

# School Plan for Student Achievement (SPSA)

| School Name                  | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------------|-----------------------------------|--|---------------------------|
| Quail Glen Elementary School | 31-66803-6112403                  | May 9, 2024                            |                           |

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 Quail Glen Elementary School for meeting the following ESSA planning requirements 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 to inform the SPSA development process.

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## School Vision and Mission

### Vision

Quail Glen Elementary will provide the students they serve with the 21st Century skills they will need to be successful in the world they will live in. Quail Glen Elementary aspires to develop a model 21st Century Learning school by providing

high-quality on-going training, developing partnerships, securing resources, and taking an interdisciplinary approach where rigorous, meaningful, and authentic learning is coupled with emotional competencies.

#### Mission

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 and prepare them for future school and career needs, as well as developing responsible contributing members of our global society.

## School Profile

Quail Glen Elementary School, home of the Patriots, is an award-winning school (California Distinguished School 2004) serving the Dry Creek Joint Elementary School District community since 1996.

At Quail Glen Elementary, we strive to prepare the students we serve with the 21st century skills they will need to be successful in the world. We aspire to develop a model school by providing high-quality on-going training, developing partnerships, securing resources, and taking an interdisciplinary approach where rigorous, meaningful, and authentic learning is coupled with emotional competencies.

Our focus is to 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 (STEAM). We are committed to creating educational opportunities that broaden student experiences and prepare them for future school and career needs, as well as developing responsible contributing members of our global society.

We are in our third year of PBIS (Positive Behavioral Intervention Systems) implementation. This program instills a strong sense of community among staff and students alike. We use the Patriot P.A.C.T. to teach our school-wide expectations: Problem Solve, Act Safely, Choose Wisely, and Treat with Respect. Students are constantly recognized for following "the PACT" through our school's daily "Caught Ya's," weekly "Patriot Prizes" and trimester "Patriot Pull." We have seen a marked improvement in our students' understanding of the school wide expectations and their ability to meet those expectations.

Restorative Circles are another practice that should be highlighted as a strength for Quail Glen. Taking the data we received in our student surveys from recent years, we found that the social-emotional needs of our students continue to grow. As a school, cultivating relationships, building a sense of community in the classroom, and teaching the ability to respond to conflicts and problems in a positive manner is important to us. Restorative Practices help to teach students to share, listen and respond in an open dialogue. These circles have made a positive change as we continue to strive for excellence at Quail Glen. Additionally, we have implemented The ToolBox, a curriculum focusing on teaching critical social competencies such as self management and decision making. Each week students are introduced to tools to help them cope with difficulties that arise within their day.

The collaboration between the Dry Creek Joint Elementary School District, the staff, students, and the community has served to shape Quail Glen into a place where opportunities are abundant. Parents and volunteers are ever-present in the classroom and around campus participating in School Site Council, PTA, the Art Docent Program, the Music Docent Program, and various family events throughout the school year. Our PTA continually contributes to engaging activities and academic support for the whole school. This partnership allows us to sustain additional academic enrichment opportunities that would otherwise not be available.

Quail Glen has the pleasure of educating over 550 students in the Dry Creek Joint Elementary School District. We take pride in being Patriots and representing the positive culture that is being promoted at Quail Glen. Our staff strongly believes in educating the whole child and they work diligently to ensure that each student is successful!

# Educational Partner Involvement

How, when, and with whom did Quail Glen Elementary 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

At Quail Glen Elementary School, we believe that all stakeholders should be involved in the development, maintenance and review of all school goals and programs. On an ongoing basis, school staff, the ELAC committee, and the School Site Council analyze school data and provide input on our school goals and academic programs that are monitored through the SPSA. We adjust our goals and programs based on data and feedback from our stakeholder groups. 2024-25 School Site Council meeting dates related to SPSA are: April 18, 2024, May 9, 2024, August 22, 2024 and September 26, 2024. ELAC meetings will be August and September 2024.

## 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.

The following subgroups have an overall performance level of red or orange.

ELA: Hispanic

Math: None

English Learner Progress: subgroup too small to measure

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze site, district and state data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: White, Students with Disabilities

Chronic Absenteeism: None

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze site, district and state data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

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.

The following subgroups are two or more performance levels below the "all student" performance category.

ELA: Hispanic

Math: None

English Learner Progress: subgroup too small to measure

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze site, district and state data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

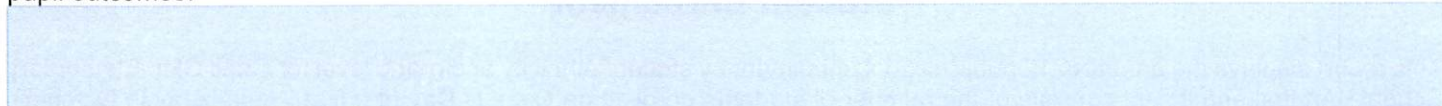
Suspension: None

Chronic Absenteeism: none

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze site, district and state data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Quail Glen Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

| Student Enrollment by Subgroup |                       |        |        |                    |       |       |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment |        |        | Number of Students |       |       |
|                                | 21-22                 | 22-23  | 23-24  | 21-22              | 22-23 | 23-24 |
| American Indian                | 1.05%                 | 1.12%  | 0.72%  | 6                  | 6     | 4     |
| African American               | 0.88%                 | 1.12%  | 1.63%  | 5                  | 6     | 9     |
| Asian                          | 4.39%                 | 4.1%   | 4.35%  | 25                 | 22    | 24    |
| Filipino                       | 2.46%                 | 1.86%  | 1.45%  | 14                 | 10    | 8     |
| Hispanic/Latino                | 22.46%                | 23.65% | 25.72% | 128                | 127   | 142   |
| Pacific Islander               | 0.53%                 | 0.37%  | 0.18%  | 3                  | 2     | 1     |
| White                          | 54.56%                | 55.31% | 53.08% | 311                | 297   | 293   |
| Multiple/No Response           | 13.51%                | 12.48% | 12.14% | 77                 | 67    | 67    |
| Total Enrollment               |                       |        |        | 570                | 537   | 552   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Kindergarten                      | 100                | 95    | 80    |
| Grade 1                           | 75                 | 77    | 78    |
| Grade 2                           | 98                 | 78    | 93    |
| Grade3                            | 90                 | 97    | 80    |
| Grade 4                           | 104                | 92    | 98    |
| Grade 5                           | 103                | 98    | 97    |
| Total Enrollment                  | 570                | 537   | 552   |

#### Conclusions based on this data:

1. Enrollment data shows an overall decline in elementary aged students living in our neighborhoods and attending Quail Glen. This data matches projected enrollment numbers.
2. Twenty-three (23%) percent of our student population is of the Hispanic or Latino heritage, making this our largest subgroup.
3. Three year trends show a slight increase in the number of students who claim a multi-national heritage or decline to state any heritage at all.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 21-22              | 22-23 | 23-24 | 21-22               | 22-23 | 23-24 |
| English Learners                              | 26                 | 22    | 28    | 5.30%               | 4.6%  | 5.1%  |
| Fluent English Proficient (FEP)               | 16                 | 11    | 9     | 2.20%               | 2.8%  | 1.6%  |
| Reclassified Fluent English Proficient (RFEP) | 4                  | 4     |       | 33.3%               | 15%   |       |

### Conclusions based on this data:

1. Our English Learner student population fluctuates been 20-30 students per year and is currently trending downward overall. Our English Learner students, make up approximately 4% of the student population at Quail Glen.
2. Approximately half of our English Learners are designated as Fluent English Proficient. This designation means a student is no longer needing EL specific support.
3. By carefully monitoring and providing meaningful interventions for our EL students, in 2022-23 18% of our EL students were able to be reclassified as fluent in English before leaving Quail Glen. Reclassification allows students to access courses at the middle school and secondary level that prepare them for future college and career choices. It is our goal to continue to support students in becoming Reclassified as Fluent English Proficient by 5th grade.

# 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 |       |       |
|  | 20-21                  | 21-22 | 22-23 | 20-21                | 21-22 | 22-23 | 20-21                     | 21-22 | 22-23 | 20-21                         | 21-22 | 22-23 |
| Grade 3                                | 86                     | 89    | 96    | 85                   | 89    | 96    | 85                        | 89    | 96    | 98.8                          | 100.0 | 100.0 |
| Grade 4                                | 87                     | 107   | 97    | 86                   | 106   | 96    | 86                        | 106   | 96    | 98.9                          | 99.1  | 99.0  |
| Grade 5                                | 93                     | 104   | 98    | 91                   | 102   | 98    | 91                        | 102   | 98    | 97.8                          | 98.1  | 100.0 |
| All Grades                             | 266                    | 300   | 291   | 262                  | 297   | 290   | 262                       | 297   | 290   | 98.5                          | 99.0  | 99.7  |

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 |       |       |
|                                      | 20-21            | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 |
| Grade 3                              | 2431.            | 2438. | 2453. | 23.53               | 28.09 | 34.38 | 30.59          | 30.34 | 29.17 | 24.71                 | 22.47 | 20.83 | 21.18              | 19.10 | 15.63 |
| Grade 4                              | 2512.            | 2467. | 2474. | 43.02               | 24.53 | 27.08 | 27.91          | 27.36 | 22.92 | 22.09                 | 16.98 | 26.04 | 6.98               | 31.13 | 23.96 |
| Grade 5                              | 2548.            | 2546. | 2529. | 43.96               | 38.24 | 29.59 | 25.27          | 37.25 | 32.65 | 15.38                 | 11.76 | 18.37 | 15.38              | 12.75 | 19.39 |
| All Grades                           | N/A              | N/A   | N/A   | 37.02               | 30.30 | 30.34 | 27.86          | 31.65 | 28.28 | 20.61                 | 16.84 | 21.72 | 14.50              | 21.21 | 19.66 |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Reading</b><br><b>Demonstrating understanding of literary and non-fictional texts</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3  | 21.18            | 17.98 | 30.21 | 61.18                 | 69.66 | 59.38 | 17.65            | 12.36 | 10.42 |
| Grade 4  | 29.07            | 17.92 | 26.04 | 67.44                 | 66.04 | 60.42 | 3.49             | 16.04 | 13.54 |
| Grade 5  | 28.57            | 27.45 | 23.47 | 61.54                 | 62.75 | 64.29 | 9.89             | 9.80  | 12.24 |
| All Grades   | 26.34            | 21.21 | 26.55 | 63.36                 | 65.99 | 61.38 | 10.31            | 12.79 | 12.07 |

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| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3   | 17.65            | 16.85 | 21.88 | 62.35                 | 56.18 | 60.42 | 20.00            | 26.97 | 17.71 |
| Grade 4   | 25.58            | 16.98 | 15.63 | 60.47                 | 53.77 | 62.50 | 13.95            | 29.25 | 21.88 |
| Grade 5   | 42.86            | 33.33 | 31.63 | 41.76                 | 53.92 | 50.00 | 15.38            | 12.75 | 18.37 |
| All Grades  | 29.01            | 22.56 | 23.10 | 54.58                 | 54.55 | 57.59 | 16.41            | 22.90 | 19.31 |

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| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3   | 9.41             | 13.48 | 17.71 | 81.18                 | 83.15 | 78.13 | 9.41             | 3.37  | 4.17  |
| Grade 4   | 20.93            | 10.38 | 12.50 | 73.26                 | 75.47 | 75.00 | 5.81             | 14.15 | 12.50 |
| Grade 5   | 18.68            | 17.65 | 20.41 | 73.63                 | 74.51 | 70.41 | 7.69             | 7.84  | 9.18  |
| All Grades  | 16.41            | 13.80 | 16.90 | 75.95                 | 77.44 | 74.48 | 7.63             | 8.75  | 8.62  |

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| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3  | 21.18            | 20.22 | 19.79 | 62.35                 | 66.29 | 67.71 | 16.47            | 13.48 | 12.50 |
| Grade 4  | 26.74            | 17.92 | 11.46 | 66.28                 | 58.49 | 80.21 | 6.98             | 23.58 | 8.33  |
| Grade 5  | 36.26            | 27.45 | 23.47 | 49.45                 | 57.84 | 65.31 | 14.29            | 14.71 | 11.22 |
| All Grades   | 28.24            | 21.89 | 18.28 | 59.16                 | 60.61 | 71.03 | 12.60            | 17.51 | 10.69 |

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### Conclusions based on this data:

1. Overall English Language Arts (ELA) achievement data provides information on student achievement levels and serves as an indicator to determine focus for growth in subsequent years. The 2022-23 data shows the overall percentage of students Exceeding or Meeting Standard in ELA to be 59%. This total is represented by 63% of 3rd graders, 49% of 4th graders and 61% of 5th graders having met or exceeded ELA standards
2. Analysis of each claim individually contributes to the development of school and grade level SMART goals. Further disaggregation of the data indicates overall trends in achievement levels, reveals deficit areas and areas experiencing greater success. The 2022-23 data analysis in Reading shows that 87% of students are testing Above/At/Near Standard. Data analysis in the area of Writing shows a success rate of 80% with 23% scoring Above Standard. The Listening claim is an overall area of success in student achievement as 90% of students were Above/At/or Near Standard. The Research and Inquiry claim shows that 89% of students are Above/At/or Near Standard
3. Quail Glen Elementary School has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in subsequent years to monitor growth in the area of English Language Arts.

# 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 |       |       |
|  | 20-21                  | 21-22 | 22-23 | 20-21                | 21-22 | 22-23 | 20-21                     | 21-22 | 22-23 | 20-21                         | 21-22 | 22-23 |
| Grade 3                                | 86                     | 89    | 96    | 85                   | 89    | 96    | 85                        | 89    | 96    | 98.8                          | 100.0 | 100.0 |
| Grade 4                                | 87                     | 107   | 97    | 86                   | 107   | 96    | 86                        | 107   | 96    | 98.9                          | 100.0 | 99.0  |
| Grade 5                                | 93                     | 104   | 98    | 91                   | 102   | 98    | 91                        | 102   | 98    | 97.8                          | 98.1  | 100.0 |
| All Grades                             | 266                    | 300   | 291   | 262                  | 298   | 290   | 262                       | 298   | 290   | 98.5                          | 99.3  | 99.7  |

\* 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 |       |       |
|                                      | 20-21            | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 |
| Grade 3                              | 2428.            | 2451. | 2454. | 17.65               | 22.47 | 31.25 | 35.29          | 39.33 | 35.42 | 21.18                 | 22.47 | 15.63 | 25.88              | 15.73 | 17.71 |
| Grade 4                              | 2505.            | 2472. | 2492. | 37.21               | 23.36 | 20.83 | 24.42          | 26.17 | 40.63 | 24.42                 | 24.30 | 27.08 | 13.95              | 26.17 | 11.46 |
| Grade 5                              | 2526.            | 2549. | 2526. | 23.08               | 42.16 | 31.63 | 30.77          | 25.49 | 21.43 | 28.57                 | 21.57 | 25.51 | 17.58              | 10.78 | 21.43 |
| All Grades                           | N/A              | N/A   | N/A   | 25.95               | 29.53 | 27.93 | 30.15          | 29.87 | 32.41 | 24.81                 | 22.82 | 22.76 | 19.08              | 17.79 | 16.90 |

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| <b>Concepts &amp; Procedures</b><br><b>Applying mathematical concepts and procedures</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3  | 23.53            | 29.21 | 36.46 | 51.76                 | 53.93 | 48.96 | 24.71            | 16.85 | 14.58 |
| Grade 4  | 45.35            | 27.10 | 32.29 | 38.37                 | 48.60 | 52.08 | 16.28            | 24.30 | 15.63 |
| Grade 5  | 32.97            | 38.24 | 36.73 | 51.65                 | 52.94 | 41.84 | 15.38            | 8.82  | 21.43 |
| All Grades   | 33.97            | 31.54 | 35.17 | 47.33                 | 51.68 | 47.59 | 18.70            | 16.78 | 17.24 |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3  | 27.06            | 32.58 | 37.50 | 48.24                 | 51.69 | 43.75 | 24.71            | 15.73 | 18.75 |
| Grade 4  | 31.40            | 22.43 | 26.04 | 52.33                 | 48.60 | 54.17 | 16.28            | 28.97 | 19.79 |
| Grade 5  | 19.78            | 33.33 | 21.43 | 60.44                 | 50.00 | 56.12 | 19.78            | 16.67 | 22.45 |
| All Grades   | 25.95            | 29.19 | 28.28 | 53.82                 | 50.00 | 51.38 | 20.23            | 20.81 | 20.34 |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3  | 18.82            | 23.60 | 25.00 | 61.18                 | 65.17 | 60.42 | 20.00            | 11.24 | 14.58 |
| Grade 4  | 33.72            | 16.82 | 26.04 | 50.00                 | 62.62 | 59.38 | 16.28            | 20.56 | 14.58 |
| Grade 5  | 23.08            | 24.51 | 27.55 | 65.93                 | 66.67 | 58.16 | 10.99            | 8.82  | 14.29 |
| All Grades   | 25.19            | 21.48 | 26.21 | 59.16                 | 64.77 | 59.31 | 15.65            | 13.76 | 14.48 |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

- Overall Math achievement data provides information on student achievement levels and serves as an indicator to determine focus for growth in subsequent years. The 2022-23 data shows the overall percentage of all students Exceeding or Meeting Standard in Math to be 60%. When further broken down, it is represented by 66% of 3rd graders, 61% of 4th graders and 53% of 5th graders exceeding or meeting standard.
- Analysis of each claim individually contributes to the development of school and grade level SMART goals. Further disaggregation of the data indicates overall trends in achievement levels, reveals deficit areas and areas experiencing greater success. The 2023-24 data analysis in Concepts and Procedures shows that 82% of students are testing Above/At/Near Standard. Data analysis in the area of Problem Solving and Modelling/Data Analysis shows an overall success rate of 78% with 27% scoring Above Standard. The Communicating Reasoning claim shows student achievement at 85% Above/At/Near Standard.
- Quail Glen Elementary School has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in subsequent years to monitor growth in the area of mathematics.

