail Glen underwent a thorough threat analysis with written recommendations for consideration and incremental implementation in July 2022. These recommendations were reviewed with input from the school site council, site leadership, and general school staff. There is a designated area for student drop off and pick up, and classified/certificated staff supervise all students during lunch and recess break periods. Visitors must scan in using the Raptor system, which puts them through a Megan's Law database. Visitors wear their printed badge at all times while on campus. New designated protocols, procedures, and location maps for reunifying students and families in case of emergency evacuation have been implemented.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4	1	
1	17	9		
2	21	1	6	
3	21	5	3	1
4	25	1	6	
5	26	1	6	
Other	11	2		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	21	1	6	
2	21	1	8	
3	22	1	7	1
4	23	2	6	
5	23	2	6	
Other	15	3	1	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	4	0
1	22	1	6	0
2	22	1	6	0
3	22	2	7	1
4	26	1	6	0
5	28	1	5	0
6	0	0	0	0
Other	5	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	1074

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9213.42	3270.24	5943.18	94120.84
District	N/A	N/A	8540.32	\$89,219
Percent Difference - School Site and District	N/A	N/A	-35.9	8.9
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	9.5	7.6

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, the Dry Creek Joint Elementary School District receives state and federal funding for the following categorical funds and other support programs:

Medi-Cal Administrative Activities
 Mandated Cost Reimbursement
 Other State
 Lottery
 Extended Learning Opportunities Program
 Title 1
 ESSER II
 ESSER III
 Special Education
 Special Education: Preschool
 Title 2, Part A Teacher Quality
 Title 4, Part A
 Title 3, Immigrant
 Title 3, Limited English
 ARP Homeless
 Lottery: Instructional Materials
 Sp Ed Learning Recovery
 Sp Ed Mental Health
 Mental Health
 Discretionary Block Grant
 Class Summer Assist Program
 Expanded Learning Opport.
 ELP Paraprofessionals
 STRS on Behalf

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,688	\$54,215
Mid-Range Teacher Salary	\$79,733	\$86,843
Highest Teacher Salary	\$106,670	\$111,440
Average Principal Salary (Elementary)	\$129,654	\$140,851
Average Principal Salary (Middle)	\$143,741	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$276,963	\$252,466
Percent of Budget for Teacher Salaries	41.12%	33.16%
Percent of Budget for Administrative Salaries	5.9%	5.15%

Professional Development

PROFESSIONAL DEVELOPMENT DAYS

For the past several years the district has provided high quality, content and needs aligned professional learning to increase teacher effectiveness and student achievement. The district's vision for continuous improvement in student achievement drives our work.

Professional Learning has been provided through a variety of models; including our designated work days, professional learning institutes, staff meetings, and job embedded learning activities. Since the pandemic, we have developed effective online/virtual training in addition to our in person professional development. The options provided throughout the designated days, cadre, modeling, conference -style, instructional rounds, after school sessions virtual and hybrid styles have provided professional development in a flexible and accessible manner. In addition, five instructional coaches support our school sites on a daily basis with implementation of curriculum, modeling/coaching for teams/individuals, lesson development, ELD support and technology integration. Teacher responses on the surveys administered following professional development have been positive. We use this feedback to assist in the planning of future professional development.

We have provided Professional Development on the following topics:

- English Language Development (ELD)
- Guided Language Acquisition Design (GLAD)
- Instructional Materials Training
- Content Specific essential standards and assessments
- Special Education Services
- Best practices for grading and feedback for students
- Restorative Practices
- Toolbox for Educators
- Trauma Informed Practices
- Various online curriculum platforms and supports
- Co-Teacher Training
- IXL Training for ELA and Math teachers
- Modern Classroom Project
- Aeries Basics and Report Cards
- CASSPP Testing for 3-8 grade
- Building Thinking Classrooms
- SEL
- Eduprotocols
- Incorporating UDL Aligned Strategies
- Absenteeism Support
- Unique Learning System/Analyze Data to Inform Instruction

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	