# 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<br>Number of Students and Mean Scale Scores for All Students |         |       |       |               |       |       |                  |       |       |                           |       |       |
|--|---------|-------|-------|---------------|-------|-------|------------------|-------|-------|---------------------------|-------|-------|
| Grade Level  | Overall |       |       | Oral Language |       |       | Written Language |       |       | Number of Students Tested |       |       |
|  | 20-21   | 21-22 | 22-23 | 20-21         | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 | 20-21                     | 21-22 | 22-23 |
| K  | *       | *     | *     | *             | *     | *     | *                | *     | *     | *                         | 5     | 5     |
| 1  | *       | *     | *     | *             | *     | *     | *                | *     | *     | 6                         | *     | *     |
| 2  | *       | *     | *     | *             | *     | *     | *                | *     | *     | *                         | 6     | *     |
| 3  | *       | *     | *     | *             | *     | *     | *                | *     | *     | 6                         | *     | 4     |
| 4  | *       | *     | *     | *             | *     | *     | *                | *     | *     | 5                         | 7     | *     |
| 5  | *       | *     | *     | *             | *     | *     | *                | *     | *     | *                         | *     | 4     |
| All Grades   |         |       |       |               |       |       |                  |       |       | 23                        | 26    | 19    |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 1   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 2   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 3   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 4   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 5   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades  | 13.04   | 26.92 | 36.84 | 47.83   | 42.31 | 31.58 | 17.39   | 23.08 | 26.32 | 21.74   | 7.69  | 5.26  | 23                       | 26    | 19    |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Oral Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|  | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 1  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 2  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 3  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 4  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 5  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades   | 34.78   | 42.31 | 31.58 | 39.13   | 38.46 | 47.37 | 17.39   | 11.54 | 10.53 | 8.70    | 7.69  | 10.53 | 23                       | 26    | 19    |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 1   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 2   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 3   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 4   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 5   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades  | 8.70    | 11.54 | 21.05 | 21.74   | 38.46 | 26.32 | 39.13   | 38.46 | 42.11 | 30.43   | 11.54 | 10.53 | 23                       | 26    | 19    |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| <b>Listening Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 1   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 2   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 3   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 5   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades  | 34.78          | 46.15 | 52.63 | 52.17               | 38.46 | 36.84 | 13.04     | 15.38 | 10.53 | 23                       | 26    | 19    |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 1  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 2  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 3  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 5  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades   | 30.43          | 57.69 | 31.58 | 60.87               | 34.62 | 57.89 | 8.70      | 7.69  | 10.53 | 23                       | 26    | 19    |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 1   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 2   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 3   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 5   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades  | 8.70           | 19.23 | 26.32 | 60.87               | 57.69 | 63.16 | 30.43     | 23.08 | 10.53 | 23                       | 26    | 19    |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 20-21          | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21     | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| K   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 1   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 2   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 3   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 4   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 5   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades  | 17.39          | 38.46 | 31.58 | 60.87               | 50.00 | 57.89 | 21.74     | 11.54 | 10.53 | 23                       | 26    | 19    |

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. This data provides information on Quail Glen's English Language Learner's (EL) English proficiency levels and serves as an indicator to determine the focus for growth in subsequent years. For K-5th grade, there are no grade level data points as there are not enough EL students for the state to post results. A total of 19 students participated in the ELPAC in the 2022-23 school year. Of these students, the data shows that 36% of the students are at the highest English Proficiency, Level 4. Students at this level have well developed English Skills. The data reflects that 31% of students are at proficiency Level 3. Students at this level have moderately developed English Skills. Both Level 3 and Level 4 are within the Bridging proficiency levels, which requires light linguist support. The remaining 33% are at Level 1 and 2 and require more intensive classroom support.
2. It is noted that the Listening domain is an area of success for Quail Glen students with 52% of students scoring in the Well Developed range.
3. The Speaking and Writing domains are areas of success for Quail Glen students with 31% of students scoring in the Well Developed range in both areas.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 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.

| 2022-23 Student Population   |  |  |   |
|--|--|--|---|
| Total Enrollment   | Socioeconomically Disadvantaged  | English Learners   | Foster Youth  |
| 537  | 22.3   | 4.1  | 0.4   |
| Total Number of Students enrolled in Quail Glen Elementary 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. |

| 2022-23 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 22    | 4.1        |
| Foster Youth                                      | 2     | 0.4        |
| Homeless  | 12    | 2.2        |
| Socioeconomically Disadvantaged                   | 120   | 22.3       |
| Students with Disabilities                        | 82    | 15.3       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 6     | 1.1        |
| American Indian              | 6     | 1.1        |
| Asian                        | 22    | 4.1        |
| Filipino                     | 10    | 1.9        |
| Hispanic                     | 127   | 23.6       |
| Two or More Races            | 67    | 12.5       |
| Pacific Islander             | 2     | 0.4        |
| White                        | 297   | 55.3       |

**Conclusions based on this data:**

1. Current data shows that twenty-two percent (22%) of the student population or one hundred thirty (130) students qualify as socioeconomically disadvantaged, well under the qualifications to be a Title 1 school.
2. Fifteen percent (15%) of the student population or eighty-two (82) students qualify as students with disabilities. Nationally the average is fifteen percent (15%).
3. Enrollment of students identifying as Hispanic continues to increase. Current data reports one hundred twenty-seven (127) students or twenty-three percent (23%) of the student population.

# School and Student Performance Data

## Overall Performance





The 2023 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."



2023 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement   | Conditions & Climate  |
|--|---|---|
| <div>English Language Arts</div> <div><br/>Green</div> | <div>Chronic Absenteeism</div> <div><br/>Yellow</div> | <div>Suspension Rate</div> <div><br/>Yellow</div> |
| <div>Mathematics</div> <div><br/>Green</div>          |   |   |

Conclusions based on this data:

1. In 2023, academic performance in both English Language Arts and Mathematics was rated as green or "high". Fifty-nine percent (59%) of 3rd-5th graders met or exceeded standard in English Language Arts while sixty percent (60%) met or exceeded standards in Math.
2. In 2023, Academic Engagement indicators for chronic absenteeism are yellow or "medium"

3. In 2023, Conditions and Climate indicators report suspension data as yellow or "medium".

# School and Student Performance Data

## Academic Performance English Language Arts

The 2023 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.

| 2023 Fall Dashboard English Language Arts Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 0   | 1      | 2      | 2     | 0    |

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.

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group   |   |   |
|--|---|---|
| All Students   | English Learners  | Foster Youth  |
| <br>Green<br>17.1 points above standard<br>Maintained +1.2 points<br>282 Students | 82.9 points below standard<br>Decreased Significantly -44.8 points<br>16 Students   | Less than 11 Students<br>2 Students   |
| Homeless   | Socioeconomically Disadvantaged   | Students with Disabilities  |
| Less than 11 Students<br>6 Students  | <br>Yellow<br>9.8 points below standard<br>Increased +13.8 points<br>71 Students | <br>Yellow<br>52.1 points below standard<br>Increased +6.3 points<br>65 Students |

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American   | American Indian   | Asian                                    | Filipino  |
|--|---|--|---|
| Less than 11 Students<br><br>2 Students  | Less than 11 Students<br><br>3 Students   | Less than 11 Students<br><br>10 Students | Less than 11 Students<br><br>6 Students   |
| Hispanic   | Two or More Races   | Pacific Islander                         | White   |
| <br>Orange<br>18.9 points below standard<br>Maintained -0.6 points<br>62 Students | <br>Green<br>36.9 points above standard<br>Decreased -14.7 points<br>35 Students | Less than 11 Students<br><br>1 Student   | <br>Green<br>23.8 points above standard<br>Increased +3.3 points<br>163 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner                 | Reclassified English Learners           | English Only  |
|---|---|---|
| Less than 11 Students<br><br>8 Students | Less than 11 Students<br><br>8 Students | 23 points above standard<br>Increased +4.7 points<br>263 Students |

#### Conclusions based on this data:

- Overall, the English Language Arts performance indicator for all students was green or "high," as a result of all student groups scoring 17 points above standard. This score is considered maintaining growth as it was 1.2 points higher than the previous year.  
  
English Learners ELA performance indicator did not have a reportable performance indicator due to having less than 30 EL students in the testing grades. Students in this group scored 82 points below standard.  
  
Socioeconomically Disadvantaged students scored in the yellow or "medium" range. Overall, this student group scored 9 points below standard. This is the result of a score increase of 13 points.  
  
Students with Disabilities scored in the yellow or "medium" range. Overall, this subgroup scored 52 points below standard. Scores rose by 6 points from the previous year.
- English Language Arts performance indicators are disaggregated by race/ethnicity on the Dashboard. Hispanic students (62) students) scored within the orange or "low" range, with an overall score of 18 points below standard.  
  
Students who identify as two or more races (35 students) scored within the green or "high" range. Students in this group scored 36 points above standard.

White students (157 students) scored within the green or "high" range with an overall score of 23 points above standard.

3. The 2023 Dashboard provides English Language Arts data comparisons for English Learners.

Current English Language Learners and Reclassified English Learners did not have a reportable score due to having less than 11 students in the testing grades.

English Only students report an overall performance score of 23 points above standard. This is an increase of 4 points over the previous year.

# School and Student Performance Data

## Academic Performance Mathematics

The 2023 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.

| 2023 Fall Dashboard Mathematics Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 0   | 0      | 2      | 3     | 0    |

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.

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group  |  |   |
|---|--|---|
| <div>All Students</div> <div><br/>Green</div> <div>8.2 points above standard</div> <div>Maintained -0.9 points</div> <div>282 Students</div> | <div>English Learners</div> <div>51.4 points below standard</div> <div>Decreased -11.3 points</div> <div>16 Students</div>   | <div>Foster Youth</div> <div>Less than 11 Students</div> <div>2 Students</div>  |
| <div>Homeless</div> <div>Less than 11 Students</div> <div>6 Students</div>  | <div>Socioeconomically Disadvantaged</div> <div><br/>Yellow</div> <div>24.8 points below standard</div> <div>Decreased -5.2 points</div> <div>71 Students</div> | <div>Students with Disabilities</div> <div><br/>Yellow</div> <div>61.1 points below standard</div> <div>Increased +3.4 points</div> <div>65 Students</div> |

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American   | American Indian  | Asian                                    | Filipino   |
|--|--|--|--|
| Less than 11 Students<br><br>2 Students  | Less than 11 Students<br><br>3 Students  | Less than 11 Students<br><br>10 Students | Less than 11 Students<br><br>6 Students  |
| Hispanic   | Two or More Races  | Pacific Islander                         | White  |
| <br>Green<br>16.8 points below standard<br>Increased +5.8 points<br>62 Students | <br>Green<br>14.4 points above standard<br>Decreased Significantly - 23.9 points<br>35 Students | Less than 11 Students<br><br>1 Student   | <br>Green<br>13.4 points above standard<br>Maintained +0.3 points<br>163 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner                 | Reclassified English Learners           | English Only   |
|---|---|--|
| Less than 11 Students<br><br>8 Students | Less than 11 Students<br><br>8 Students | 11.7 points above standard<br>Maintained +0.1 points<br><br>263 Students |

#### Conclusions based on this data:

- Overall, the Mathematical performance indicator for all students was green or "high." This is the result of students scoring 8 points above standard, maintaining this number the previous year.  
  
English Learners Mathematical performance indicator did not have a reportable performance indicator due to having less than 30 EL students in the testing grades. Students in this group scored 51 points below standard.  
  
Socioeconomically Disadvantaged students scored in the yellow or "medium" range. Overall, this student group scored 24 points below standard, a decrease of 5 points from the previous year.  
  
Students with Disabilities scored in the yellow or "medium" range. Overall, this subgroup scored 61 points below standard. This is a gain of 3 points from the previous year.
- Mathematical performance indicators are disaggregated by race/ethnicity on the Dashboard. Hispanic students (62 students) scored within the green or "high" range, with an overall score of 16 points below standard.  
  
Students who identify as two or more races (34 students) scored within the green or "high" range. Students in this group scored 14 points above standard.

White students (163 students) scored within the green or "high" range with an overall score of 13 points above standard.

3. The 2023 Dashboard provides Mathematical data comparisons for English Learners.

Current English Language Learners and Reclassified English Learners did not have a reportable score due to having less than 11 students in the testing grades.

English Only students report an overall performance score of 11 points above standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

| 2023 Fall Dashboard English Learner Progress Indicator |  |                          |  |                                    |   |
|--|--|--------------------------|--|------------------------------------|---|
|  | <table><tr><th>English Learner Progress</th></tr><tr><td>75% making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 12 Students</td></tr><tr><td>Performance Level: No Performance Level</td></tr></table> | English Learner Progress | 75% making progress towards English language proficiency | Number of EL Students: 12 Students | Performance Level: No Performance Level |
|  | English Learner Progress   |                          |  |                                    |   |
|  | 75% making progress towards English language proficiency   |                          |  |                                    |   |
|  | Number of EL Students: 12 Students   |                          |  |                                    |   |
| Performance Level: No Performance Level                |  |                          |  |                                    |   |

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.

| 2023 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 |
| 1  | 2  | 0                       | 9                                  |

Conclusions based on this data:

1. There were twelve (12) EL students in the 3rd-5th grades at Quail Glen in the 2022-23. Of those twelve (12) students, ninety-one percent (91%) made progress towards English Language proficiency.
2. Seventy-five percent (75%) of the EL learners increased at least one ELPI level. More specifically, nine (9) of the twelve (12) students progressed at least one level.
3. Sixteen percent (16%) of the EL learners or two (2) student maintained their ELPI level during the testing year.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2023 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.

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

#### All Students



Yellow

11.7% Chronically Absent

Declined Significantly -7.4

555 Students

#### English Learners

17.4% Chronically Absent

Declined -6.7

23 Students

#### Foster Youth

Less than 11 Students

2 Students

#### Homeless

12.5% Chronically Absent

Declined -22.8

16 Students

#### Socioeconomically Disadvantaged



Yellow

18.1% Chronically Absent

Declined -8.7

144 Students

#### Students with Disabilities






Yellow

16.7% Chronically Absent

Declined -5.7

108 Students

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American   | American Indian  | Asian   | Filipino   |
|--|--|---|--|
| Less than 11 Students<br><br>9 Students  | Less than 11 Students<br><br>6 Students  | 13% Chronically Absent<br><br>Declined -10<br><br>23 Students | Less than 11 Students<br><br>10 Students   |
| Hispanic   | Two or More Races  | Pacific Islander  | White  |
| <br>Yellow<br>14.4% Chronically Absent<br>Declined -9.7<br>132 Students | <br>Yellow<br>15.3% Chronically Absent<br>Declined -12.6<br>72 Students | Less than 11 Students<br><br>2 Students                       | <br>Green<br>9% Chronically Absent<br>Declined Significantly -4.9<br>301 Students |

#### Conclusions based on this data:

- Overall, Chronic Absenteeism for all students was within the yellow or "medium" range, with 11% of all students being chronically absent. This is a decrease of seven (7%) percent
- Chronic Absenteeism for English Learners remains unreported as the subgroup is smaller than 30 students seventeen percent (17%) of the EL students or 3-4 students were reported as chronically absent.  
  
Socioeconomically Disadvantaged students reported an indicator score within the yellow or "medium" range. Overall, this student group was 18% chronically absent.  
  
Students with Disabilities reported a yellow or "medium" range score, with a chronically absent rate of sixteen percent (16%).
- Chronic Absenteeism rates are disaggregated by race/ethnicity on the Dashboard.  
  
Hispanic students (132 students) scored within the yellow or "medium" range, with an overall rate of 14.1% chronically absent. This score declined by 9 points from the previous year.  
  
Students who identify as Two or More Races (72 students) scored within the very yellow or "medium" range with 15% being chronically absent. This score declined by twelve percent (12%) from the previous year  
  
White students (301 students) scored within the green or "high" range, with 9% being chronically absent.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

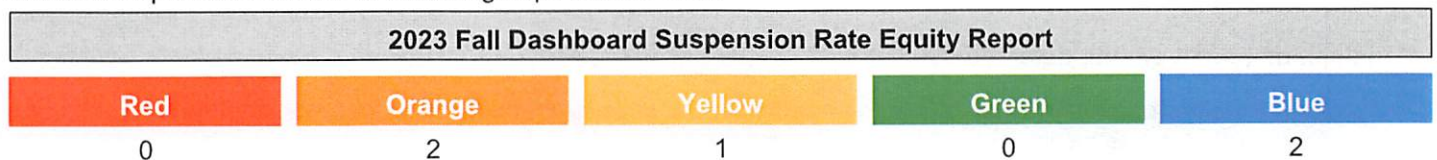
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group   |  |  |
|--|--|--|
| <b>All Students</b>  <p>Yellow</p> <p>1.1% suspended at least one day</p> <p>Maintained -0.1<br/>559 Students</p> | <b>English Learners</b> <p>0% suspended at least one day</p> <p>Declined -3.1<br/>24 Students</p>  | <b>Foster Youth</b> <p>Less than 11 Students<br/>2 Students</p>  |
| <b>Homeless</b> <p>12.5% suspended at least one day</p> <p>Increased 12.5<br/>16 Students</p>  | <b>Socioeconomically Disadvantaged</b>  <p>Yellow</p> <p>2.8% suspended at least one day</p> <p>Maintained 0.2<br/>145 Students</p> | <b>Students with Disabilities</b>  <p>Orange</p> <p>3.6% suspended at least one day</p> <p>Increased 1.7<br/>110 Students</p> |

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American  | American Indian  | Asian  | Filipino  |
|---|--|--|---|
| Less than 11 Students<br>9 Students   | Less than 11 Students<br>6 Students  | 0% suspended at least one day<br>Maintained 0<br>23 Students | Less than 11 Students<br>10 Students  |
| Hispanic  | Two or More Races  | Pacific Islander   | White   |
| <br>Blue<br>0% suspended at least one day<br>Declined -0.7<br>135 Students | <br>Blue<br>0% suspended at least one day<br>Declined -1.2<br>72 Students | Less than 11 Students<br>2 Students                          | <br>Orange<br>2% suspended at least one day<br>Increased 0.5<br>302 Students |

#### Conclusions based on this data:

- Overall, Suspension Rates for all students were within the yellow or "medium" range, resulting from 1.1% of 559 students or 6 students having been suspended at least one day.  
  
The Suspension Rate for English Learners fell within the high range resulting from 3.1% of 32 students or 1 student having been suspended at least one day.  
  
The Socioeconomically Disadvantaged student suspension rate had an indicator range of yellow or "medium." Overall, this student group of 145 had 2.8% of students or 4 students suspended at least once.  
  
The Students with Disabilities suspension rate was considered to be in the orange range with 3.6 % of the 110 students or 3 students having been suspended at least one day
- Suspension Rates are disaggregated by race/ethnicity on the Dashboard. Most student subgroups did not receive a performance level due to the small number of students in the group.  
  
Hispanic students (135 students) received an indicator score within the blue range, due to zero (0) students having been suspended at least one day.  
  
Students who identify as Two or More Races (72 students) scored within the blue range, receiving an overall suspension rate of 0%.  
  
White students (302 students) scored within the orange range, with an overall suspension rate of 2%.
- We continue to utilize positive behavioral interventions and other means of correction to address student behavior. Our goal is to address all behavior in a positive and non-exclusionary manner.

# 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.

#### Academic Achievement

Board Goal #1: Student achievement will improve as measured by increased proficiency levels on classroom, district, and state assessments, with the intent that all students will demonstrate at least one year's growth.

#### Site Goal #1:

At Quail Glen, student achievement in ELA will improve by students demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.

At Quail Glen, student achievement in Math will improve by students demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will demonstrate growth towards meeting or exceeding standards in Math and English Language Arts (ELA) and English Learners will demonstrate progress in developing English language proficiency.

### 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.

The following subgroups have an overall performance level of red or orange.

ELA: Hispanic

Math: None

English Learner Progress: subgroup too small to measure

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze site, district and state data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

### 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  |
|--|--|---|
| Transitional Kindergarten ELA and Math Assessments | <p>ELA 2024 End of Year Assessments<br/> Upper Case ID: 88% proficient (20/26 letters)<br/> Lower Case ID: 88% proficient (20/26 letters)<br/> Letter Sounds: 84% proficient (20/26 sounds)<br/> Comprehension: Assessed 3rd trimester only: 96% proficient</p> <p>Math 2024 End of Year Assessments<br/> Number recognition: 100% proficient (11/11)<br/> Counting to 30: 92% proficient (30/30)</p>  | <p>ELA:<br/> All TK students will identify at least 20/26 uppercase letters.<br/> All TK students will identify at least 20/26 lowercase letters.<br/> All TK students will be able to identify the beginning sounds of words.<br/> All TK students will be able to demonstrate an understanding of the organization and basic features of print.</p> <p>Math:<br/> All TK students will problem solve at grade level or show one years growth, as shown on the end of the year district common summative assessments that require students to know the following essential standards:<br/> All TK students will know number names and the count sequence by ones and by tens. (TK.CC.1)<br/> All TK students will count to tell the number of objects and understand the relationship between numbers and quantities; connect counting to cardinality to 30 (TK.CC.4)</p>  |
| Kindergarten ELA and Math Assessments              | <p>ELA: 2024 End of Year Assessments<br/> Upper Case ID: 100% proficient (24/26 letters)<br/> Lower Case ID: 99% proficient (24/26 letters)<br/> Letter Sounds: 99% proficient (28/31 sounds)<br/> Comprehension: Main Topic/Detail (Informational Text): 95%<br/> Comprehension: Character/Setting/Beginning/Middle/End (Literature): 95%</p> <p>Math: 2024 End of Year Assessments<br/> Number recognition: 96% proficient (21/21)<br/> Counting to 100: 91% proficient (100/100)<br/> Performance Task Tri. 3: 97% proficient</p> | <p>ELA:<br/> All Kindergarten students will identify all capital and lowercase letters.<br/> All Kindergarten students will know consonants and vowel sounds (short and long).<br/> All Kindergarten students will decode CVC words.<br/> All Kindergarten students will read target high-frequency words.<br/> All Kindergarten students will identify the main topic and key details of a text.<br/> All Kindergarten students will retell a familiar story using beginning /middle/end.<br/> All Kindergarten students will identify the characters and setting of a story.<br/> All Kindergarten students will write a narrative.</p> <p>Math:<br/> All Kindergarten students will identify numbers to 20 and write numbers to 20.<br/> All Kindergarten students will count by ones to 100.<br/> All Kindergarten students will count groups up to 20.<br/> All Kindergarten students will solve addition and subtraction to 10.</p> |

|                                    |   |  |
|------------------------------------|---|--|
|                                    |   | All Kindergarten students will analyze and compare 2D and 3D shapes.   |
| 1st Grade ELA and Math Assessments | <p>ELA: 2024 End of Year Assessments<br/>Running Record: 87%<br/>Proficient/Average level: 18<br/>DCEL: 87% proficient<br/>Comprehension (Informational Text) 77% proficient<br/>Comprehension (Literature): 65% proficient</p> <p>Math: 2024 End of Year Assessments<br/>STAR Scores:<br/>At/Above Benchmark: 75%<br/>On Watch: 10%<br/>Intervention:8%<br/>Urgent Intervention 7%<br/>Performance Task Tri 3: 90%proficient</p>                                 | <p>ELA:<br/>All 1st grade students will describe characters/setting/major events in a story using key details.<br/>All 1st grade students will identify the main topic and retell key details of a text.<br/>All 1st grade students will know and apply grade-level phonics.</p> <p>Math:<br/>All 1st grade students will use a variety of strategies to add and subtract within 20.<br/>All 1st grade students will use the relationship between addition and subtraction to solve problems.<br/>All 1st grade students will understand that numbers to 120 are made up of tens and ones.<br/>All 1st grade students will organize/represent/interpret data.</p>  |
| 2nd Grade ELA and Math Assessments | <p>ELA: 2024 End of Year Assessments<br/>STAR scores<br/>At/above benchmark: 71%<br/>On Watch: 11%<br/>Intervention:8%<br/>Urgent Intervention: 8%<br/>Comprehension (Informational Text) 74% proficient<br/>Comprehension (Literature): 92% proficient</p> <p>Math: 2024 End of Year Assessments<br/>STAR scores<br/>At/above benchmark: 70%<br/>On Watch: 11%<br/>Intervention: 8%<br/>Urgent Intervention: 11%<br/>Performance Task Tri. 3: 89% proficient</p> | <p>ELA:<br/>All 2nd grade students will know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text.<br/>All 2nd grade students will read with sufficient accuracy and fluency to support comprehension.<br/>All 2nd grade students will ask and answer such questions as who/what/where/when/why/how to demonstrate an understanding of key details in a text.<br/>All 2nd grade students will identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.<br/>All 2nd grade students will compare and contrast the most important points presented by two texts on the same topic.</p> <p>Math:<br/>All 2nd grade students will understand that three digits of a three-digit number represent hundreds/tens/ones.<br/>All 2nd grade students will add and subtract within 100 to solve one and two step word problems.<br/>All 2nd grade students will solve word problems involving bills and coins and use the dollar and cent signs appropriately.</p> |

|                                    |   |   |
|------------------------------------|---|---|
|                                    |   | <p>All 2nd grade students will add and subtract within 1,000 using different strategies.</p> <p>All 2nd grade students will select the correct measurement tool to measure the length of an object.</p>   |
| 3rd Grade ELA and Math Assessments | <p>ELA: 2024 End of Year Assessments STAR scores<br/>At/above benchmark: 75%<br/>On Watch: 12%<br/>Intervention: 8%<br/>Urgent Intervention: 5%<br/>Comprehension (Informational Text/Literature): 51% proficient</p> <p>Math: 2024 End of Year Assessments STAR scores<br/>At/above benchmark: 79%<br/>On Watch: 8%<br/>Intervention: 9%<br/>Urgent Intervention: 4%<br/>Performance Task Tri. 3: 87% proficient</p> | <p>ELA:</p> <p>All 3rd grade students will describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>All 3rd grade students will read and comprehend literature, including stories, dramas, and poetry independently and proficiently.</p> <p>All 3rd grade students will determine the main idea of a text, recount the key details and explain how they support the main idea.</p> <p>All 3rd grade students will compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Math:</p> <p>All 3rd grade students will fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.</p> <p>All 3rd grade students will know from memory all products of two one-digit numbers.</p> <p>All 3rd grade students will solve two-step word problems using the four operations.</p> <p>All 3rd grade students will measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).</p> <p>All 3rd grade students will add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, to represent the problem.</p> <p>All 3rd grade students will relate area to the operations of multiplication and addition.</p> <p>All 3rd grade students will develop understanding of fractions as numbers.</p> <p>All 3rd grade students will reason with shapes and their attributes.</p> |
| 4th Grade ELA and Math Assessments | <p>ELA: 2024 End of Year Assessments STAR scores:<br/>At/above benchmark: 77%<br/>On Watch: 10 %<br/>Intervention: 8%<br/>Urgent Intervention: 5%</p>   | <p>ELA:</p> <p>All 4th grade students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>   |

|  |   |   |
|--|---|---|
|  | <p>Comprehension (Informational Text/Literature): 44% proficient</p> <p>Math:2024 End of Year Assessments STAR scores<br/> At/above benchmark: 71%<br/> On Watch: 14%<br/> Intervention: 9%<br/> Urgent Intervention: 6%<br/> Performance Task Tri. 3: 75% proficient</p> | <p>All 4th grade students will determine a theme of a story, drama, or poem from details in the text; summarize the text. All 4th grade students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>All 4th grade students will determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>All 4th grade students will integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Math:</p> <p>All 4th grade students will recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</p> <p>All 4th grade students will read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p>All 4th grade students will solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.</p> <p>All 4th grade students will explain why a fraction <math>\frac{a}{b}</math> is equivalent to a fraction <math>\frac{n \times a}{n \times b}</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.</p> <p>All 4th grade students will understand a fraction <math>\frac{a}{b}</math> with <math>a &gt; 1</math> as a sum of fractions <math>\frac{1}{b}</math>. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (NF 3a)</p> <p>All 4th grade students will decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.</p> <p>All 4th grade students will use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as <math>\frac{62}{100}</math>; describe a</p> |
|--|---|---|

|                                    |  |   |
|------------------------------------|--|---|
|                                    |  | length as 0.62 meters; locate 0.62 on a number line diagram.  |
| 5th Grade ELA and Math Assessments | <p>ELA: 2024 End of Year Assessments STAR scores<br/> At/above benchmark: 65%<br/> On Watch: 13%<br/> Intervention: 16 %<br/> Urgent Intervention: 4%<br/> Comprehension (Informational Text/Literature): 68% proficient</p> <p>Math: 2024 End of Year Assessments STAR scores<br/> At/above benchmark: 79 %<br/> On Watch: 8%<br/> Intervention: 7%<br/> Urgent Intervention: 7%<br/> Performance Task Tri. 3: 75% proficient</p> | <p>ELA:</p> <p>All 5th grade students will determine two more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>All 5th grade students will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>All 5th grade students will compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>All 5th grade students will integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Math:</p> <p>All 5th grade students will recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>All 5th grade students will explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>All 5th grade students will add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>All 5th grade students will add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p>All 5th grade students will solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike</p> |

|  |  |  |
|--|--|--|
|  |  | <p>denominators, e.g., by using visual fraction models or equations to represent the problem.</p> <p>All 5th grade students will use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p> <p>All 5th grade students will solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>All 5th grade students will apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.</p> <p>All 5th grade students will represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> |
|--|--|--|

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description  | Students to be Served | Proposed Expenditures  |
|-------------------------|--|-----------------------|--|
|                         |  |                       |  |
| 1.1                     | <p>School-wide Strategies:</p> <p>Professional Learning Community (PLC) collaboration time during the teacher work day.</p> <p>Subsequent school and grade level commitment to consistent analysis of achievement data to guide instruction, and implementation of PLC best practices with fidelity.</p>   | All Students          | No cost to site.   |
| 1.2                     | <p>School-wide Strategies:</p> <p>Instructional Assistant to provide Tier II/III support in reading and math intervention. (site funded)</p> <p>Securing additional supplemental research-based Intervention materials for providing small group instruction to students. (Read Live, Raz-Kids, IXL)</p> <p>Maintaining a phonics based curriculum (SIPPS) for tiered support in K-2 classrooms.</p> | All students          | <p>4,100<br/>Supplemental Grant<br/>2000-2999: Classified<br/>Personnel Salaries<br/>Intervention IA salary,<br/>benefits and x-duty.<br/>18,700<br/>Lottery<br/>2000-2999: Classified<br/>Personnel Salaries<br/>Intervention IA salary,<br/>benefits and x-duty.<br/>5,000<br/>Lottery: Inst. Materials<br/>5000-5999: Services And<br/>Other Operating Expenditures</p> |

|     |  |  |   |
|-----|--|--|---|
|     |  |  | Curriculum/Intervention Materials: (Software) Read Live, RAZ kids, iXL, 4,000<br>Lottery: Inst. Materials 4000-4999: Books And Supplies<br>Curriculum/Intervention Materials: K-2nd grade: SIPPS materials 4,800<br>General Unrestricted 2000-2999: Classified Personnel Salaries<br>Intervention IA salary and benefits      |
| 1.3 | <p>School-wide Strategies:</p> <p>Specific Library/Media support of the common core, through additional resources for informational/nonfiction text, high-interest low leveled readers, real-world problem-based literature, and STEAM books.</p>  | All Students                               | <p>2,000</p> <p>Lottery: Inst. Materials 4000-4999: Books And Supplies</p> <p>Library resources to support anchor standards K-5 (informational/nonfiction text). 1,000</p> <p>General Unrestricted 4000-4999: Books And Supplies</p> <p>Library resources to support anchor standard K-5 (informational/nonfiction text).</p> |
| 1.4 | <p>School-wide Strategies:</p> <p>Implementation of a school-wide system (Collaborative Conferences) for consistent and systemic data analysis to identify and serve struggling students and EL students.</p> <p>Grade Level Collaborative Conferences will be scheduled three times per year, and will involve teachers, administration, intervention specialists, and special education staff.</p> <p>Resulting Tier III intensive interventions will be implemented during the school day at each grade level for various components of reading phonics, decoding, and comprehension.</p> | All Students Identified as Needing Support | <p>1,600</p> <p>Lottery 1000-1999: Certificated Personnel Salaries</p> <p>Certificated substitutes for Collaborative Conferences</p>  |
| 1.6 | <p>TK/Kindergarten</p> <p>Goal: By May 2025, all TK/Kindergarten students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies:</p> <p>Teachers will use direct instruction focusing on narrative, opinion, informative writing.</p>   | All TK/Kinder Students                     |   |

|     |   |                          |  |
|-----|---|--------------------------|--|
|     | <p>Teachers will design lessons to include daily exposure to Reading Comprehension strategies (i.e. Close reading, re-reads, pre-read questioning, and non-fiction).</p> <p>Teachers will use GLAD strategies and TWIG Science units while presenting informational/non-fictional content throughout the year.</p> <p>Teachers will continue implementation of technology tools in the classroom to support instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III)</p> <p>Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.</p> <p>Teachers will implement Go Math! curriculum with Think Central to drive instruction, as well as model multiple Math strategies. The Mathematical Domain of Counting and Cardinality will be a major focus in the TK/K math lessons.</p> |                          |  |
| 1.7 | <p>First Grade</p> <p>Goal: By May 2025, all first-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies :</p> <p>Teachers will level students into guided reading groups based on need every 4-6 weeks.</p> <p>Teachers will use Writing (graphic organizers) and GLAD Strategies to scaffold modeled writes.</p> <p>Teachers will incorporate SIPPS, Signs for Sounds, Heggerty Phonics, and phonemic awareness into their daily instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III)</p>  | All First Grade Students |  |

|     |   |                           |  |
|-----|---|---------------------------|--|
|     | <p>Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.</p> <p>Teachers will use guided highlighting of informational text and text evidence for increased comprehension.</p> <p>Teachers will use Explicit Direct Instruction with an emphasis on Checking for Understanding.</p> <p>Teachers will implement Go Math! curriculum with Think Central to drive instruction, as well as model multiple Math strategies.</p>  |                           |  |
| 1.8 | <p>Second Grade</p> <p>Goal: By May 2025, all second-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on the classroom, district and state assessments.</p> <p>Strategies:</p> <p>Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.</p> <p>Teachers will continue the implementation of technology tools in the classroom to support instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III)</p> <p>Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.</p> <p>Teachers will use Social Studies/Science passages to reinforce comprehension of informational text.</p> <p>Teachers will use Chromebooks to provide access to reading content and reading programs.</p> <p>Teachers will implement Go Math! curriculum with Think Central to drive instruction, as well as model multiple Math strategies.</p> | All Second Grade Students |  |
| 1.9 | Third Grade   | All Third Grade Students  |  |

|      |   |                           |  |
|------|---|---------------------------|--|
|      | <p>Goal: By May 2025, all third-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies</p> <p>Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.</p> <p>Teachers will continue the implementation of technology tools in the classroom to support instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III)</p> <p>Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.</p> <p>Teachers will provide a variety of non-fiction texts and passages for student analysis.</p> <p>Teachers will use 1:1 Chromebooks to provide access to reading content and reading programs.</p> <p>Teachers will continue to use the Expressions Math curriculum (including math routine) to cover the concepts and domains.</p> <p>Teachers will implement performance tasks in Math to develop problem-solving skills.</p> |                           |  |
| 1.10 | <p>Fourth Grade</p> <p>Goal: By May 2025, all fourth-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies:</p> <p>Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.</p> <p>Teachers will continue to implement mini-lessons incorporating strategies to improve sentence fluency, word choice, organization, ideas and content, and conventions.</p>  | All Fourth Grade Students |  |

|      |   |                          |  |
|------|---|--------------------------|--|
|      | <p>Teachers will continue implementation of technology tools in the classroom to support instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III)</p> <p>Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.</p> <p>Teachers will provide a variety of non-fiction texts and passages for student analysis.</p> <p>Teachers will use 1:1 Chromebooks to provide access to reading content and reading programs.</p> <p>Teachers will continue to use the Expressions Math curriculum (including math routine) to cover the concepts and domains.</p> <p>Teachers will implement performance tasks in Math to develop problem-solving skills.</p> |                          |  |
| 1.11 | <p>Fifth Grade</p> <p>Goal: By May 2025, all fifth-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies:</p> <p>Teachers will use GLAD strategies, as well as ReadWorks, anchor charts, and mentor texts, while presenting informational/nonfictional content throughout the year.</p> <p>Teachers will continue to implement mini-lessons incorporating strategies to improve sentence fluency, word choice, organization, ideas and content, and conventions.</p> <p>Teachers will continue implementation of technology tools in the classroom to support instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p>   | All Fifth Grade Students |  |

|  |  |  |
|--|--|--|
| <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III)</p> <p>Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.</p> <p>Teachers will provide a variety of non-fiction texts and passages for student analysis.</p> <p>Teachers will continue to teach note-taking skills when reading for understanding.</p> <p>Teachers will continue to teach test-taking skills by using online assessments and reviewing strategies.</p> <p>Teachers will use 1:1 Chromebooks to provide access to reading content and reading programs.</p> <p>Teachers will continue to use the Expressions Math curriculum (including math routine) to cover the concepts and domains.</p> <p>Teachers will implement performance tasks in Math to develop problem-solving skills.</p> |  |  |
|--|--|--|

## Annual Review

### SPSA Year Reviewed: 2023-24

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.

During the 2023-24 school year, strategies and activities included district wide implementation of PLC time, two site funded intervention instructional assistants, and substitute coverage for Collaborative Conferences three times a year. Each one of these strategies contributed to 76% of students in Tier 3 interventions making academic growth. Weekly PLC time was dedicated to monitoring student growth toward mastery of standards in all subject areas. Additionally funds for the library resulting in purchasing approximately 150 books with a focus on current relevant non fiction topics.

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 intended implementation and budget expenditures.

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

No changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan, Expenditures will reflect increases in costs for employee salary and benefits. There will be a reduction in expenditures for SIPPS curriculum to reflect the need to outfit less classrooms in the year ahead.

# 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.

#### Positive School Climate

Board Goal #2:

Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Site Goal #2:

Quail Glen will maintain a safe and orderly school with a positive, engaging and supportive climate as measured by increased positive response rates on annual parent/student surveys, as well as annual attendance and discipline data review.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s):

2. Maintain safe and orderly schools with a positive, engaging, and supportive climate.

### 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.

Suspension: White, Students with Disabilities

Chronic Absenteeism: None

English Learner Progress: subgroup too small to measure

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze site, district and state data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

### 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   |
|-----------------------|--|--|
| Annual Parent Survey  | <p>Students from different cultural backgrounds become friends. 96%</p> <p>Students have friends at school. 94%</p> <p>Students respect the teachers and staff. 83%</p> <p>All staff are treated fairly. 88%</p> <p>All students are treated fairly. 69%</p> <p>Students get along with each other and respect their differences. 76%</p> <p>Students feel safe at school. 92%</p> <p>Students are comfortable talking to school staff. 82%</p> <p>Bullying is a problem. 26%</p> <p>Due to the low number of parent participants (11%), parent survey results should be viewed with caution.</p>                | <p>Students from different cultural backgrounds become friends. Maintain a score at/above 90%</p> <p>Students have friends at school. Maintain a score at/above 90%</p> <p>Students respect the teachers and staff. 85%</p> <p>All staff are treated fairly. 90%</p> <p>All students are treated fairly. 71%</p> <p>Students get along with each other and respect their differences. 78%</p> <p>Students feel safe at school. Maintain a score at/above 90%</p> <p>Students are comfortable talking to school staff. 84%</p> <p>Bullying is a problem. 24%</p>  |
| Annual Student Survey | <p>I can do most things if I try. 80%</p> <p>I know when I am feeling overwhelmed. 81%</p> <p>I feel positive about my future. 79%</p> <p>I have a lot of strengths. 80%</p> <p>I am happy with who I am. 79%</p> <p>I can explain my feelings to others. 41%</p> <p>I can learn from my mistakes. 85%</p> <p>I feel confident in my ability to learn new things. 78%</p> <p>I can usually solve my problems. 73%</p> <p>I keep trying, even when things are hard. 75%</p> <p>I am a hard worker. 81%</p> <p>Challenging myself makes me smarter. 69%</p> <p>I can make the best out of a bad situation. 53%</p> | <p>I can do most things if I try. 82%</p> <p>I know when I am feeling overwhelmed. 83%</p> <p>I feel positive about my future. 81%</p> <p>I have a lot of strengths. 82%</p> <p>I am happy with who I am. 81%</p> <p>I can explain my feelings to others. 43%</p> <p>I can learn from my mistakes. 87%</p> <p>I feel confident in my ability to learn new things. 80%</p> <p>I can usually solve my problems. 75%</p> <p>I keep trying, even when things are hard. 77%</p> <p>I am a hard worker. 83%</p> <p>Challenging myself makes me smarter. 71%</p> <p>I can make the best out of a bad situation. 55%</p> |

|            |   |   |
|------------|---|---|
|            | If I'm not good at something, I'd rather quit. 15%  | If I'm not good at something, I'd rather quit. 13%  |
| Attendance | Transitional Kindergarten: 90%<br>Kindergarten: 96%<br>1st-3rd Grade: 95%<br>4th-5th Grade: 95% | Transitional Kindergarten: 92%<br>Kindergarten: 97%<br>1st-3rd Grade: 97%<br>4th-5th Grade: 97% |
| Discipline | Suspensions 22-23<br>10 suspensions/1 in school suspension (1.3%)                               | Suspension 23-24 (Expected)<br>Under 10 suspensions   |
| SWIS       | SWIS management System<br>Baseline data/Year one implementation<br>Minors: 368<br>Majors: 143   | Minors: 350<br>Majors: 130  |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description  | Students to be Served      | Proposed Expenditures  |
|-------------------------|--|----------------------------|--|
|                         |  |                            |  |
| 2.1                     | Teachers will provide after-school enrichment opportunities/clubs/sports to build positive connections to the school. Currently, these opportunities include Drama, Student Council, Crossing Guard, Chess Club, PodCast Club, Science Club, Recorder Club and Cross Country.<br><br>Additional opportunities for student connection will include a full drama production and a Talent Show showcasing performing and non performing artists,  | All Students, SED Students | 5,100<br>General Unrestricted<br>1000-1999: Certificated Personnel Salaries<br>Club stipends for enrichment.   |
| 2.2                     | School core values of acceptance and compassion to be communicated and reinforced through assembly programs.<br><br>Assemblies and school-wide activities such as, "The Great Kindness Challenge", "A Touch of Understanding", and "Random Acts of Kindness", will reinforce school-wide mantra of compassion and acceptance of others.<br><br>Increased parent, family and community engagement will continue to be a focus at Quail Glen Elementary School, and will support goals developed in the DCJESD LCAP. | All Students               | 4,000<br>General Unrestricted<br>5800: Professional/Consulting Services And Operating Expenditures<br>Assemblies to promote kindness, empathy, healthy choices and growth mindset<br>700<br>Supplemental Grant<br>4000-4999: Books And Supplies<br>Engagement: Family Science Night, expanded/improved services for EL, Foster and Low Income students |
| 2.3                     | All teachers will continue to support and provide direct instruction pertaining to the "PBIS" program.<br><br>Students will be recognized daily (Caught-Ya's), weekly (Patriot Pride Drawing) and each trimester (Patriot Pull) for their demonstration of our schools   | All Students               | 5,000<br>General Unrestricted<br>4000-4999: Books And Supplies<br>Student incentives will be provided for  |

|     |   |              |  |
|-----|---|--------------|--|
|     | <p>Patriot PACT (Problem Solve, Act Safely, Choose Wisely, Treat with Respect).</p> <p>Applicable components/materials of Positive Behavior Intervention Support (PBIS) system Tier II will be implemented (i.e., Caught-Ya's, incentives, CICO cards, etc.).</p>   |              | daily/weekly/trimester honorees.   |
| 2.4 | <p>Continued use of Zones of Regulation, A Little Spot of Feeling, Restorative Practices and ToolBox, through school-wide weekly slide presentation.</p> <p>Specific attention and a concentrated focus on Zones of Regulation and A Little Spot of Feelings provided by the teachers and school counselor to work on social/emotional/behavioral strategies for students use.</p> <p>Staff training and continued support of "online" safety reporting, including anonymous and third party reporting of observed bullying or unsafe behavior using the STOPit! app.</p> | All Students | <p>700</p> <p>General Unrestricted</p> <p>4000-4999: Books And Supplies</p> <p>Upkeep of current SEL curriculum: Zones of Regulation, A Little Spot of Feeling and calm corner tools</p> |
| 2.5 | <p>A credentialed school counselor (shared with another site) will serve at Quail Glen to meet with students individually and in a group setting.</p> <p>School counselors will provide social-emotional lessons to individuals, small groups, and targeted classrooms.</p>   | All Students | District funded 50% counseling position.   |
| 2.6 | <p>School Safety: Quail Glen staff will continue to practice lock-downs and site-specific safety drills.</p> <p>Staff training in safety strategies provided by DPREP</p>   | All Students | district provided training and supplies  |

## Annual Review

### SPSA Year Reviewed: 2023-24

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.

During the 2023-24 school year, strategies and activities included use of PBIS practices and focused SEL support in all levels of our multi-tiered systems of support. During our monthly PBIS and SEL meetings, we analyzed data found in Aperture and in SWIS (School Wide Information System). By studying this data with fidelity, we have seen an increase in our behavior referrals, however we have also seen an increase in positive school climate as reflected in our parent/staff survey. A focus on notification of attendance status has resulted in an improvement in our attendance data from the 2022-23 school year to the 2023-24 school year.

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 intended implementation and budget expenditures. Money set aside for a family science night was carried over to the 2024-25 budget.

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

No changes will be made to the goals, outcomes, metrics or strategies in 2024-25 School Plan. Expenditures will reflect increases in costs for assemblies.

# 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 | \$0         |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$56,700.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$          |

## 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 (\$) |
|------------------|-----------------|
|                  |                 |

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 (\$) |
|--------------------------|-----------------|
|                          |                 |
| General Unrestricted     | \$20,600.00     |
| Lottery                  | \$20,300.00     |
| Lottery: Inst. Materials | \$11,000.00     |
| Supplemental Grant       | \$4,800.00      |

Subtotal of state or local funds included for this school: \$56,700.00

Total of federal, state, and/or local funds for this school: \$56,700.00

# 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 |
|--------------------------|--------|---------|
| General Unrestricted     | 20,600 | 0.00    |
| Supplemental Grant       | 4800   | 0.00    |
| Lottery: Inst. Materials | 11,000 | 0.00    |
| Lottery                  | 20,300 | 0.00    |

## Expenditures by Funding Source

| Funding Source           | Amount    |
|--------------------------|-----------|
| General Unrestricted     | 20,600.00 |
| Lottery                  | 20,300.00 |
| Lottery: Inst. Materials | 11,000.00 |
| Supplemental Grant       | 4,800.00  |

## Expenditures by Budget Reference

| Budget Reference  | Amount    |
|---|-----------|
| 1000-1999: Certificated Personnel Salaries                        | 6,700.00  |
| 2000-2999: Classified Personnel Salaries                          | 27,600.00 |
| 4000-4999: Books And Supplies                                     | 13,400.00 |
| 5000-5999: Services And Other Operating Expenditures              | 5,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | 4,000.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                           | Funding Source       | Amount   |
|--|----------------------|----------|
| 1000-1999: Certificated Personnel Salaries | General Unrestricted | 5,100.00 |

|   |                          |           |
|---|--------------------------|-----------|
| 2000-2999: Classified Personnel Salaries                          | General Unrestricted     | 4,800.00  |
| 4000-4999: Books And Supplies                                     | General Unrestricted     | 6,700.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | General Unrestricted     | 4,000.00  |
| 1000-1999: Certificated Personnel Salaries                        | Lottery                  | 1,600.00  |
| 2000-2999: Classified Personnel Salaries                          | Lottery                  | 18,700.00 |
| 4000-4999: Books And Supplies                                     | Lottery: Inst. Materials | 6,000.00  |
| 5000-5999: Services And Other Operating Expenditures              | Lottery: Inst. Materials | 5,000.00  |
| 2000-2999: Classified Personnel Salaries                          | Supplemental Grant       | 4,100.00  |
| 4000-4999: Books And Supplies                                     | Supplemental Grant       | 700.00    |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 41,200.00          |
| Goal 2      | 15,500.00          |

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

| Name of Members             | Role                       |
|-----------------------------|----------------------------|
| Colleen Devine              | Principal                  |
| Lianan Burkholder (Chair)   | Parent or Community Member |
| Leslie Leidigh (Vice Chair) | Parent or Community Member |
| Elizabeth Nichols           | Parent or Community Member |
| Carrie Creger               | Parent or Community Member |
| Melanie Stitt               | Classroom Teacher          |
| Jennifer Warren             | Classroom Teacher          |
| Marty Holguin               | Classroom Teacher          |
| Lisa Mathes (Secretary)     | Other School Staff         |
| Krystal ForrestDavis        | Parent or Community Member |

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 5/9/24.

Attested:



Principal, Colleen Devine on 5/9/24



SSC Chairperson, Liana Burkholder on 5/9/24

### Grade Level Assessments

|  | 2020-21<br>Baseline |          | 2021-22 |          | 2022-23 |          |
|--|---------------------|----------|---------|----------|---------|----------|
| <i>Kindergarten</i>  | Site                | District | Site    | District | Site    | District |
| <i>EOY Number ID<br/>(K.CC.3)</i>  | 98%                 | 97%      | 100%    | 92%      | 97%     | 94%      |
| <i>EOY Addition<br/>(K.OA.1)</i>   | 98%                 | 97%      | 95%     | 96%      | 98%     | 97%      |
| <i>EOY Subtraction<br/>(K.OA.1)</i>  | 97%                 | 96%      | 86%     | 93%      | 93%     | 96%      |
| <i>EOY ELA Uppercase<br/>Letter ID<br/>(K.R.F1.D)</i>                            | 100%                | 98%      | 95%     | 86%      | 97%     | 98%      |
| <i>EOY ELA Lowercase<br/>Letter ID<br/>(K.R.F1.D)</i>                            | 100%                | 97%      | 95%     | 94%      | 95%     | 97%      |
| <i>EOY ELA Consonant<br/>Letter Sounds<br/>(K.R.F.3.B)</i>                       | 100%                | 90%      | 95%     | 88%      | 92%     | 93%      |
| <i>EOY ELA High<br/>Frequency Words<br/>(K.R.F.3.C)</i>                          | 94%                 | 79%      | 77%     | 72%      | 73%     | 73%      |
| <i>Grade 1</i>   | Site                | District | Site    | District | Site    | District |
| <i>EOY Math Assessment</i>   | 67%                 | 78%      | 76%     | 75%      | 92%     | 83%      |
| <i>Running Record<br/>(RF 1.4)</i>   | 93%                 | 93%      | 96%     | 75%      | 92%     | 66%      |
| <i>DC Early Literacy<br/>Screeners<br/>(RF 1.3)</i>                              | 52%                 | 69%      | 96%     | 79%      | 86%     | 58%      |
| <i>Comprehension - Non<br/>Fiction<br/>(RI 1.1, RI 1.2, RI 1.10,<br/>FR 1.3)</i> | 69%                 | 71%      | 67%     | 68%      | 83%     | 65%      |
| <i>Comprehension -<br/>Fiction<br/>(RL 1.3, RF 1.3)</i>                          | 79%                 | 82%      | 83%     | 73%      | 72%     | 65%      |

**Quail Glen Elementary School District and State Assessments**

| <b>Grade 2</b>   | <b>Site</b> | <b>District</b> | <b>Site</b> | <b>District</b> | <b>Site</b> | <b>District</b> |
|--|-------------|-----------------|-------------|-----------------|-------------|-----------------|
| <b>EOY Math Assessment</b>   | <b>84%</b>  | <b>63%</b>      | <b>52%</b>  | <b>65%</b>      | <b>91%</b>  | <b>72%</b>      |
| <b>Language Arts EOY Comprehension Summative (RL 2.2, RL 2.9)</b>                      | <b>79%</b>  | <b>82%</b>      | <b>82%</b>  | <b>81%</b>      | <b>85%</b>  | <b>82%</b>      |
| <b>Language Arts EOY Comprehension Summative (RI 2.1)</b>                              | <b>49%</b>  | <b>39%</b>      | <b>50%</b>  | <b>31%</b>      | <b>88%</b>  | <b>47%</b>      |
| <b>Grade 3</b>   | <b>Site</b> | <b>District</b> | <b>Site</b> | <b>District</b> | <b>Site</b> | <b>District</b> |
| <b>EOY Math Assessment</b>   | <b>42%</b>  | <b>38%</b>      | <b>81%</b>  | <b>70%</b>      | <b>81%</b>  | <b>73%</b>      |
| <b>Language Arts EOY Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)</b>      | <b>47%</b>  | <b>42%</b>      | <b>55%</b>  | <b>43%</b>      | <b>47%</b>  | <b>38%</b>      |
| <b>Grade 4</b>   | <b>Site</b> | <b>District</b> | <b>Site</b> | <b>District</b> | <b>Site</b> | <b>District</b> |
| <b>EOY Math Assessment</b>   | <b>44%</b>  | <b>28%</b>      | <b>63%</b>  | <b>67%</b>      | <b>63%</b>  | <b>72%</b>      |
| <b>Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)</b> | <b>29%</b>  | <b>24%</b>      | <b>34%</b>  | <b>39%</b>      | <b>55%</b>  | <b>47%</b>      |
| <b>Grade 5</b>   | <b>Site</b> | <b>District</b> | <b>Site</b> | <b>District</b> | <b>Site</b> | <b>District</b> |
| <b>EOY Math Assessment</b>   | <b>22%</b>  | <b>20%</b>      | <b>65%</b>  | <b>55%</b>      | <b>57%</b>  | <b>48%</b>      |
| <b>Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW 5.9)</b>         | <b>66%</b>  | <b>52%</b>      | <b>78%</b>  | <b>66%</b>      | <b>65%</b>  | <b>51%</b>      |

**Summary:**

All students in grades K-5 at Quail Glen Elementary School were administered the End of Year Grade Level DCJESD Assessments at the conclusion of the 2022-2023 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

It is noted that the initial 2020-2021 scores reflect an "atypical" school year due to the COVID-19 pandemic. In 2020-2021 students began the year in distance learning via technology; moved to a hybrid learning model, an AM/PM schedule; a modified schedule where all students left campus prior to lunch; and then ended the year with a typical full day schedule. This alternative schedule was a contributing factor to the overall success of students

## Quail Glen Elementary School District and State Assessments

### Kindergarten:

- Overall ninety-five (95%) of kindergarten students identified upper and lowercase letters and sounds.
- Seventy-three (73%) percent of kindergarten students identified EOY ELA High Frequency Words indicating this as an area of growth.
- Ninety-seven (97%) percent of kindergarten students identified their numbers (21) while ninety-eight (98%) percent met standard in addition practices.
- Ninety-three (93%) percent of kindergarteners met standard in subtraction, indicating an area of growth from the previous year.

### 1st Grade:

- 1st grade students met proficiency on Running Records at the rate of ninety-six percent (96%) and on the Early Literacy assessment at the rate of eighty-six (86%) percent. This is significantly higher than the district results.
- Students in 1st grade performed better in non-fiction (83%) related comprehension than in fiction (72%), indicating an area of potential improvement.
- The EOY Math Assessment results indicate an increased number of students meeting proficiency when compared to 2021. Ninety-two percent (92%) of students now show proficiency in this area.

### 2nd Grade

- The EOY Math Assessment (91%) shows a significant increase from the previous year and is above that of the district average.
- Both fiction (85%) and non-fiction (88%) comprehension summative assessment are above that of the district average.
- Three years of data trends show that nonfiction comprehension is an improved area of growth.

### 3rd Grade

- Eighty-one percent (81%) of 3rd grade students met standard in the EOY Math Assessment. This is higher than the district average.
- Forty-seven percent (47%) of students scored proficient on the End of Year Comprehension Summative. This is an eight percent (8%) decrease over the previous year but remains nine percentage points (9%) above the district average. This continues to be an area of focus as it is proficiency of less than half of 3rd grade students

### 4th Grade

- Sixty-three percent (63%) of students scored proficient in the End of Year Math Assessment, this is below the district average indicating an area of improvement.
- The Language Arts Comprehension Summative proficiency data (55%) is above that of the district percentile yet remains an area of improvement.

### 5th Grade

- The EOY Math Assessment proficiency rate of fifty-seven percent (57%) was higher than district averages.. While this is above the district average, it is an area where improvements can be made.
- The percentage of students scoring proficient on the End of Year Comprehension Summative (65%) is fourteen percent (14%) above the district percentile.

## Smarter Balanced CAASPP Performance Assessments

|  | 2020-21<br>Baseline |          | 2021-22 |          | 2022-23 |          |
|--|---------------------|----------|---------|----------|---------|----------|
| <i>Grade 3</i>                         | Site                | District | Site    | District | Site    | District |
| <i>Math % Met Achievement Standard</i> | 53%                 | 53%      | 61.80   | 55.99    | 66%     | 58       |
| <i>ELA % Met Achievement Standard</i>  | 54%                 | 51%      | 58.43   | 53.24    | 63%     | 52       |
| <i>Grade 4</i>                         | Site                | District | Site    | District | Site    | District |
| <i>Math % Met Achievement Standard</i> | 62%                 | 52%      | 49.53   | 48.68    | 62%     | 54       |
| <i>ELA % Met Achievement Standard</i>  | 70%                 | 53%      | 51.89   | 53.68    | 50%     | 52       |
| <i>Grade 5</i>                         | Site                | District | Site    | District | Site    | District |
| <i>Math % Met Achievement Standard</i> | 54%                 | 42%      | 67.65   | 45.92    | 53%     | 47       |
| <i>ELA % Met Achievement Standard</i>  | 69%                 | 59%      | 75.49   | 60.70    | 63%     | 56       |

### Summary:

The following data provides information on Quail Glen students' proficiency rates on the Smarter Balanced Assessment taken in the spring of the 2023 school year. This test continues to be modified in duration to account for the disruption to the school year caused by the COVID-19 pandemic. These scores will be used to compare and analyze growth at the site and district level over a three year period.

#### 3rd Grade

- Third grade students at Quail Glen performed higher than students across the district in both math and ELA on the Smarter Balanced Assessments. Math scores indicate a sixty-six percent (66%) proficiency on the site and a fifty-eight percent (58%) proficiency across the district. ELA proficiency scores were at sixty-three percent (63%), eleven percentage (11%) points above the district average of fifty-two percent (52%).
- Intensive interventions, increased tutoring opportunities, a focus on essential standards through SMART goals, strong PLC practices and grade level collaboratives will provide meaningful support to increase student proficiency in grade level standards.

#### 4th Grade

- Fourth grade students at Quail Glen performed higher in math and lower in ELA than the district average on the Smarter Balanced Assessments. Sixty-two (62%) percent of students met proficiency in math, while fifty (50%) percent met proficiency in ELA.

### Quail Glen Elementary School District and State Assessments

- Intensive interventions, increased tutoring opportunities, a focus on essential standards through SMART goals, strong PLC practices and grade level collaboratives will provide meaningful support to increase student proficiency in grade level standards.

#### 5th Grade

- Fifth grade students met proficiency in math and ELA at a rate higher than that of the district on the Smarter Balanced Assessments. Fifty-three (53%) percent of students met standard in math while sixty-three (63%) percent met standard in ELA.
- Intensive interventions, increased tutoring opportunities, a focus on essential standards through SMART goals, strong PLC practices and grade level collaboratives will provide meaningful support to increase student proficiency in grade level standards.

## Student Engagement

|                             | 2021-22       |              | 2022-23       |              | 2023-24       |              |
|-----------------------------|---------------|--------------|---------------|--------------|---------------|--------------|
| <b>Students...</b>          | <b>Parent</b> | <b>Staff</b> | <b>Parent</b> | <b>Staff</b> | <b>Parent</b> | <b>Staff</b> |
| care about my/their school. | 92%           | 87%          | 95%           | 90%          | 92%           | 83%          |
| want to do well in school.  | 95%           | 90%          | 94%           | 90%          | 92%           | 92%          |
| come to class prepared.     | 93%           | 83%          | 97%           | 77%          | 96%           | 87%          |
| like going to school.       | 86%           | 87%          | 86%           | 90%          | 87%           | 83%          |

### Summary:

Research shows that high levels of student engagement improve overall learning. Students who are engaged are more successful academically, have higher attendance rates and have less incidents of negative behavior. Student engagement is overall an area of success for both parents and staff. Ninety-two percent (92%) of parents surveyed felt that “Students care about their school.” Ninety-two percent (92%) of parents report that “Students want to do well in school” and ninety-six percent (96%) report that “Students come to class prepared.” Staff reported a gain of ten points in students being prepared for class. Parents and staff often rate this area differently as the two stakeholder groups differ in their assessment of student preparedness. Staff positively report that “Students care about their school” (83%) and “Students want to do well in school”(92%). The three year trend indicates overall that eighty-six percent (86%) of parents and staff felt “Students like going to school.”

## Learning Environment

|  | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|--|---------|-------|---------|-------|---------|-------|
| <i>My [child's] school....</i>             | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| is clean.                                  | 93%     | 88%   | 92%     | 83%   | 94%     | 96%   |
| maintains its resources well.              | 87%     | 91%   | 84%     | 86%   | 78%     | 85%   |
| has facilities with up-to-date technology. | 88%     | 82%   | 79%     | 70%   | 67%     | 85%   |
| want(s) students to succeed.               | 92%     | 100%  | 94%     | 100%  | 92%     | 96%   |
| provide(s) a well-rounded curriculum.      | 78%     | 100%  | 90%     | 90%   | 83%     | 96%   |
| offer(s) challenging classes.              | 75%     | 87%   | 74%     | 86%   | 79%     | 96%   |
| focus(es) on students' character.          | 89%     | 93%   | 88%     | 95%   | 85%     | 92%   |

### Summary:

Quail Glen strives for a safe, positive learning community where all students can thrive and grow. The learning environment includes both the facilities and the curriculum within those facilities. When reviewing facilities, both staff and parents report an increase in cleanliness at ninety-four percent (94%) and ninety-six (96%) percent. Parents and staff report differently (78/85%) that they agree with the statement that "My child's school maintains its resources well. Sixty-seven percent (67%) of parents report that the school "has facilities with up-to-date technology, while eighty-five percent (85%) of the staff agree with the same statement. DCJESD supports a continuous cycle of upkeep, maintenance and/or replacement of equipment, technology and facilities

When focusing on curriculum, eighty-three percent (83%) of parents and ninety-six (96%) percent of staff report that Quail Glen provides a well rounded curriculum. Both groups rate high levels of agreement with the statement that "Students want to succeed." Quail Glen staff continues to strengthen our Tier 2 WIN practices (What I Need). This is a dedicated 30-45 minute period where students can receive support or challenge work in standards essential to the grade level.

## Expectations

|  | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|--|---------|-------|---------|-------|---------|-------|
| <i>My [child's] school....</i>   | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams. | 80%     | 59%   | 59%     | 82%   | 57%     | 75%   |
| set(s) high expectations for student achievement.  | 72%     | 87%   | 84%     | 91%   | 75%     | 87%   |
| success in college or a career.  | 71%     | 80%   | 70%     | 77%   | 70%     | 83%   |
| encourage(s) a healthy lifestyle.  | 76%     | 83%   | 82%     | 91%   | 79%     | 87%   |

### Summary:

Setting high student expectations is a standard practice in the Dry Creek Joint Elementary School District, both inside and outside the classroom. It is imperative to the successful growth and development of students as lifelong learners and members of the community. Seventy-five (75%) percent of parents agree that "My child's school sets high expectations for student achievement" while eighty-seven (87%) percent of staff agree with this statement. There continues to be a discrepancy between parents and staff when responding to "encouraging students to participate in extracurricular activities." Parents and staff both note a decrease in this area. During the 2023-24 school year, our site hosted extra curricular clubs and activities including cross country, student council, chess, coding, podcast, science and the drama club. Additionally we have contracted with an outside organization to provide art, engineering and coding classes throughout the year,

### Student Support

|  | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|--|---------|-------|---------|-------|---------|-------|
| <i>My [child's] school....</i>   | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| I understand what types of academic support are available to students.         | 67%     | 93%   | 69%     | 100%  | 60%     | 96%   |
| Students receive the resources and support they need.                          | 68%     | 59%   | 78%     | 86%   | 69%     | 95%   |
| I understand what types of social-emotional support are available to students. | 58%     | 93%   | 60%     | 95%   | 62%     | 96%   |

**Summary:**

Dry Creek offers a Multi-Tiered System of Support (MTSS) model to all students. Tier I services are offered to all students, while Tier II and III are provided increasingly as needed. The MTSS model scaffolds the support to build student success as they develop both academically and socially-emotionally. Support opportunities at Tier II and III are always provided to parents when a student qualifies for or shows a need for that support, rather than to all families. This process contributes to the discrepancy between parents' understanding of academic support available when in comparison to the staff's understanding. Sixty percent (60%) of parents report understanding what is available to students, while ninety-six percent (96%) of staff report understanding this statement. The discrepancy between stakeholder groups is evident again when ninety-six percent (96%) of staff show an understanding of the social emotional support available to students while only sixty-two percent (62%) of parents show that same understanding. We have strengthened our social emotional Tier I support to include a universal SEL screener, Toolbox, Restorative Practices, Zones of Regulation, Little Spot and PBIS.

## Student Support

|   | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|---|---------|-------|---------|-------|---------|-------|
| <i>Teachers and staff at district schools....</i>       | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| use technology to teach.                                | 92%     | 100%  | 92%     | 95%   | 92%     | 100%  |
| try to make class interesting.                          | 88%     | 100%  | 94%     | 95%   | 90%     | 100%  |
| encourage collaboration among students.                 | 88%     | 96%   | 96%     | 100%  | 84%     | 100%  |
| encourage critical thinking.                            | 86%     | 93%   | 90%     | 95%   | 86%     | 100%  |
| listen to students.                                     | 91%     | 100%  | 92%     | 95%   | 84%     | 100%  |
| encourage students on a regular basis.                  | 92%     | 100%  | 97%     | 100%  | 92%     | 100%  |
| help my child when he/she doesn't understand something. | 92%     |       | 88%     |       | 86%     |       |
| nurture creativity.                                     | 82%     | 93%   | 87%     | 100%  | 84%     | 100%  |

### Summary:

Building a strong learning community includes the growth and development of 21st century skills. These skills include increased use of critical thinking, collaboration, creativity and digital literacy. Parents and staff positively affirm the use of technology to teach in our classrooms at the rate of ninety-two percent (92%) and one hundred percent (100%). Both groups also report that teachers and staff work to make class interesting for the students at a rate of ninety (90%) and one hundred (100%) percent. Growth in the area of collaboration and critical thinking in the classroom is noted by the staff. Both groups also report support for schools listening to and encouraging students as well as “helping a child who doesn’t understand something.” Nurturing creativity in students remains at a steady rate for staff over the last three years.

## Social Climate

|  | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|--|---------|-------|---------|-------|---------|-------|
| <i>My [child's] school...</i>  | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| school rules are fair.   | 91%     | 88%   | 90%     | 91%   | 85%     | 100%  |
| students have friends at school.   | 98%     | 100%  | 95%     | 96%   | 94%     | 100%  |
| students from different cultural backgrounds become friends.                 | 88%     | 97%   | 91%     | 91%   | 96%     | 96%   |
| students get along with each other and respect their differences.            | 80%     | 85%   | 79%     | 83%   | 76%     | 85%   |
| students respect the teachers and staff.                                     | 93%     | 64%   | 90%     | 82%   | 83%     | 74%   |
| all staff are treated fairly.  | 69%     | 82%   | 70%     | 74%   | 69%     | 88%   |
| all students are treated fairly.   | 81%     | 88%   | 80%     | 83%   | 69%     | 100%  |
| students are comfortable talking to school staff.                            | 88%     | 88%   | 80%     | 96%   | 82%     | 96%   |
| students feel safe at school.  | 90%     | 97%   | 90%     | 87%   | 92%     | 96%   |
| staff feel safe at school.   | 84%     | 88%   | 71%     | 87%   | 71%     | 89%   |
| bullying is not a problem.<br>*Q Changed for 20-21 to bullying is a problem. | 19%     | 7%    | 22%     | 13%   | 26%     | 23%   |

### Summary:

A positive, healthy school culture and climate is the foundation of high quality learning environments. They help to create the conditions for effective teaching and learning. Culture and climate also contribute greatly to student engagement and student success. Professional development on PBIS and Social Emotional Learning have provided staff and students with more support in this area. With an increased focus on building relationships and community within the classroom, the staff and parents reported positively on students “having friends at school” and “having friends from different cultural backgrounds.” However, parents reported a slight decrease in “students getting along with others and respecting differences.” There is a decrease of eight percent (8%) in the number of staff reporting agreement with the statement that “Students respect the teachers and staff.

School safety continues to be an area of concern for both staff and families. Three year trends show that ninety-one percent (91%) of parents and ninety-three percent (93%) of staff agree that “students feel safe at school”. Staff reported a slight increase of two percent (2%) when responding to “staff feeling safe at school.” DCJESD and our critical response partner, DPREP, have worked together to update safety measures and

## Quail Glen Elementary School Parent/Staff/Student Survey 2023-2024

provide both district and site specific safety training. These updated safety practices may provide an increase in how safe staff feel at school.

The final statement regarding bullying was changed for clarity purposes in 2020-2021. It now reads "bullying is a problem." Currently twenty six percent (26%) of parents and twenty three percent (23%) of staff agree with this statement. Quail Glen strives to be a "Bully Free" school, therefore, we will continue to be proactive in addressing these areas and closely monitoring behavior through Restorative Practices and analysis of our PBIS/SWIS data for trends and concerns.

**Stakeholder Engagement - Communication with Parents**

|  | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|--|---------|-------|---------|-------|---------|-------|
| <i>Please indicate how much you disagree or agree with the following statements.</i> | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| The school keeps me well informed about events and activities                        | 92%     |       | 96%     |       | 90%     |       |
| Teachers keep me well informed about my child's progress.                            | 85%     |       | 80%     |       | 76%     |       |

**Summary:**

Parent communication is key to student success especially at the elementary school level. Keeping parents well informed of events and activities increases student participation in the classroom and the school community. Ninety percent (90%) of parents report being well informed of events and activities. The rate at which parents agree that “teachers keep me well informed of my child’s progress” was seventy-six percent (76%). Quail Glen communicates events and school-wide information via our monthly school e-newsletter, our school website, social media, office slideshow, and our marquee. Special messages or reminder emails are also sent to parents through our Parent Square system. Teachers communicate academic progress officially six times a year through progress reports and report cards. Additionally families have 24 hour access to student attendance, assignments and scores through Aeries, our online student information system.

## Stakeholder Engagement - Communication with Parents

|  | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|--|---------|-------|---------|-------|---------|-------|
| <i>Are you able to communicate with teachers/staff when you need to?</i> | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| Yes  | 99%     |       | 98%     |       | 96%     |       |
| No   | 1%      |       | 1%      |       | 2%      |       |
| N/A/ I have not needed to communicate with teachers or staff             | 1%      |       | 1%      |       | 2%      |       |

### Summary:

Open lines of communication between the staff and school community are important for student success. While much can be communicated school-wide via newsletters and ParentSquare, it is equally important to provide opportunities for parents to initiate conversation with school staff. Parents overwhelmingly agree that they are “able to communicate with the teachers and staff when they need to,” at a rate of ninety-six percent (96%). Staff continues to use platforms such as Google Classroom, SeeSaw and Class Dojo as a way to increase communication opportunities.

## Stakeholder Engagement - Communication with Parents

|   | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|---|---------|-------|---------|-------|---------|-------|
| <i>How do you receive most of your information about your child's school?</i> | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| Electronic communications sent to me from my child's school                   | 81%     |       | 86%     |       | 82%     |       |
| School and/or District Newsletters  | 58%     |       | 73%     |       | 43%     |       |
| School and/or District website  | 35%     |       | 30%     |       | 22%     |       |
| Communications from my child's teacher  | 76%     |       | 83%     |       | 71%     |       |
| Social Media  | 16%     |       | 34%     |       | 49%     |       |
| Employees of the district   | 5%      |       | 6%      |       | 6%      |       |
| Other   | 1%      |       | 2%      |       | 2%      |       |
| None of the above   | 2%      |       | 0%      |       | 0%      |       |

### Summary:

A variety of communication tools are used to keep families informed of both district and school events and activities. The most frequently used tools were electronic communications and the school or district newsletter. This is sent directly to families and is easily accessible on all mobile devices. Forty-three percent (43%) of parents report using school or district newsletter as their main method of receiving information. This is a significant decrease in the way families report accessing information. There is a decreasing trend in the use of the school and district website as a method of getting information. Parents' use of social media as a source of gathering information has continued to increase. Quail Glen will continue to provide information using all possible communication pathways so that families can be well informed about the school community.

## Stakeholder Engagement - Communication with Parents

|  | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|--|---------|-------|---------|-------|---------|-------|
| <i>How would you prefer your child's school to provide information to you? (Select all that apply)</i> | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| Emails   | 91%     |       | 95%     |       | 94%     |       |
| Text messages  | 54%     |       | 71%     |       | 60%     |       |
| School and/or District Newsletters   | 44%     |       | 37%     |       | 34%     |       |
| School and/or District website   | 15%     |       | 14%     |       | 10%     |       |
| Social media   | 10%     |       | 22%     |       | 40%     |       |
| Mail/letters   | 11%     |       | 8%      |       | 12%     |       |
| Phone calls  | 9%      |       | 11%     |       | 6%      |       |
| School or district meetings  | 1%      |       | 0%      |       | 2%      |       |
| Other  | 1%      |       | 0%      |       | 2%      |       |

### Summary:

Parents report a variety of preferred methods for receiving school information. Overwhelmingly they desire school communication in the form of email at ninety-four percent (94%). The use of the school/district website, and newsletters for accessing school information has decreased, year to year. . There is an increased desire to see more activity on social media (22%) and for information to be mailed home. Quail Glen will continue to provide information opportunities in all of the areas above.

### Parent Involvement

|   | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|---|---------|-------|---------|-------|---------|-------|
| <i>My [child's] school...</i>   | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| effectively communicate(s) with parents regarding their child's progress. | 86%     | 100%  | 80%     | 86%   | 82%     | 100%  |
| encourage(s) parental involvement.  | 83%     | 87%   | 89%     | 100%  | 90%     | 100%  |
| encourage(s) involvement from community members and organizations.        |         | 69%   |         | 75%   |         | 91%   |
| has/have parents who are highly involved.                                 | 87%     | 87%   | 89%     | 100%  | 94%     | 100%  |

#### Summary:

Parent involvement is highly valued and encouraged at Quail Glen. Our parent community provides learning opportunities in the classroom through our classroom volunteers, the art docent and music docent programs and PTA. Parents and staff agree with the statement "My child's school encourages parental involvement" at the rate of ninety (90%) and one hundred percent (100%). Staff notes that over time there has been a steady increase in parent involvement from 2021-2024. Quail Glen staff will continue to reach out to families to encourage active involvement in their child's classroom. Quail Glen will also continue to partner with Lost But Not Forgotten (Toy Drive), the Salvation Army (Food Drive) and Roseville Fire and Police to promote and encourage community involvement.

### Parental Involvement

|  | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|--|---------|-------|---------|-------|---------|-------|
| <i>Which parent or community activity(ies) have you participated in this year?</i> | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| Back to school night or open house   | 76%     |       | 88%     |       | 90%     |       |
| School or class event, such as a play, sports event, or award assemblies           | 47%     |       | 89%     |       | 78%     |       |
| Parent-teacher conference with child's teacher                                     | 86%     |       | 90%     |       | 88%     |       |
| Volunteering at my child's school  | 56%     |       | 74%     |       | 71%     |       |
| Family/Parent Events   | 34%     |       | 46%     |       | 27%     |       |
| Parent Teacher Association   | 22%     |       | 30%     |       | 33%     |       |
| School committee or council such as Site Council or ELAC                           | 5%      |       | 4%      |       | 8%      |       |
| District committee or council such as DELAC, GATE or Health                        | 3%      |       | 3%      |       | 2%      |       |
| Other  | 6%      |       | 3%      |       | 14%     |       |
| None of the above  | 8%      |       | 4%      |       | 0%      |       |

#### Summary:

Parents are offered a variety of opportunities to be involved in their child's classroom and the school community. Participation in school events remains high at Quail Glen. Families are especially drawn to participate in Open House and Back to School Night. Families are less apt to participate in site and district committees. There has been a noted increase in the number of parents participating in PTA events. Quail Glen will continue to encourage participation in a variety of events so that students and families are connected to the school community.

**Parental Involvement**

|  | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|--|---------|-------|---------|-------|---------|-------|
| <i>I feel that the school and/or district valued my participation or input in...</i>     | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| Parent-teacher conference with child's teacher   | 94%     |       | 99%     |       | 96%     |       |
| School or class event, such as a play, sports event, or awards assemblies                | 76%     |       | 86%     |       | 85%     |       |
| Back to school night or open house   | 84%     |       | 88%     |       | 85%     |       |
| Parent Teacher Association (PTA)   | 75%     |       | 78%     |       | 94%     |       |
| Volunteering at my child's school  | 89%     |       | 90%     |       | 97%     |       |
| Family/Parent Events (Reading or Math Night, Love n Logic, Latino Family Literacy, etc.) | 88%     |       | 90%     |       | 93%     |       |
| School committee or council such as Site Council or ELAC                                 | 100%    |       | 67%     |       | 75%     |       |
| District committee or council such as DELAC, GATE or Health                              | 50%     |       | 50%     |       | 100%    |       |
| Other  | 80%     |       | 100%    |       |         |       |

**Summary:**

Stakeholders are a valued piece of the Quail Glen community. They provide valid feedback and insight into how Quail Glen can address areas of strength and areas of concern when inviting participation. Overall parents express that they feel that their input is valued when it is offered, across a variety of settings on the school site. Parents felt the least valued when providing input at a district level. Feedback opportunities at the district level often include larger groups where individual input may be more difficult to express. Quail Glen will continue to provide opportunities for parents to participate and provide feedback in the school setting.

## Parental Involvement

|   | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|---|---------|-------|---------|-------|---------|-------|
| <i>What would help parents become more involved in Dry Creek?</i> | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| More information on how to support students at home               | 37%     |       | 31%     |       | 22%     |       |
| More information on involvement opportunities                     | 49%     |       | 41%     |       | 29%     |       |
| More communication between school and parents                     | 19%     |       | 24%     |       | 22%     |       |
| More participation opportunities at the school level              | 29%     |       | 33%     |       | 29%     |       |
| More events offered in the evening                                | 33%     |       | 38%     |       | 35%     |       |
| More participation opportunities at the district level            | 8%      |       | 14%     |       | 14%     |       |
| More convenient locations for participation                       | 6%      |       | 7%      |       | 8%      |       |
| More communication in our family's primary language               | 1%      |       | 1%      |       | 0%      |       |
| More events offered in the morning                                | 4%      |       | 7%      |       | 6%      |       |
| Other   | 9%      |       | 6%      |       | 2%      |       |
| None of the above   | 14%     |       | 19%     |       | 25%     |       |
| Virtual Event (Ex. Zoom)  | 20%     |       | 18%     |       | 8%      |       |

### Summary:

Parent involvement in a child's school is critical to student success in the classroom. Research shows that students with involved parents are more likely to have higher test scores, attend school regularly, have better social skills, show improved behavior and overall adapt well to school.

Parents continue to desire a variety of opportunities to be involved in their child's schooling. Twenty-two (22%) percent of parents seek more information about supporting students at home and twenty-nine (29%) percent would like more opportunities to participate at the school level. A small number of parents (14%) are looking to be involved at the district level. Quail Glen will continue to provide information on opportunities to be involved

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on site through volunteering, field trips, docent programs, PTA, ELAC and SSC. Additionally parent involvement at the district level will be shared through invitations to DELAC and the Health Advisory committee. It is noted that eight percent (8%) of parents desire the opportunity to be involved in events virtually. Seeing this, we will continue to offer virtual options when it is appropriate.

### Parental Involvement

|   | 2021-2022 |       | 2022-23 |       | 2023-24 |       |
|---|-----------|-------|---------|-------|---------|-------|
| <i>It is important to offer parents a chance to participate in engagement opportunities, such as...</i> | Parent    | Staff | Parent  | Staff | Parent  | Staff |
| Back to school night or open house.   | 97%       |       | 99%     |       | 94%     |       |
| School or class events, such as play, sports events, or award assembly.                                 | 96%       |       | 96%     |       | 92%     |       |
| Parent-teacher conferences with my child's teacher.   | 97%       |       | 98%     |       | 96%     |       |
| School committees or councils such as Site Council or ELAC.   | 79%       |       | 85%     |       | 83%     |       |
| Family/Parent events, such as Reading or Math Night, Love n Logic, etc.                                 | 90%       |       | 96%     |       | 86%     |       |
| District committees or councils such as DELAC, GATE or Health.  | 80%       |       | 85%     |       | 88%     |       |
| Volunteering at my child's school.  | 96%       |       | 94%     |       | 94%     |       |
| The Parent Teacher Association (PTA)  | 91%       |       | 89%     |       | 92%     |       |
| Virtual events.   | 68%       |       | 76%     |       | 70%     |       |

#### Summary:

Parent participation in events and activities at Quail Glen continues to be high. This is supported in the data above which asks if parents believe it is important that they are offered the chance to participate in a variety of school wide events. Parents place high value on being included in Back to School Night and Open House (94%), school/classroom events (92%), parent teacher conferences (96%), volunteering in the classroom (94%), joining PTA (92%) and parent nights (86%). Parents place less value on participating in school committees (83%), district committees (88%), and virtual events (70%). Given the value parents place on being included in their child's school, Quail Glen will continue to extend invitations to parents and families, whenever possible.

### Parental Involvement

|   | 2021-22 |       | 2022-23 |       | 2023-24 |       |
|---|---------|-------|---------|-------|---------|-------|
| <i>I feel that the school and/or district value(s) my participation or input in engagement opportunities.</i> | Parent  | Staff | Parent  | Staff | Parent  | Staff |
| Agree/Strongly Agree  | 71%     |       | 83%     |       | 71%     |       |

#### Summary:

School communities are successful when parents, teachers, students, and staff work together to provide an engaging, high quality learning environment. When decisions are being made, gathering information from all stakeholders ensures that a well rounded approach is being taken. Seventy one percent (71%) of parents agree or strongly agree that the school values their participation and input in engagement opportunities. Quail Glen will continue to gather input and invite participation in events related to the school community via meetings and surveys as appropriate to the activity.

### Self-Awareness

|  | 2021-22        | 2022-23        | 2023-24        |
|--|----------------|----------------|----------------|
| <b><i>Please indicate how much you disagree/agree with the following statements:</i></b> | <b>Student</b> | <b>Student</b> | <b>Student</b> |
| I can do most things if I try.   | 85%            | 83%            | 80%            |
| I know when I am feeling overwhelmed.  | 83%            | 75%            | 81%            |
| I feel positive about my future.   | 80%            | 81%            | 79%            |
| I have a lot of strengths.   | 79%            | 81%            | 80%            |
| I am happy with who I am.  | 82%            | 80%            | 79%            |
| I can explain my feelings to others.   | 46%            | 43%            | 41%            |

#### Summary:

Student survey information was added in the 2018-19 school year, making this the sixth year of data collection. This provides us with the opportunity to see patterns and trends over time. Self-Awareness in students is the ability to see one's own strengths, weaknesses, interests and needs. Students who are self-aware are able to communicate and problem solve to a greater degree. Over the course of the past three years, student scores have declined steadily. Currently eighty percent (80%) of students agree with the statement "I can do most things," and "I have a lot of strengths." These are slight declines from the previous year. Student trends report slight decreases in "feeling positive about the future," and being "happy with who I am." Students continue to need support in "explaining my feelings to others" as less than half of fourth and fifth graders are confident in this skill. However, students have noted an increase of six (6%) percent in their ability to identify when they are "feeling overwhelmed." The introduction of Zones of Regulation/A Little Spot of Feelings and continued use of Restorative Practices and the ToolBox will provide more opportunities for students to practice self-awareness.

**Growth Mindset**

|  | 2021-22        | 2022-23        | 2023-24        |
|--|----------------|----------------|----------------|
| <b><i>Please indicate how much you disagree/agree with the following statements:</i></b> | <b>Student</b> | <b>Student</b> | <b>Student</b> |
| I can learn from my mistakes.  | 88%            | 84%            | 85%            |
| I feel confident in my ability to learn new things.                                      | 75%            | 77%            | 78%            |
| I can usually solve my problems.   | 74%            | 75%            | 73%            |
| I keep trying, even when things are hard.  | 82%            | 82%            | 75%            |
| I am a hard worker.  | 85%            | 81%            | 81%            |
| Challenging myself makes me smarter.   | 79%            | 72%            | 69%            |
| I can make the best out of a bad situation.  | 58%            | 57%            | 53%            |
| If I'm not good at something, I'd rather quit.   | 11%            | 9%             | 15%            |

**Summary:**

Students with a growth mindset are able to take on various challenges, and more importantly, learn from them. This increases both their abilities and achievement. When students truly understand that they have the ability to strengthen “brain power”, they apply an increasing amount of effort to activities. We strive to teach our students the skills required to cultivate this mindset and see success from it. Currently eighty-five percent (85%) report agreeing they can learn from mistakes. Students positively report they are “confident in their ability to learn new things”, their ability to “solve my problems” and to “keep trying even when things are hard”. Improvement can continue to be made in the concept of “making the best out of a bad situation” with just fifty-three percent (53%) of students reporting they feel they are able to do this. Students increasingly need support in not quitting when they are not good at something. Quail Glen will utilize our SEL curriculums, and our school counselor to conduct social-emotional lessons in whole and small groups that target these areas of concern.

### Self-Management

|  | 2021-22        | 2022-23        | 2023-24        |
|--|----------------|----------------|----------------|
| <i><b>Please indicate how much you disagree/agree with the following statements:</b></i> | <b>Student</b> | <b>Student</b> | <b>Student</b> |
| I know right from wrong.   | 90%            | 86%            | 81%            |
| I have goals and plans for my future.  | 86%            | 84%            | 82%            |
| I keep my promises.  | 89%            | 88%            | 89%            |
| I follow the rules.  | 90%            | 80%            | 78%            |
| I finish whatever I begin.   | 68%            | 80%            | 67%            |
| I know how to handle stress.   | 54%            | 53%            | 47%            |

#### Summary:

Self-Management skills are designed to gauge a student's ability to accomplish tasks independently. Self-management requires students to take an active role in monitoring and strengthening their own behavior. These are foundational skills for our students as they transition into teens and then adults. Four years ago, we implemented the use of the ToolBox curriculum to explicitly teach our students how to understand and manage their own social, emotional and academic success. Through twelve (12) tools, students learn different approaches on how to tap into their inner resilience and problem solve on their own. Students continue to show a need for support in self management. To target this area, Quail Glen staff will continue to implement Toolbox, Restorative Practices and Zones of Regulation/A Little Spot of Feelings as well as utilize our school counselor to conduct social-emotional lessons in small groups and in the classroom.

**Responsible Decision-Making**

|  | 2021-22        | 2022-23        | 2023-24        |
|--|----------------|----------------|----------------|
| <b><i>Within the past two weeks, how often have you...</i></b> | <b>Student</b> | <b>Student</b> | <b>Student</b> |
| waited patiently in line?                                      | 81%            | 78%            | 73%            |
| paid attention in class?                                       | 86%            | 76%            | 78%            |
| waited for your turn to talk in class?                         | 84%            | 78%            | 73%            |
| told the truth even though it is hard?                         | 75%            | 70%            | 62%            |
| thought about what may happen before making a decision?        | 62%            | 62%            | 55%            |
| calmed yourself down when upset?                               | 60%            | 58%            | 56%            |

**Summary:**

Responsible decision making is referred to by CASEL as the “ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.” As we focus more on social emotional learning in our classrooms, we can pinpoint areas where students show a need for support.

Students report being able to “pay attention in class” (78%) and “wait for your turn to talk in class” (73%). They reported a decrease (5%) in the ability to “wait patiently in line” and a decrease of eight percent (8%) in the ability to “tell the truth even though it is hard. The ability “to think about what happens before making a decision” has declined to fifty-five percent (55%) Students increasingly show a need for skills to “calm yourself down when upset.” Continued implementation of Zones of Regulation/A Little Spot of Feelings, ToolBox and Restorative Circles will help students identify opportunities to apply social-emotional learning to real world situations

### Social Awareness

|  | 2021-22        | 2022-23        | 2023-24        |
|--|----------------|----------------|----------------|
| <i><b>Please indicate how much you disagree/agree with the following statements:</b></i> | <b>Student</b> | <b>Student</b> | <b>Student</b> |
| It is important to treat people with respect.  | 96%            | 98%            | 93%            |
| I am happy for my friends when they do well in school.                                   | 94%            | 97%            | 89%            |
| I accept others for who they are, even if they are different from me.                    | 95%            | 94%            | 90%            |
| I can tell when someone is upset.  | 87%            | 82%            | 89%            |
| If someone is sad, I try to help him or her.   | 92%            | 88%            | 86%            |

**Summary:**

Social awareness requires a student to recognize perspective and empathize with others. It also includes the ability of students to measure social norms present in different communities and react accordingly. Utilizing these skills results in improved peer relationships. As a site we continue to model and teach students how to interact positively with others. This is an area of student success! Students reported positively in many areas of Social Awareness. The greatest increase (7%) was in recognizing "I can tell when someone is upset". As a site, we continue to model and teach students how to interact positively with others through use of Restorative Circles, Toolbox and other SEL practices.

**Relationship Skills**

|  | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|--|----------------|----------------|----------------|
| <b><i>Please indicate how much you disagree/agree with the following statements:</i></b> | <b>Student</b> | <b>Student</b> | <b>Student</b> |
| I have friends at school.  | 92%            | 90%            | 95%            |
| I feel comfortable working in a team with other students.                                | 72%            | 74%            | 75%            |
| I can talk easily with other kids in my grade.   | 75%            | 70%            | 82%            |
| I feel like my peers leave me out of things.   | 25%            | 25%            | 23%            |

**Summary:**

Building and sustaining relationships is critical to success in school and in life. In young students, relationship skills include the ability to initiate effective conversation with peers both academically and socially. Through guided practice in teamwork and collaborative problem solving, students can build capacity toward more positive relationships. Ninety-five percent (95%) of the students report having friends at school, but twenty-three (23%) percent report “feeling like my peers leave me out of things”. Most 4th and 5th grade students now have access to social media through their phones. This increased exposure to peers’ social activities is seen as a probable cause for an increase in feeling left out. Students increasingly report being able to “feel comfortable working in a team with other students”. Students noted an increase in the ability to “talk easily with other kids in their grade.” Restorative practices that include class meetings, provide a modeled learning opportunity for dialogue between students.

### Civic Mindset

|   | 2021-22        | 2022-23        | 2023-24        |
|---|----------------|----------------|----------------|
| <i>Please indicate how much you disagree/agree with the following statements:</i> | <b>Student</b> | <b>Student</b> | <b>Student</b> |
| I care about my community.  | 96%            | 90%            | 88%            |
| I am knowledgeable about what is happening in the world.                          | 77%            | 86%            | 77%            |
| I read or talk about current events.  | 59%            | 64%            | 66%            |
| I believe that I can make a difference in my community.                           | 77%            | 78%            | 61%            |

#### Summary:

Civic mindset encourages students to look at the concept of their community as a whole. It helps students to recognize that we are all part of something larger and that we can and should contribute to that larger element. When looking at civic mindset from a broader perspective, seventy-seven (77%) percent of students report being "knowledgeable about what is happening in the world" and sixty-six (66%) percent report that they "read or talk about current events". Looking from a narrower perspective, eighty eight percent (88%) of students report "caring about their community," while sixty one (61%) percent report believing "I can make a difference in my community." We will continue to recognize difference makers in our community, highlighting the change one person, large or small can make.

**Social Support**

|   | 2021-22        | 2022-23        | 2023-24        |
|---|----------------|----------------|----------------|
| <i>Please indicate how much you disagree/agree with the following statements:</i> | <b>Student</b> | <b>Student</b> | <b>Student</b> |
| My teachers believe that I will be successful.                                    | 90%            | 80%            | 84%            |
| I have at least one adult at school that I trust.                                 | 80%            | 81%            | 81%            |
| I feel like I belong at school.   | 75%            | 65%            | 67%            |
| Adults at school care about me.   | 84%            | 80%            | 72%            |
| Adults at school support me when I need help                                      |                | 82%            | 80%            |
| Adults at school listen when I have something to say.                             | 85%            | 76%            | 71%            |

**Summary:**

Social support is the physical and emotional comfort given to you by your community members. In a school setting, this would include peers and staff members. While this is an overall area of strength, it fluctuates slightly year to year. Eighty-four percent (84%) of students at Quail Glen agree with the statement that their “teachers believe they will be successful, while eighty-one (81%) percent report having “at least one adult at school that I trust.” There is an increase in the number of students reporting in agreement with the statements “I feel like I belong at school” (67%), “adults at school care about me” (72%) and “adults at school listen when I have something to say” (71%). Making connections with our students is a top priority. We will continue to explore ways to foster community and strengthen relationships with our students, so that all students have a sense of belonging.

## Emotional Well-being

|  | 2021-22        | 2022-23   | 2023-24   |
|--|----------------|---|---|
| <i><b>Within the past two weeks, how many times have you....</b></i> | <b>Student</b> | <b>Student</b><br><small>**Number of students reporting 0 times</small> | <b>Student</b><br><small>**Number of students reporting 0 times</small> |
| worried about school work?   | 20%            | 20%   | 31%   |
| had trouble falling asleep?  | 27%            | 26%   | 26%   |
| felt like not talking to anyone?                                     | 14%            | 30%   | 32%   |
| felt sad?  | 19%            | 23%   | 19%   |
| felt anxious?  | 20%            | 21%   | 31%   |
| felt like you could not focus in school?                             | 13%            | 17%   | 32%   |
| felt lonely?   | 14%            | 35%   | 37%   |

### Summary:

Emotional health and well being are important to the growth and development of a child. Students who are emotionally healthy are able to problem solve, make decisions and contribute to their learning. This table represents only students who report having never felt this way in the past two week period. Thirty-one (31%) percent of students report never being worried about school while thirty-seven percent (37%) report not being anxious. Students also increasingly report less trouble focusing in school. Any loss of sleep remains a concern as studies show quality sleep contributes to proper brain function in people of all ages. Quail Glen will continue to provide social-emotional support for students by implementing ToolBox, Restorative Practices/A Little Spot of Feelings, PBIS, school based counseling and Wellness Together.

### Frequency of Bullying

|  | 2021-22 | 2022-23   | 2023-24   |
|--|---------|---|---|
| <i>Since the start of the school year, how often have you experienced the following:</i>   | Student | Student<br>**Number of students reporting NEVER experiencing bullying | Student<br>**Number of students reporting NEVER experiencing bullying |
| I have been verbally bullied by students at school.  | 28%     | 72%   | 60%   |
| I have been electronically bullied by students (e.g., text messages, email, social media). | 5%      | 86%   | 81%   |
| I have been physically bullied by students at school.                                      | 16%     | 80%   | 74%   |

#### Summary:

Bullying is an unacceptable behavior, no matter how infrequent. It is critical for schools to have clear and comprehensive prevention practices, as well as policies to address bullying and other forms of harassment. We place an emphasis on prevention, timely and consistent intervention, social-emotional support (for both victims and bullies), and clear, appropriate discipline. Educators, school psychologists, counselor students, and their families must work together to ensure that students feel safe at school. 2022-2024 data reports the number of students who have never been bullied. This is a change from previous reporting practices. When analyzed, sixty (60%) students report never having been verbally bullied, Eighty-one percent (81%) report never having been electronically bullied while seventy-four percent (74%) have never been physically bullied. We will continue to closely monitor all bullying incidents with our consistent analysis using the PBIS/SWIS data and the "STOPit" app.

**Location of Bullying**

|  | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|--|----------------|----------------|----------------|
| <b><i>Where in school have you been bullied?</i></b> | <b>Student</b> | <b>Student</b> | <b>Student</b> |
| During recess or outside time.                       | 73%            | 69%            | 74%            |
| In a classroom.                                      | 27%            | 37%            | 20%            |
| At the cafeteria.                                    | 31%            | 20%            | 18%            |
| In hallways.   | 6%             | 6%             | 11%            |
| In the bathroom.                                     | 11%            | 10%            | 7%             |
| Online   | 16%            | 21%            | 19%            |
| Other  | 28%            | 16%            | 21%            |

**Summary:**

Research shows that the highest incidents of bullying appear to be in places where there is a combination of a high number of students and a lower rate of adult supervision. These locations also often have less structure. Examples of this would be: the lunchroom, playground area, school bus, and restrooms. The data above shows locations where potential bullying may have occurred. Seventy-four percent (74%) of bullying is reported "during recess or outside time." This is an increase of five percent (5%) from the previous year. We will continue to teach our students to be advocates for themselves and others when faced with a bullying incident online or in person. Our school-wide behavior expectations, The Patriot PACT, addresses respecting others and making wise choices. These behavioral expectations are explicitly taught during the school year. In addition, we have implemented "STOPit" an anonymous, online app to report bullying. Students, parents or staff can anonymously make a report involving bullying, which is then followed up by administration.

**School Environment**

|  | 2021-22        | 2022-23        | 2023-24        |
|--|----------------|----------------|----------------|
| <b><i>Please indicate how much you disagree/agree with the following statements:</i></b>         | <b>Student</b> | <b>Student</b> | <b>Student</b> |
| I am proud to be part of my school.  | 85%            | 76%            | 74%            |
| My school is a safe place.   | 80%            | 76%            | 76%            |
| School activities are interesting.   | 85%            | 75%            | 74%            |
| I have a say in school decisions that affect me (e.g., class activities, lessons, school rules). | 57%            | 49%            | 48%            |
| Students at my school are motivated to learn.  | 67%            | 52%            | 49%            |

**Summary:**

All schools strive for a positive culture and climate within their community. A positive school community reduces stress for staff and students, affects attendance and participation in the classroom. Seventy-four percent (74%) of students report being proud to be part of their school and seventy-six percent (76%) that it is a safe place. Seventy-four percent (74%) of students report "school activities are interesting", while forty-nine percent (49%) report they are "motivated to learn". Forty-eight percent (48%) of students believe they "have a say in school decisions that affect me". Having opportunities for choice and voice within the school day increases student buy in and participation. Students are often given this opportunity when deciding classroom norms at the beginning of the year and through our Student Council program. The Quail Glen staff is committed to creating and encouraging a positive learning environment for all students.



**Quail Glen School Site Council  
2024-25 Planning Calendar**  
(Agenda items subject to change)

**August 22, 2024**

Introduction of Members  
Purpose/Roles School Site Council  
ByLaws  
Review Uniform Complaint Policy  
SPSA Approval

**September 26, 2024**

Review School and District Goals for Current Year  
Review and analyze site/district assessments

**October 24, 2024**

Review School Safety Plan and Goals

**November 21, 2024**

Review/Update School Safety Plan and Goals  
RTI review

**January 23, 2025**

Approve School Safety Plan  
Mid Year Review LCAP

**February 27, 2025**

Review LCAP (Goals)  
Review Dashboard Analysis

**March 27, 2025**

LCAP update  
Local Indicator #3 Parent Rubric

**April 24, 2025**

Review SPSA Goals 2025-26  
Parent/Student Survey results review

**May 29, 2025**

Final SPSA Approval 2025-26  
Set SSC 2025-26 Meetings  
Review Site Council Balloting Process

**All meetings are in the school's library or on Zoom from 3:00-4:00.**

## QUAIL GLEN SCHOOL INFORMATION



### Quail Glen Elementary School Partners in Learning School Pledge/Compact 2024-2025

We know that children learn from adults and love, encouragement, positive support and a nurturing environment are critical to the healthy development of every child. We are committed to working together with each of us doing our best to promote achievement for our students.

#### **As a student I pledge to:**

- Come to school on time, ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Tell my parents what I am learning in school and give them all notices sent home.
- Know and follow school and class rules.
- Ask for help when I need it.
- Read every day; limit my TV/Computer use.
- **Read and agree to follow the conditions in the District Instructional Technology Use Policy.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **As a parent/guardian I pledge to:**

- Make sure that my child gets to school on time every day, gets adequate sleep and completes home/school work.
- Talk with my child about his/her activities every day.
- Know how my child is progressing by attending conferences, looking at school work, talking to the teacher, attending Back to School Night, Open House, and being involved with the school.
- Communicate the importance of education and learning to my child.
- Support school and classroom rules and policies.
- Read to my child and encourage my child to read every day; limit TV/computer use.
- Provide a quiet time and place for my child to do school work.
- **Read and agree to follow the conditions in the District Instructional Technology Use Policy.**
- **Read and understand the Volunteer Statement regarding confidentiality.**

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **As staff, we pledge to:**

- Provide high-quality curriculum and instruction by teaching the District Standards, utilizing effective teaching strategies, and providing interventions in a positive, safe, and orderly learning environment.
- Have high expectations and help all students meet standard.
- Communicate regularly with parents including at fall parent-teacher conferences, trimester progress reports and report cards, before and after school parent contact through phone conversations, e-mail or scheduled meetings.
- Encourage parents to be involved in decisions that affect their child's education.
- Encourage parents to schedule a time to volunteer in the classroom and at the school.
- Create a positive, safe, and orderly learning environment in my class and in the school. **Staff Signature:**

\_\_\_\_\_ Date: \_\_\_\_\_

*Students will not be permitted to participate in extra-curricular activities or use school technology until this page is signed and returned.*

**Quail Glen Elementary School**  
**SCHOOL SITE COUNCIL BY-LAWS**

**ARTICLE I: Name of Committee**

The name of this committee will be the Quail Glen Elementary School Site Council.

**ARTICLE II: Objectives**

The objective of the School Site Council (SSC) shall be to assist the school in creating a school improvement program as identified in AB65. The School Site Council shall be advisory in nature, and these by-laws shall in no way be construed as giving the School Site Council a veto over project or program activities. The principle functions are advisory in nature and to review the School Improvement Plan, to review its implementation, to assess periodically the effectiveness of the program, to approve the school improvement budget, and to recommend modification of the plan to reflect changing needs and priorities. Final decision making authority rests with the administration and the Board of Trustees.

**ARTICLE III: Membership**

**Section 1. School Site Council**

The Council shall be composed of the principal and representatives of teachers elected by teachers at the school, other school personnel elected by other school personnel at the school, and parents of pupils attending the school elected by such parents. In addition, community members may serve on the Council if elected by the parents of the school. The Council shall be constituted to ensure parity between the principal, classroom teachers (3) and other school personnel (classified) and parents (5) or other community members selected by parents. The classroom teachers shall comprise the majority of those persons representing school staff. Council members representing parents or other community members may be employees of the school district as long as they are not employees at this school.

**Section 2. Responsibilities and Rights**

All Council members shall enjoy the full rights and obligations of membership. Each Council member shall be entitled to one vote and may cast that vote on each matter submitted to the Council. Voting by proxy or absentee ballots is not permitted.

**Section 3. Termination of Membership**

A. Members shall no longer hold membership who cease to meet the requirement of the position for which they were elected. Membership may be terminated for any member who is absent from all regular and special meetings for a period of three consecutive months. The Council, by affirmative vote of two-thirds of all of the members of the Council, may recommend termination of membership.

**Section 4. Term of Office**

All members of the Council shall serve for a two-year term. The term of appointment will be concurrent with the school year

#### Section 5. Resignation

Any member may resign by filing a written resignation with the Council chairperson or school administrator.

#### Section 6. Vacancy

Any vacancy on the Council shall be filled for the remainder of the unexpired term. The chairperson shall appoint to fill the vacancy.

### **ARTICLE IV: Officers**

#### Section 1.

The officers of the School Site Council shall be a chairperson, vice-chairperson, a recording secretary.

#### Section 2. Election and Term of Office

The chairperson, vice-chairperson, and secretary of the School Site Council shall be elected annually by the newly-formed Council at their first meeting each school year.

#### Section 3. Chairperson

The chairperson must be a community member within the school district boundaries other than an employee of the school district. The chairperson, in cooperation with the principal, shall prepare an agenda for each council meeting. He/she shall preside at all meetings of the School Site Council and, in addition, he/she will perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time.

#### Section 4. Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in event of her/his absence. He/she must be a community member other than an employee of the school district.

#### Section 5. Recording Secretary

The recording secretary shall keep the minutes of the meetings both regular and special of the School Site Council and shall transmit true and correct copies of the minutes to each of the members, to the principal and to such other persons as the committee may deem appropriate. The recording secretary shall see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the Council's records; keep a register of the address and telephone number of each member of the Council and, in general, perform all duties related to the office of the recording secretary and such other duties as from time to time may be assigned to the office by the chairperson. Official minutes will be kept in the school office.

### **ARTICLE V: Standing and Special Committees**

#### Section 1. Creation and Abolition of Standing and Special Committees

The School Site Council may from time to time create and abolish such standing or special committees as it may desire. Members for such committees may be drawn from the community and will include a member from the Council. No standing or special committee may exercise the authority of the School Site Council.

#### Section 2. Membership

Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees with approval of School Site Council.

### Section 3. Term of Office

Each member of a committee shall continue as such for the term of his appointment and until his successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

## **ARTICLE VI: Meetings of School Site Council**

### Section 1. Regular Meetings

The School Site Council shall, if possible, meet regularly once each month while school is in regular session; the principal must be in attendance at all meetings. Meetings will follow the format set forth in Roberts' Rules of Order.

### Section 2. Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Site Council.

### Section 3. Place of Meetings

The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school.

### Section 4. Notice of Meetings

At the first meeting of the year, a calendar of meetings shall be established, publicized, and placed on the agenda. All required notices shall be delivered to the SSC and committee members no less than 72 hours in advance of the meeting.

### Section 5. Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

### Section 6. Meetings Open to Interested Persons

All regular and special meetings of the School Site Council and its standing or special committees shall be open at all times to interested persons within the school district.

### Section 7. Parent Survey

The purpose of the School-Based Parent Survey is to solicit parent feedback regarding the strengths and needs within the school's programs so that the Council can identify areas in which to focus. This survey may be distributed at any time throughout the school year. Results will be presented and reviewed at a regularly scheduled School Site Council meeting.

### Section 8. Teacher Feedback

In order to align more closely with overall Professional Learning Community (PLC) efforts of the school, teacher feedback may be solicited at any time throughout the school year. This feedback may be gathered in a variety of ways such as: Facilitated Staff meetings, Minimum

Day structured feedback opportunities, written and verbal communication or the administration of specific site surveys. Each school site may determine the most valuable method(s) of soliciting teacher feedback for program improvement efforts.

#### **ARTICLE VII: Election Procedures**

Section 1. Election for community members shall take place in the spring.

Section 2.

- A. The principal of the school is automatically a member of the School Site Council.
- B. The three teacher representatives shall be elected during a faculty meeting at the beginning of the school year.
- C. A classified employee representative shall be elected at a meeting called for that purpose by the principal at the beginning of the school year.
- D. The five community members shall be elected by ballot distributed through the monthly school communication.
- E. Notification of upcoming elections and of requests of nominations of community members shall be made in a timely fashion prior to the elections.

#### **ARTICLE VIII: Amendments**

An amendment of these by-laws may be made at any regular meeting of the SSC by a vote of two-thirds or a quorum of the members. Written notice of the proposed amendment must be submitted to SSC members at least three (3) days prior to the meeting at which the amendment is to be considered for adoption.

Amended: August 29, 2013

**Policy 1312.3: Uniform Complaint Procedures**

**Status: ADOPTED**

**Original Adopted Date: 06/12/2000 | Last Revised Date: 06/16/2022 | Last Reviewed Date: 06/16/2022**

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

**Complaints Subject to the UCP**

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical educational (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Childcare and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school. (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
23. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

### **Non-UCP Complaints**

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR-5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education

(CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5CCR 3200 - 3205)

6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
  7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
  8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)
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